

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Walnut Creek Elementary School District
CDS Code:	07-61812-0000000
LEA Contact Information:	Name: Marie Morgan Position: Superintendent Email: mmorgan@walnutcreeksd.org Phone: 925.944.6850
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$32,446,727
LCFF Supplemental & Concentration Grants	\$1,147,744
All Other State Funds	\$2,777,029
All Local Funds	\$3,193,031
All federal funds	\$1,017,444
Total Projected Revenue	\$39,434,231

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$40,708,244
Total Budgeted Expenditures in the LCAP	\$1,343,238
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,147,744
Expenditures not in the LCAP	\$39,365,006

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,675,225
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,675,225

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Walnut Creek Elementary School District

CDS Code: 07-61812-0000000

School Year: 2021-22

LEA contact information:

Marie Morgan

Superintendent

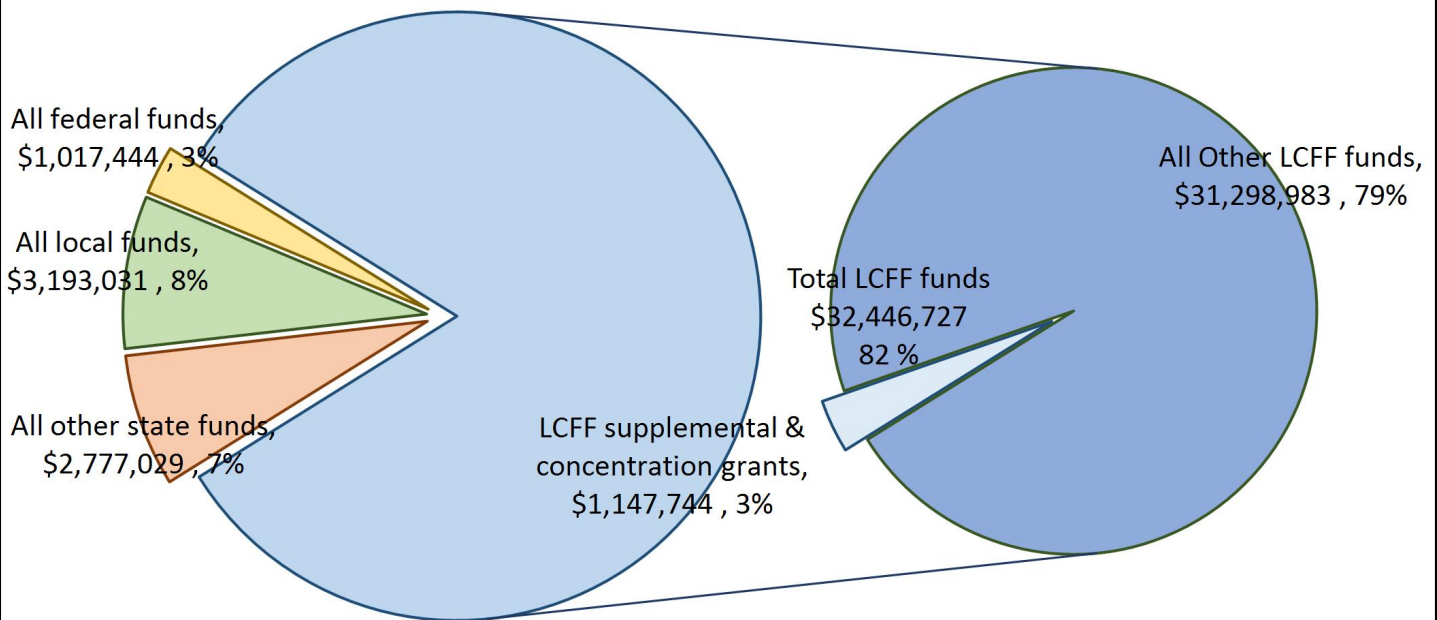
mmorgan@walnutcreeksd.org

925.944.6850

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



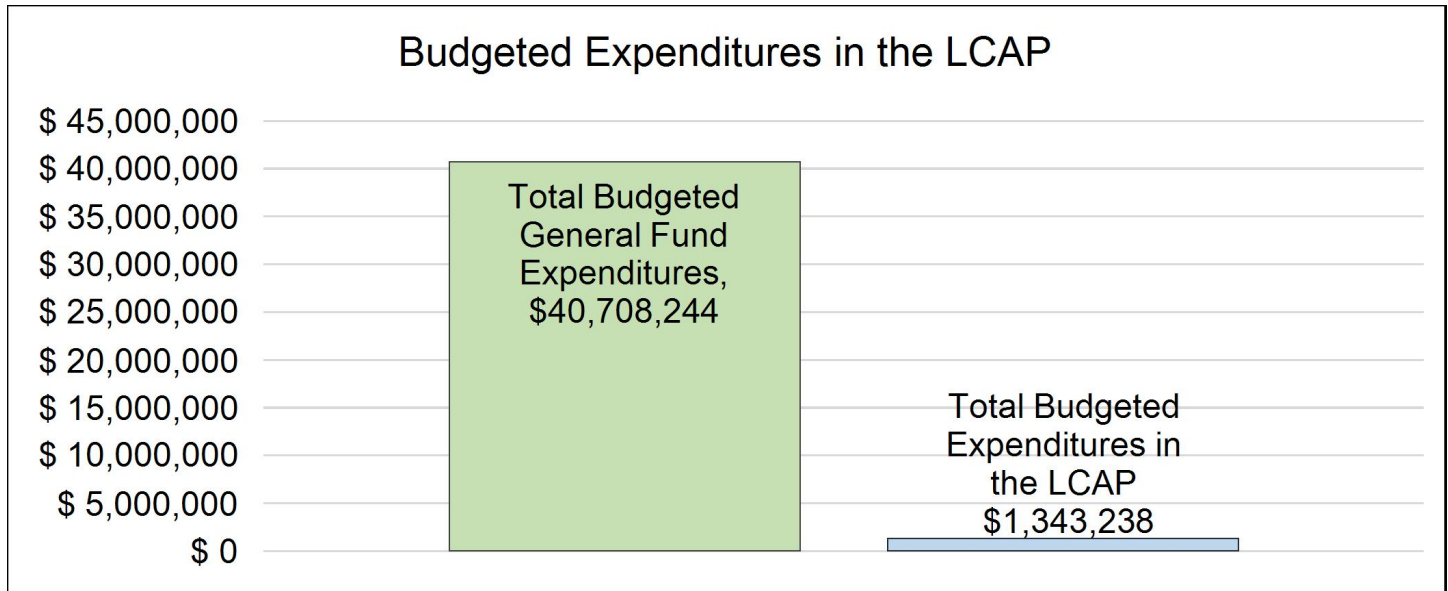
This chart shows the total general purpose revenue Walnut Creek Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Walnut Creek Elementary School District is \$39,434,231, of which \$32,446,727 is Local Control Funding Formula (LCFF), \$2,777,029 is other state funds, \$3,193,031 is local funds, and \$1,017,444 is federal funds. Of the \$32,446,727 in LCFF Funds, \$1,147,744 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Walnut Creek Elementary School District plans to spend \$40,708,244 for the 2021-22 school year. Of that amount, \$1,343,238 is tied to actions/services in the LCAP and \$39,365,006 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

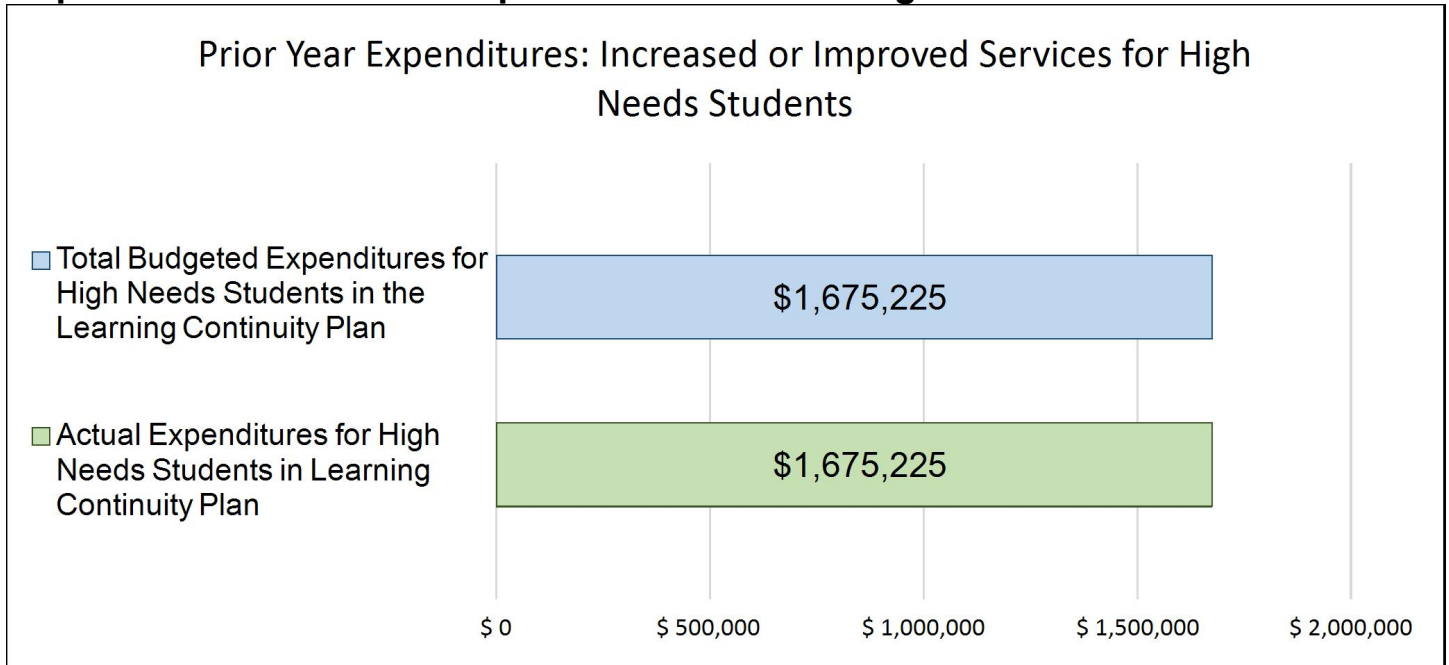
As a general rule, 80% of the total General Fund expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included.

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

In 2021-22, Walnut Creek Elementary School District is projecting it will receive \$1,147,744 based on the enrollment of foster youth, English learner, and low-income students. Walnut Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Walnut Creek Elementary School District plans to spend \$1,147,744 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 2020-21



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

In 2020-21, Walnut Creek Elementary School District's Learning Continuity Plan budgeted \$1,675,225 for planned actions to increase or improve services for high needs students. Walnut Creek Elementary School District actually spent \$1,675,225 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Walnut Creek Elementary School District	Marie Morgan Superintendent	mmorgan@walnutcreeksd.org 925.944.6850

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

Goal 1

Provide all students high quality classroom instruction and standards aligned curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Proficiency (Priority 4a, 2a, 2b, 8a)</p> <p>19-20 Percentage of students demonstrating proficiency in ELA and mathematics will increase 2% from 2018.</p> <p>Baseline 2016 ELA - 73% Math - 68%</p>	<p>This measurable outcome is not available due to the impact of COVID-19. WCSD was not able to administer the SBAC assessment due to pivoting to remote instruction before and during the assessment window. WCSD analyzed local benchmark data to measure student outcomes.</p>
<p>Metric/Indicator Dashboard Indicator – District ELA (Priority 4a)</p> <p>19-20</p>	<p>This measurable outcome is not available due to the impact of COVID-19. WCSD was not able to administer the SBAC assessment due to pivoting to remote instruction before and during the assessment window. California Department of Education did not update the CA School Dashboard due to the waiver of completion of state summative assessments. WCSD analyzed local benchmark data to measure student outcomes.</p>

Expected	Actual
<p>Maintain BLUE, Very High</p> <p>Baseline 2016 District ELA BLUE, Very High +47 points from 3</p>	
<p>Metric/Indicator Dashboard Indicator – District Math (Priority 4a)</p> <p>19-20 Maintain BLUE, Very High</p> <p>Baseline 2016 34 points above level 3 GREEN, High</p>	<p>This measurable outcome is not available due to the impact of COVID-19. WCSD was not able to administer the SBAC assessment due to pivoting to remote instruction before and during the assessment window. California Department of Education did not update the CA School Dashboard due to the waiver of completion of state summative assessments. WCSD analyzed local benchmark data to measure student outcomes.</p>
<p>Metric/Indicator Informal Reading Inventory K-5 (Priority 8a)</p> <p>19-20 Increase to 80% proficient (2018-19 Actual - 77% Proficient K-5)</p> <p>Baseline</p>	<p>Not Met</p> <p>In the absence of 2019-20 3rd Trimester results, our district utilized the 2nd trimester informal reading inventory results to gauge progress. The results indicate that the percentage of students who meet standard are increasing from 77% to 78%.</p>

Expected	Actual
2016 87% Proficient K-5	
Metric/Indicator Math Benchmark Assessment K-5 (Priority 8a) 19-20 80% Proficiency Baseline 2016 (Projected) 84% Proficient K-5	Met In the absence of 2019-20 3rd Trimester results, our district utilized the 2nd trimester math benchmarks to gauge progress. The results indicate that the percentage of students who meet standard are 84%.
Metric/Indicator ELA Interim Assessment Block (IAB) 6-8 (Priority 8a) 19-20 Maintain 90% Above and or Near standard Baseline 2016 (Projected) 84% Proficient 6-8	This measurable outcome is not available due to the impact of COVID-19. WCSD was not able to administer the ELA Interim Assessment Block assessment due to pivoting to remote instruction before and during the assessment window.
Metric/Indicator Math Interim Assessment Block (IAB) 6-8 (Priority 8a) 19-20 Increase to 88% Above and or Near Standard Baseline	Met 2019-20 Math Interim Assessment Block (IAB) 6-8 91% Above and or Near Standard

Expected	Actual
2016 (Projected) 81% Proficient 6-8	
Metric/Indicator Self Reflection Tool –Recently Adopted Academic Standards & Curriculum (Priority 2a) 19-20 Average 4 Baseline Average 2	Not Met Self Reflection Tool –Recently Adopted Academic Standards & Curriculum: Average = 3.6
Metric/Indicator Staff Participation in Additional Professional Learning (Priority 2a) 19-20 Maintain # of Staff participating in additional PD hours Baseline # of Staff participating in additional PD hours - 249	Met All staff increased their participation in PD hours in order to prepare for distance learning
Metric/Indicator All Grades/Courses taught by fully credentialed teachers. (Priority 1a) 19-20 Maintain 0 Grades/Courses not taught by fully credentialed teachers. Baseline 2016 DARC	Met All Grades/Courses taught by fully credentialed teachers

Expected	Actual
3 Grades/Courses not taught by fully credentialed teachers.	
<p>Metric/Indicator Access to standards-aligned instructional materials for all students. (Priority 1b)</p> <p>19-20 Maintain 100% Textbook Sufficiency</p> <p>Baseline 2016 DARC 100% of students have access to standards-aligned instructional materials. Textbook Sufficiency</p>	<p>Met Percent of students with access to CCSS aligned material (Annual Resolution of Sufficiency of Instructional Materials): 100%</p>
<p>Metric/Indicator Grade/Course Assignments in Aeries will continue to indicate a broad course of study for all students including EL, SED, SWD, FY, (Priority 7a, b, c)</p> <p>19-20 Maintain a broad course of study for all students including additional programs and services for EL, SED, SWD, FY</p> <p>Baseline 2016 Grade/Course assignments in Aeries indicate access to a broad course of study for all students including ELD sections, SDC classes, and Title I support.</p>	<p>Met Pupil enrollment in a broad course of study: 100%</p>
<p>Metric/Indicator Long Term English Learners (LTEL) (Priority 2b)</p> <p>19-20 Decrease to 1% LTEL</p>	<p>Not Met The LTEL percentage declined by 3.2 % from the 2018-19 LTEL at 5.9% of our total EL population to 2.7% in 19-20.</p>

Expected	Actual
<p>Baseline 2016 2.9% of EL students have been EL 6+ years</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide resources and professional development to implement the adopted Comprehensive Literacy Program – Readers’ Workshop, Writers’ Workshop K-2 Word Study and strategies for ELD/ELA integration. Explore supplemental curriculum to support 3-8 word study.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$60,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$30,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$40,326.84 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$24,699.01</p>
<p>Provide resources and professional development to implement adopted math programs in TK, K-5, and 6-8 including the focused use of regular formative assessment and data analysis including a focus on disaggregating data by student group in order to monitor the progress of our SWD, SED, EL and FY.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,208.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,214.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$13,033.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,392.02 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,727.77 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$17,746.50</p>
<p>Maintain Instructional Coach Program TK-8 and continue to staff a district K-8 math coach. Provide additional training for coaches. Coaches will lead content focused professional development and collaborate with teachers to dis-aggregate assessment data to monitor SWD, EL, SED, and FY student progress.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$154,352.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$41,831.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$160,521.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$42,301.59</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Locally Defined \$49,167.00 3000-3999: Employee Benefits LCFF Base \$15,480.00	1000-1999: Certificated Personnel Salaries Locally Defined \$49,881.65 3000-3999: Employee Benefits Locally Defined \$12,776.70
Increase knowledge of NGSS and provide professional development to support the pilot of K-8 NGSS aligned materials. STEM TSA will collaborate with both pilot teachers and elementary instructional specialists to support the shift to the NGSS.	1000-1999: Certificated Personnel Salaries LCFF Base \$44,359.00 3000-3999: Employee Benefits LCFF Base \$12,437.00	1000-1999: Certificated Personnel Salaries LCFF Base \$43,623.52 3000-3999: Employee Benefits LCFF Base \$12,539.98
Support improved digital learning environments by maintaining student access to technology and creating a district technology plan including professional development to support technology integration in the classroom.	1000-1999: Certificated Personnel Salaries LCFF Base \$17,002.00 3000-3999: Employee Benefits LCFF Base \$3,471.00	1000-1999: Certificated Personnel Salaries LCFF Base \$8,750.00 3000-3999: Employee Benefits LCFF Base \$1,786.07

Goal Analysis

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

All actions and services were implemented as described and were found to be supportive for increasing or improving services for students. When the Coronavirus Pandemic hit and school closed, any available funds identified for support of unduplicated students continued through asynchronous learning.

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

Successes

The first two trimesters of the 2019-2020 school year were successful and most students were successfully progressing toward or exceeding grade-level standards. The local assessments administered before the school closures indicated that our average percentage of students at or above benchmark on the Developmental Reading Assessment (K-2) and Fountas & Pinnell (3-5) was 78%. In math, our benchmark local assessment average score in the second trimester was 84%. Students who were not meeting standards were identified and were being supported with research-based interventions during the school day through intervention groups/classes.

Challenges

When the pandemic hit and school closed, our challenges were: fewer interactions with our students on a regular basis, capturing student work, providing students with feedback, and the normal dialogue with students was limited. This was a challenge and yet, our teachers worked hard to provide quality instruction through a new asynchronous/remote model.

Goal 2

Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Proficiency - ELA (Priority 4a, 2a, 2b)</p> <p>19-20 Percentage of students demonstrating proficiency in ELA will increase 2% from 2018.</p> <p>Baseline 2016 Proficiency EL: 28% SED: 42% SWD: 25%</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>
<p>Metric/Indicator SBAC Proficiency – Math (Priority 4a, 2a, 2b)</p> <p>19-20 Percentage of students demonstrating proficiency in math will increase 2% from 2018.</p> <p>Baseline 2016 Proficiency EL: 41%</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>

Expected	Actual
SED: 38% SWD: 22%	
<p>Metric/Indicator Dashboard Indicators ELA – (EL) English Learners (Priority 2b)</p> <p>19-20 Maintain GREEN, Medium 3.2 points above standard Change +3.0 points</p> <p>Baseline 2016 4.6 points above level 3 GREEN, Medium</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>
<p>Metric/Indicator Dashboard Indicators Math – EL (Priority 2b)</p> <p>19-20 Maintain GREEN, High 3.2 points above standard Change +3.0 points</p> <p>Baseline 2016 4.1 points above level 3 BLUE, High</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>
<p>Metric/Indicator Dashboard Indicators ELA – (SED) Socioeconomically Disadvantaged (Priority 4a)</p> <p>19-20 Maintain GREEN, medium 0.3 points above standard</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>

Expected	Actual
<p>Change +3.0 points</p> <p>Baseline 2016 15.8 points below level 3 YELLOW, Low</p>	
<p>Metric/Indicator Dashboard Indicators Math – SED (Priority 4a)</p> <p>19-20 Maintain GREEN , medium 15.5. points below standard Change +3.0 points</p> <p>Baseline 2016 29.9 points below level 3 YELLOW, Low</p>	<p>Due to the pandemic, CAASPP testing was not completed. Local measures were utilized to indicate student progress in ELA and Mathematics and report cards were sent out indicating the student's progress in meeting grade level standards.</p>
<p>Metric/Indicator Informal Reading Inventory K-5 (Priority 8a)</p> <p>19-20 Increase proficiency 2% for EL, SED, SWD</p> <p>Baseline K-5 Informal Reading Inventory 2016 EL - 52% SED - 42% SWD - 38%</p>	<p>EL: Not Met SED: Met SWD:Not Met Informal Reading Inventory K-5- 2nd Trimester 2019-20 EL:33%, SED: 55% SWD: 33%</p>

Expected	Actual
<p>Metric/Indicator Math Benchmark Assessment K-5 (Priority 8a, 2a, 2b)</p> <p>19-20 Increase proficiency 2% for EL, SED, SWD</p> <p>Baseline 2017 Projected Baseline 70% EL, SED, SWD</p>	<p>EL: Not Met SED: Not Met SWD:Not Met Math Benchmark Assessment K-5 EL: 62% SED: 68% SWD: 52%</p>
<p>Metric/Indicator ELA Interim Assessment Block (IAB) 6-8 (Priority 8a, 2a, 2b)</p> <p>19-20 Increase proficiency 2% for EL, SED, SWD</p> <p>Baseline 2017 Projected Baseline 65% EL, SED, SWD</p>	<p>Due to the pandemic, CAASPP ELA Interim Assessment Block testing was not completed.</p>
<p>Metric/Indicator Math Interim Assessment Block (IAB) 6-8 (Priority 8a, 2a,)</p> <p>19-20 Increase proficiency 2% for EL, SED, SWD</p> <p>Baseline 2017 Projected Baseline 65%</p>	<p>EL: Met SED: Met SWD: Met Math Interim Assessment Block (IAB) 6-8 EL: 63% SED: 79% SWD: 70.49%</p>

Expected	Actual
EL, SED, SWD	
<p>Metric/Indicator English Learner Progress Dashboard Indicator English Learner Reclassification Rate (Priority 4d, e)</p> <p>19-20 English Learner Progress Dashboard Indicator</p> <p>Increase the number of students in the moderately Developed level by 2%</p> <p>English Learner Reclassification Rate Increase 5%</p> <p>Baseline English Learner Progress Dashboard Indicator 2016 79% GREEN, High</p> <p>2016 English Learner Reclassification Rate - 18.6%</p>	<p>Met 2019-20 EL Reclassification Rate 17%</p>
<p>Metric/Indicator Continue programs and services developed and provided to unduplicated pupils. (Priority 7b)</p> <p>19-20 Maintain programs and services for unduplicated pupils.</p> <p>Baseline 2016 Aeries Grades/Courses show ELD courses, additional Title I support and services for EL, SED, and Foster Youth.</p>	<p>Met Maintained -Aeries Grades/Courses show ELD courses, additional Title I support and services for EL, SED, and Foster Youth.</p>
Metric/Indicator	Met

Expected	Actual
<p>Continue programs and services developed and provided to individuals with exceptional needs. (Priority 7c)</p> <p>19-20 Maintain programs and services for students with exceptional needs.</p> <p>Baseline 2016 Aeries Grades/Courses show SDC classes and services for students with exceptional needs.</p>	<p>Maintained - Aeries Grades/Courses show SDC classes and services for students with exceptional needs.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students will continue to receive support through high quality instructional strategies, receive differentiated curriculum and instruction in ELA and math at all grade levels. All K-2 students will receive the support of a consistent, systematic phonics curriculum and the district will implement the use of a phonemic awareness screening tool.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base 0</p>
<p>All students including subgroups will receive high-quality interventions – placement in Tier 1 and Tier 2 interventions to be based on multiple measures and will include progress monitoring to determine when to exit interventions. Each Single Plan for Student Achievement (SPSA) will articulate how the school will monitor the impact of actions intended to advance key student achievement measures. In addition to a comprehensive plan for literacy interventions, the district will implement math intervention through both the Bridges Intervention program and the district will increase the focused assignment component for students in Dreambox Math in order to increase differentiated instructional support principally directed towards students performing below grade level.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$166,918.00</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$42,868.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$131,648.14</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,256.20</p>
<p>Maintain a district calendar for administration and analysis of formative assessments and district benchmark assessments. Data from these assessments to be used for identification of students at risk, progress monitoring and the planning of interventions, including flexible grouping at school sites.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$3,782</p> <p>3000-3999: Employee Benefits LCFF Base \$850.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$3,824.80</p> <p>3000-3999: Employee Benefits LCFF Base \$803.83</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will utilize Aeries to record SST meeting notes and monitor 504 plans.	5000-5999: Services And Other Operating Expenditures LCFF Base \$7,500	5000-5999: Services And Other Operating Expenditures LCFF Base \$7,054.55
English Learners appropriately placed according to their ELPAC level for designated ELD instruction provided by the classroom teacher and supported by ELD specialist(s) using the adopted ELD programs in TK-5 and 6-8. EL/Curriculum Assistant will continue to support program monitoring and implementation. The District will conduct a review of the EL program and continue to use LCFF Evaluation Indicators and local measures to determine the most effective methods for providing EL student support. The EL personalized learning program, Imagine Learning, will be fully implemented.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$22,666</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$50,291</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,343.00</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,861</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,839</p> <p>2000-2999: Classified Personnel Salaries Title III \$26,986.00</p> <p>3000-3999: Employee Benefits Title III \$10,752.00</p> <p>4000-4999: Books And Supplies Title III \$0.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,024.71</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,014.14</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,631.28</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,048.90</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>2000-2999: Classified Personnel Salaries Title III \$29,953.43</p> <p>3000-3999: Employee Benefits Title III \$9,860.93</p> <p>4000-4999: Books And Supplies Title III \$5,125.92</p>
Provide two sections of EL courses at the secondary level.	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$32,821</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,990.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$33,042.44</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,285.69</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain process for monitoring the academic achievement of students following reclassification for three years.	2000-2999: Classified Personnel Salaries LCFF Base \$5,588 3000-3999: Employee Benefits LCFF Base \$1,943	2000-2999: Classified Personnel Salaries LCFF Base \$1,159.34 3000-3999: Employee Benefits LCFF Base \$363.91
Provide strategic intervention during the school day and provide additional professional development at Title I schools with a focus on supporting the achievement of EL, SWD, SED, and FY students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$74,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$47,408.51
Implement consistent literacy and mathematics curriculum in all special education program classes and provide professional development (RSP and SDC).	4000-4999: Books And Supplies Lottery 15,000 1000-1999: Certificated Personnel Salaries Special Education \$73,017 3000-3999: Employee Benefits Special Education \$16,769	4000-4999: Books And Supplies Lottery 0.00 1000-1999: Certificated Personnel Salaries Special Education \$67,492.20 3000-3999: Employee Benefits Special Education \$14,156.72

Goal Analysis

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

All actions and services were implemented as described and were found to be supportive for increasing or improving services for students. The Coronavirus Pandemic caused school closure, any available funds identified for support of unduplicated students continued through asynchronous learning. Other unspent funds were repurposed to staff development, curriculum, and costs associated with other LCAP goals and actions.

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

Successes

The first two trimesters of the 2019-2020 school year were successful and most students were successfully progressing toward grade-level standards. The local assessments administered before the school closures indicated that our average percentage of students at or above benchmark on the Developmental Reading Assessment (K-2) and Fountas & Pinnell (3-5) was 78%. In math, local assessments average score at the second trimester was 84%. Students who were not meeting standards were identified and were being supported with research-based interventions during the school day through intervention groups/classes.

Challenges

When the pandemic caused schools to close, our challenges were: fewer interactions with our students on a regular basis, the difficulty in collecting student work, the difficulty in providing students with feedback, and the normal dialogue with students was limited. Our intervention and ELD teachers used a digital intervention curriculum in order to continue teaching intervention groups remotely. This was a challenge and yet, our teachers worked hard to provide quality instruction through a new asynchronous/remote model.

Goal 3

All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension Rate (Priority 6a)</p> <p>19-20 The Suspension Rate will decrease districtwide and will continue to decrease for each of the subgroup populations. LCFF Evaluation Rubric will show progress towards Green/Blue for all groups.</p>	<p>2019 CA School Dashboard District: 1.2% Green, Low EL: 0.9% Yellow, Low SED: 3.1% YELLOW, High SWD: 2.2%, Green, Medium African American: 3.0% Orange, Medium Asian: 1.6 % ORANGE, Medium Filipino: 0% Blue, Very Low Hispanic: 1.3% Green, Low Two or More Races: 0.5% Blue, Very Low White: 1.1% Green, Low</p>

Expected	Actual
<p>Baseline 2016 CA School Dashboard District: 3.5% ORANGE, High EL: 2.6% GREEN, Medium SED: 5.5% YELLOW, High SWD: 7.4% ORANGE, Very High African American: 5% YELLOW, High Asian: 2.2 % ORANGE, Medium Filipino: 5.7% RED, High Hispanic: 4% ORANGE, High Two or More Races: 2.2% YELLOW, Medium White: 3.6% ORANGE, High</p>	
<p>Metric/Indicator Students with Attendance Concern (Priority 5b)</p> <p>19-20 The number of Students with Attendance Concern will decrease by 5% in each grade span.</p> <p>Baseline 2016 # of Students with Attendance Concern TK - 5: 710 6-8: 217</p>	<p>Due to the pandemic this metric is not available. We did consider the following data from attendance reports from August 2019 - March 2020. TK - 5: 225 6-8: 232</p>
<p>Metric/Indicator Chronic Absenteeism (Priority 5b)</p> <p>19-20</p>	<p>Reduce Chronic absenteeism.- Unable to report due to pandemic in 2019-20 2018-19 District 4.2% EL 6.6% SED 10.0%</p>

Expected	Actual
<p>The Chronic Absenteeism Rate will decrease by .5%.</p> <p>Baseline 2016 4.3%</p>	<p>SWD: 8.5% African American: 7.4% Asian: 3.0 % Filipino: 2.6 % Hispanic: 4.8% Two or more Races: 4.3% White:4.0%</p>
<p>Metric/Indicator School Attendance Rate (Priority 5a)</p> <p>19-20 The School Attendance Rate will continue to meet or exceed target rate.</p> <p>Baseline 2016 School Attendance Rate 97%</p>	<p>Due to the pandemic the 2019-20 attendance rate data is not valid. We did review the results of attendance between August 2019 - March 13, 2020: 96.21%</p>
<p>Metric/Indicator Expulsion and Dropout Rates (Priority 5c, 6b)</p> <p>19-20 Maintain Expulsion and Dropout Rate</p> <p>Baseline 2016 Expulsion and Dropout Rate – 0%</p>	<p>Maintained 0% expulsion rate</p>
<p>Metric/Indicator</p>	

Expected	Actual
<p>Baseline</p>	
<p>Metric/Indicator CHKS (Priority 6c)</p> <p>19-20 The survey results will indicate a 3% increase in the three categories for each grade level.</p> <p>Baseline 2016 CHKS Results 5th Grade 67% High School Connectedness 18% Meaningful Participation 68% High Caring Adult Relationships 7th Grade 65% High School Connectedness 20 % Meaningful Participation 50 % High Caring Adult Relationships</p>	<p>2019-20 CHKS Results 5th Grade 82% School Connectedness 47% Meaningful Participation 81% Caring Adult Relationships</p> <p>7th Grade 65% School Connectedness 37% Meaningful Participation 68% Caring Adult Relationships</p>
<p>Metric/Indicator School Connectedness Survey (Priority 6c)</p> <p>19-20 Maintain average in each area at 4.0 or above</p> <p>Baseline</p>	<p>Youth Truth Student Survey 2018-19 Survey Results Average Rating (Scale, 1-5) Student Engagement: 3.52 Academic Rigor: 3.69 Relationships with Teachers: 3.55 Relationships with Peers: 3.65 School Culture: 3.41</p>

Expected	Actual
Survey administered May 29 - June 8, 2018 to establish baseline.	
Metric/Indicator Facility Conditions (Priority 1c) 19-20 Maintain Exemplary Facility Conditions Baseline 2016 Facility Conditions Exemplary - DARC	Maintained Exemplary Facility Conditions

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will fund campus supervisors, noon supervisors, and crossing guards (supplemented through Walnut Creek City funds) in order to maintain safe schools.	2000-2999: Classified Personnel Salaries LCFF Base \$70,073.00 3000-3999: Employee Benefits LCFF Base \$23,485.00 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000	2000-2999: Classified Personnel Salaries LCFF Base \$69,094.93 3000-3999: Employee Benefits LCFF Base \$19,055.01 5000-5999: Services And Other Operating Expenditures LCFF Base \$31,212.00
School sites will provide consistent communication to parents on absences and tardies. The district will continue the Every Student, Every Day attendance campaign to include the addition of a School Attendance Review Team (SART).	2000-2999: Classified Personnel Salaries LCFF Base \$4,836.00 3000-3999: Employee Benefits LCFF Base \$1,824	2000-2999: Classified Personnel Salaries LCFF Base \$4,859.16 3000-3999: Employee Benefits LCFF Base \$1,801.29
Implement and provide staff development in positive behavioral supports and interventions	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,796	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$92,433.14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$28,883.00	3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,601.75
Research and adopt a district-wide approach to support social emotional wellness of students and staff.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$69,786 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$11,523.72 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$123.63 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$36.14 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,944.24
WCI will provide transition program for all 5th graders including subgroups moving from elementary to middle school.	4000-4999: Books And Supplies Lottery \$2,000	4000-4999: Books And Supplies Lottery 105.81
District will implement and fund a counseling program.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$125,581 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,601 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$81,461 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,330.89 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$18,916.50

Goal Analysis

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

All actions and services were implemented as described and were found to be supportive for increasing or improving services for students. The Coronavirus Pandemic caused school closure, any available funds identified for support of unduplicated students continued through asynchronous learning.

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

Successes

The first two trimesters of the 2019-2020 school year were successful and students were supported through the Multi-Tiered Systems of Support (MTSS) that addressed the wellness needs of students. There was a focus on supporting social emotional learning with the implementation of Responsive Classroom strategies during morning meetings and advisory periods. With the school closures, staff used classroom check-ins and surveys to gather information on how to best support our learners and adjusted to the best of our ability to support students during the closure.

Challenges

Distance learning was very challenging to adjust to so quickly. Students, parents and staff needed to learn new digital tools in order to continue instruction. We provided on-going outreach and home visits to offer support to some families who had difficulty connecting to the internet. Additionally, some students were not comfortable using their cameras in zoom which made it very hard to ensure engagement.

Goal 4

Engage parents and community members as partners to work within and across schools to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Education Participation (Priority 3a, b, c)</p> <p>19-20 Maintain consistent and regular attendance at events.</p> <p>Baseline 2016-2017 Approximately 3-35 participants at each event.</p>	<p>Met</p> <p>3a) Parents (15) at the Strategic Planning meeting on February 24, 2020 gave input into decisions to modify LCAP actions for 2019-20. Parents (28) at every site council gave input into decisions to modify the district LCAP and School Plans for Student Achievement.</p> <p>3b) Invitations were specifically emailed to our English Learner families to increase attendance at the DELAC (15 attended) site ELAC meetings (18 attended). Families were invited and economically disadvantaged families were personally invited to attend a series of parent information events at WCI (5 -10 parents attended each event).</p> <p>3c) Our SPED staff communicate regularly with the parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents are encouraged to provide input through our annual parent survey. We received 142 parent survey responses from parents of students with IEPs.</p>

Expected	Actual
<p>Metric/Indicator Superintendent Communication Participation (Priority 3a, b, c)</p> <p>19-20 Maintain consistent and regular attendance at events.</p> <p>Baseline 2016-17 Approximately 5-25 participants at each event.</p>	<p>Met The superintendent sent monthly newsletters through our district communication system. Additionally, the superintendent engaged the community with a welcome and mid-year video message.</p>
<p>Metric/Indicator PTA/PTO Participation (Priority 3a, b, c)</p> <p>19-20 Increase by 5% to reach 75%</p> <p>Baseline Baseline established 2017 - 2018</p>	<p>Due to the school closures, many PTA/O events were canceled. We did continue to engage with parents through Zoom meetings.</p>
<p>Metric/Indicator Parent Survey Participation Rate (Priority 3a, b, c)</p> <p>19-20 Increase # of participants who respond to surveys</p> <p>Baseline Baseline established June 2018</p>	<p>Due to the school closures, our parent Youth Truth survey was canceled. We did complete several surveys in order to gain input to improve distance learning.</p>
<p>Metric/Indicator Parent Teacher Conference Participation Rate (Priority 3a, b, c)</p>	<p>Met We maintained the participation rate in fall parent/teacher conferences.</p>

Expected	Actual
<p>19-20 Maintain participation rate</p> <p>Baseline Baseline established 2017 - 2018</p>	
<p>Metric/Indicator</p>	
<p>Metric/Indicator Website & Web App Usage Rates (Priority 3a, b, c)</p> <p>19-20 Maintain website usage</p> <p>Baseline 2016-17 Website Usage (August - March) 72,378 total visits</p>	<p>Met Website Usage 2019-20 - 358,376 WCSD App Downloads 2019-20 - 2,733</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Parent Education: Information on supporting student learning for all students and specifically for subgroups (ELAC, DELAC, and Title I Parent Meetings). Communicate expectations for student learning aligned with the implementation of standards based curriculum. Social Media and Digital Citizenship Importance of Regular school attendance and engagement in school.</p>	<p>4000-4999: Books And Supplies Lottery \$5,000</p>	<p>4000-4999: Books And Supplies Lottery 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Other topics of interest to parents based on survey, site input, and evaluation of current Parent Education offered.		
Provide a Year-Long Calendar of district and school site events to assist parents with planning and participation.	5000-5999: Services And Other Operating Expenditures LCFF Base \$20,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$20,000.00
Provide opportunities to thoughtfully engage parents to gain input and information about district programs: District Strategic Planning Site Strategic Planning School Site Council LCAP Annual Update DELAC SPED Parent Forums Surveys PTA/PTOs Community Coordinating Council	5000-5999: Services And Other Operating Expenditures LCFF Base \$8,300	5000-5999: Services And Other Operating Expenditures LCFF Base 0.00
Provide regular and consistent communication: Weekly eNews Superintendent's Letters to Community District, school and teacher Websites Social Media	5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000

Goal Analysis

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

All actions and services were implemented as described and were found to be supportive for increasing or improving services for students. The Coronavirus Pandemic caused school closure, any available funds identified for support of unduplicated students continued through asynchronous learning.

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

Successes

The first two trimesters of the 2019-2020 school year were filled with events and regular communication from the district and school sites in order to continue to engage with our parent community. We were successful with moving our parent conferences to an earlier date in order to connect with families and set student learning goals. The conferences were well attended and we received positive feedback from the new implementation of the new conference schedule. With the school closures, staff quickly learned to hold school meetings on Zoom. The unintended positive outcome of moving to this format was a huge increase in access and attendance at these meetings.

Challenges

A challenge with holding virtual meetings was maintaining personal connections in a Zoom meeting environment.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health & Safety Measures In order to provide increased health & safety measures we will increase LVN hours, and purchase the following: additional hand washing stations, additional cleaning supplies, sneeze guards, personal protective equipment, Safety protocol signage, temporary fencing, temporal thermometers, and fund extra custodial hours.	\$225,000	\$440,549	Yes
Supporting Most Vulnerable Students In order to support our most vulnerable students, related services as noted in IEPs may be provided by contracted services.	\$100,000	\$117,318	Yes

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

In order to comply with MOUs addressing safety and health, the district purchased additional air purifiers for every classroom and office district-wide costing \$200K.

Analysis of In-Person Instructional Offerings

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

Based on health metrics, WCSD began to transition to in-person instruction in October with elementary SDC Hubs and in-person testing for students with I.E.Ps as well as the initial English Language Proficiency Assessment for California (ELPAC). WCSD staff were dedicated to ensuring safety protocols were in place following all health and safety guidelines. When Covid-19 cases began to

rise the WCSD moved back to 100% distance learning. In February, the health metrics allowed for the transition back to the in-person hybrid schedules.

Successes:

Staff created and communicated clear information in our Return to Learn 4.0 plan which helped our community understand the importance of following all of the health protocols. Throughout in-person instruction students, staff, and families adhered to all safety protocols. An instructional success was the resilience of our staff and students with learning new tools and routines for asynchronous learning. The district-supported digital tools and hybrid schedules were developed with input from our stakeholder groups: teachers, principals, parents, and bargaining units. Families reported the flexibility of asynchronous learning to be beneficial. Elementary Intervention and English Language Development continued to be offered during the asynchronous instructional time so as not to disrupt students' in-person instruction with the classroom teacher.

Challenges:

The health & safety guidance for in-person instruction set parameters for the hybrid schedules that limited the number of students based on the square footage of the classrooms to accommodate social distancing guidelines. These hybrid schedules caused the need for several transitions within the school year. It was extremely challenging to create a new master schedule for our middle school with the current staffing ratios and abiding by health & safety guidance including cohorting to the extent possible. While every effort was made to minimize the number of students who would need to be placed with new teachers there were students who were placed with new teacher/s when WCSD was able to offer in-person instruction.

There was also the logistical challenge of setting up classrooms and school sites to follow Covid protocols. District staff, site administrators, and teachers worked to ensure schools were prepared to bring students back to schools in a safe environment. (Furniture spacing, procurement of plexiglass barriers for student desks, safety protocol signage, perimeter fencing, handwashing stations, etc.) Site administrators also worked to ensure the arrival and dismissal procedures were clear, and that students and parents followed safe ingress and egress protocols.

An instructional challenge that the hybrid schedule presented was the difficulty teachers experienced in planning for both in-person and remote instruction. A challenge for the students at the middle school level with the hybrid schedule was in having less daily access to their teachers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Materials & Resources In order to provide continuity of instruction the following instructional resources were purchased to support remote instruction: SeeSaw Pro, Pioneer Valley Digital Readers, Elementary math manipulative kits, Virtual Units of Study for English Language Arts, Studies Weekly (digital), and additional instructional software tools.	\$375,000	\$207,980	Yes
Access to Devices and Connectivity In order to ensure access to devices and connectivity the following technology supports were purchased: Hotspots, Chromebooks, 750 Ipads, iPad security filtering subscription, extra hours of technology specialist support.	\$775,000	\$715,196	Yes
Professional Learning In order to provide high-quality professional development to staff in order to support the remote learning program the following resources were purchased: ISTE micro courses, a variety of virtual courses focused on supporting high-quality on-line instruction, consultation with UC Davis Math Project, additional hours for teacher planning and preparation in order to prepare for facilitation of the August professional development days.	\$15,000	\$8,348	Yes

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

There was no substantive differences between planned actions and/or budgeted expenditures.

Analysis of the Distance Learning Program

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

The Distance Learning Program was developed with stakeholder input gathered through multiple surveys and staff meetings.

Continuity of Instruction - Successes

All students were able to access instruction through district-adopted learning management systems: Google Classroom and SeeSaw. Teachers provided instruction with the district-adopted curriculum through live zoom meetings and asynchronously through the use of the district's learning management systems. Teachers employed a variety of digital tools (Goformative, Nearpod, Padlet, Flipgrid, etc.) in order to assess student learning.

Continuity of Instruction - Challenges

A challenge was in ensuring all students stayed engaged in the distance learning environment.

Access to Devices and Connectivity - Successes

WCSD moved to a 1:1 device program in order to support distance learning and we increased technology staff in order to support the increase in student device management. Internet hotspots were provided to support families with connectivity.

Access to Devices and Connectivity - Challenges

There was a challenge in keeping some of the Chromebooks fully connected through Zoom meetings and the technology department worked with families to exchange older devices with newer models. There was also a challenge supporting this increase in devices with the available Instructional Technology staff.

Pupil Participation and Progress - Successes

Intervention and ELD small group instruction continued in distance learning with the purchase of digital intervention materials. The virtual format enabled the grouping of students across sites and efficient use of available staffing.

Pupil Participation and Progress - Challenges

Many of our newcomers and level 1 English Learners found it difficult to engage with teachers and students over Zoom. A very small percentage of students did not regularly attend all classes. Principals and district staff conducted home visits and other outreach efforts to support students and families with regular attendance.

Distance Learning Professional Development - Successes

Teachers participated in ongoing professional development in order to learn the following best practices for teaching in an online environment: Orient Student to the Online Course, Instructor Presence, Set Clear Expectations, Build & Foster Relationships, Engage

Students, Provide Real World Applications and Clear Learning Objectives, and Provide Prompt Feedback. Additionally, teacher collaboration focused on prioritizing grade-level content.

Distance Learning Professional Development - Challenges

The weekly professional learning sessions teachers were required to attend added to educator fatigue.

Staff Roles and Responsibilities - Successes

Many staff members assumed new responsibilities in order to support distance learning: library media specialists supported technology and organized drive-through library check-out systems, teachers and specialists prepared video instruction, administrators organized supply pick-ups and food services staff developed procedures to efficiently prepare grab and go meals. This was a success due to the positive and team spirit displayed by all WCSD employees.

Support for Pupils with Unique Needs - Successes

To mitigate learning loss for Pupils with Unique Needs, we utilized the following benchmark assessments and ongoing formative assessments to monitor student progress: Bridges screeners, Development Reading Assessment, TCRWP running records, Common Lit Pre-Assessment, Mathematics Diagnostic Testing Project, end of unit assessments, math benchmark assessments, and teacher created formative assessments.

Support for Pupils with Unique Needs - Challenges

Administering these assessments remotely was at times challenging due to poor internet connections as well as the difficulty of proctoring assessments over a computer screen.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Assessment Materials In order to assess student learning, new formats of assessments have been purchased i.e. Digital Developmental Reading Assessment (DRA).	\$5,000	\$4,391	Yes
Literacy Intervention Materials Additional Literacy intervention curriculum programs such as Literacy Footprints and Lexia are available to address possible learning loss and ensure a strong early literacy foundation for all students.	\$125,000	\$118,146	Yes
Professional Learning Teachers providing designated English language development small group instruction will participate in additional professional learning for implementation of EL Achieve! curriculum materials.	\$5,255	\$4,475	Yes

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

There was no substantive differences between planned actions and/or budgeted expenditures.

Analysis of Pupil Learning Loss

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

Successes

The District was successful in planning for common diagnostic assessments that could viably be administered remotely at the beginning of the year. These assessments provided one measure to determine qualification for tier two intervention supports supports a high number of our English Learners and socio-economically disadvantaged students.. WCSD purchased additional intervention materials both digital and non-digital based on our local assessment data. Elementary students received a personalized book bag of

intervention materials to support their small group instruction. We were also able to successfully utilize support staff including reading specialists, instructional coaches, and paraeducators for small group work and designated English Language Development. Teachers were trained in distance learning strategies, as well as time dedicated for special education and general education teacher collaboration. The intervention teachers provided positive feedback regarding the accessibility of the digital books which allowed students to participate in guided reading instruction.

Challenges

There was concern regarding the validity of universal assessments both formative and summative used to measure growth across the district that were administered in a distance learning environment. All staff, students, and parents had to learn new ways of teaching/learning, technology platforms, and adapting to new health and safety guidelines in order to continue to learn and thrive during these unprecedented times. Parents voiced concerns about the amount of screen time students engaged in every day.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes

In response to Mental Health and SEL concerns related to COVID-19, the District developed a website to serve as a Parent Guide to Social and Emotional Learning. The site includes basic information about SEL including CASEL's SEL competencies, parent tutorials on how to provide social and emotional learning at home, and resources for further learning and tools for supporting children and families at home. Resources continued to be updated throughout the 2020-2021 school year to include Family Management Tools, anxiety, teaching self-control, and talking to children about race. In the fall of 2020, a Virtual Calming Room was made available to students, staff, and families. Additionally, staff was informed of the availability of the district's employee assistance program, and additional wellness resources were posted on the WCSD Employee Resources website.

Professional development was provided to all teachers during summer in-service days to train and support SEL within the classroom, specifically during remote learning. School schedules were developed to include a dedicated time for SEL and community building through Morning Meeting at the elementary level and Advisory at the middle school level. All teachers received training in Responsive Classroom, CASEL's SEL competencies, and strategies for incorporating SEL throughout the school day. SEL topics and more were also addressed through the District's Parent Education Series where school psychologists and school counselors joined the administrative team in providing virtually learning for parents. All sessions were recorded and made available on the District website.

The District continued the established Crisis Counseling program with a designated licensed MFT or MFT intern available at each school site. This team supported 78 children throughout the school year through a virtual platform.

Challenges

A challenge was that several students did not respond to a virtual therapy setting and some families refused service due to this format. By the end of the school year, some students were invited to in-person therapy sessions. An additional challenge was that this format was not conducive to serving students through social groups and therefore was limited to one on one counseling sessions only. Counselors report that virtual therapy was challenging, however, they were pleased with the progress made.

Analysis of Pupil and Family Engagement and Outreach

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

Successes

The pupil and family engagement and outreach was successfully focused on dialogue with families regarding the health and safety of students and staff and centered around the reopening of schools. This outreach was through multiple surveys throughout the year as well Town Hall and Governing Board meetings that engaged the public and gathered input during the meeting. The WCSD website

was updated on a daily basis for parents to find the most up-to-date information regarding health and safety, school reopenings, instructional plans, and wellness information. The use of Language Line and creating video messages posted on Youtube with closed captions increased the accessibility of information for our families of English Learners.

Parent education and support for families were made available through multiple parent education nights and resources. This monthly engagement throughout the year helped to develop district plans for student support, the opening of schools, safety protocols, and other COVID-related supports. The availability of having the parent education recorded and readily available to families and staff at their convenience increased access.

Challenges

The challenges included that the pandemic and school closures were unprecedented and all staff, students, and parents had to learn new ways of teaching/learning, technology platforms, pivoting with new guidance, and all the other unique details that the situation posed. WCSD implemented a tiered reengagement plan to support students who had high absenteeism rates. Principals and staff made home visits and schedule accommodations, but often the outreach proved to not be enough support to regularly increase attendance for the students with attendance concerns.

Analysis of School Nutrition

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

Successes

Community meals were offered to any students 18 or under from August to mid-February while the district was in full remote learning either through a bi-weekly pickup at Murwood, Buena Vista, and WCI, or deliveries to families that did not have transportation means. Once the district switched to hybrid instruction in February, WCSD continued the community meals but also handed out daily breakfast and lunch to all in-person students who wanted the meals. Overall, the CNS team produced just the right amount of meals every day to ensure that every student who needed the meals received one. The CNS team's production went up from 10,000 meals per month during remote learning to over 70,000 meals per month in March, April, and May. WCSD received much positive feedback and appreciation from staff, parents, and students.

Challenges

During spring break, the CNS team overcame the challenge of providing meals while school was not in session by providing one week's worth of meals packaged as grocery boxes the Friday before spring break. Our CNS team quickly adapted to the changing logistical challenges of serving both students in-person and remote learning. The CNS team adjusted their schedule, rearranged the kitchen and utilized adjacent rooms to optimize meal packaging, retro-fitted delivery vans to fit boxes of food instead of trays, and managed the menu and inventory planning with this unique model.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	WCSD scheduled two days per week for families to pick-up meals at three satellite sites - Murwood, WCI, and Buena Vista. WCSD is also delivering meals to over 100 high-needs families per week. WCSD plans to purchase additional insulated food containers to facilitate curbside pickup. The Food Services program will also need a contribution to maintain salaries of the kitchen staff.	\$50,000.00	\$58,822	Yes

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

There was no substantive differences between planned actions and/or budgeted expenditures.

Overall Analysis

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

The 2020-2021 school year of distance learning and in-person learning has given the District insight and has informed our action plans for the 2021-2024 LCAP. Providing a high-quality and engaging learning experience to all of our students through the challenges experienced in the pandemic has exacerbated the longstanding systemic inequities of our educational system.

In the 2019-20 school year WCSD convened a Distinct Climate Committee which recommended the adoption of the CASEL Social Emotional Learning Standards and to begin researching next steps to promote educational equity. These plans were interrupted by the coronavirus pandemic. During the 2020-21 school year WCSD convened a District Equity committee to continue the work which began in the District Climate Committee. The plan to provide district wide professional development in the area of equity found in the 21-24 LCAP is one outcome from the work of committees.

WCSD’s Strategic Planning Committee reviewed current learning program outcomes, goals and stakeholder feedback over a series of meetings in order to prioritize actions in the 2021-24 LCAP and established the focus areas of Deep Learning, Student Wellness, Engagement, and Equity. After reflecting on the inequities created by the interruption to in-person education, the actions in our LCAP

are critically important to ensure our students with high-needs are supported to attain high-levels of success and happiness. The 2021-23 LCAP actions include plans for increased intervention, focused professional learning and collaboration to support accelerating learning, an increased wellness program, and an increase in effective engagement and partnership with all stakeholders.

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

Teachers participated in professional learning in support of distance learning strategies and time was dedicated for teacher collaboration in order to review evidence of student learning and plan for differentiated strategies to support grade-level learning for our pupils with unique needs. Challenges included student engagement, student scheduling, and consistency. Some students struggled with engaging for long periods of time through technology, needing breaks or varied instructional blocks. Student scheduling needed to be flexible for providers so that students had the opportunity to work in the general education classroom to the greatest extent possible as well as receiving their services. Changes to the schedule throughout the year made for inconsistent practices across the grade levels.

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

All actions contributing towards meeting increased or improved services were implemented as originally planned.

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

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

A thorough analysis of 2019 -20 student outcomes and 2020-21 local benchmark data has informed the development of the 2021-24 LCAP. As we look to the next three years of our LCAP, the District will ensure a strong instructional practice of regularly reviewing frequent assessments that provide information to inform instruction, especially students with unique needs. Additionally, teacher collaboration to determine priority standards, continued research-based tier 2 interventions and progress monitoring will be important aspects of LCAP goal #1 focused on deep learning. Actions to support student mental health and social/emotional needs will be critical aspects of goal #2 as our students return to full time in-person instruction after the trauma and isolation of the pandemic. WCSD has also learned the value of truly embracing our stakeholders in an effective partnership to support student learning. The actions in LCAP goal #3 will continue to empower all stakeholders to work towards high-impact engagement.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,580,503.00	1,335,727.50
LCFF Base	275,930.00	230,928.39
LCFF Supplemental and Concentration	1,105,882.00	915,445.75
Locally Defined	49,167.00	62,658.35
Lottery	22,000.00	105.81
Special Education	89,786.00	81,648.92
Title III	37,738.00	44,940.28

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,580,503.00	1,335,727.50
1000-1999: Certificated Personnel Salaries	704,873.00	614,661.48
2000-2999: Classified Personnel Salaries	243,570.00	248,637.77
3000-3999: Employee Benefits	263,741.00	233,315.75
4000-4999: Books And Supplies	93,861.00	55,551.71
5000-5999: Services And Other Operating Expenditures	274,458.00	183,560.79

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,580,503.00	1,335,727.50
1000-1999: Certificated Personnel Salaries	LCFF Base	70,143.00	56,198.32
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	512,546.00	441,089.31
1000-1999: Certificated Personnel Salaries	Locally Defined	49,167.00	49,881.65
1000-1999: Certificated Personnel Salaries	Special Education	73,017.00	67,492.20
2000-2999: Classified Personnel Salaries	LCFF Base	80,497.00	75,113.43
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	136,087.00	143,570.91
2000-2999: Classified Personnel Salaries	Title III	26,986.00	29,953.43
3000-3999: Employee Benefits	LCFF Base	59,490.00	36,350.09
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	176,730.00	160,171.31
3000-3999: Employee Benefits	Locally Defined	0.00	12,776.70
3000-3999: Employee Benefits	Special Education	16,769.00	14,156.72
3000-3999: Employee Benefits	Title III	10,752.00	9,860.93
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	71,861.00	50,319.98
4000-4999: Books And Supplies	Lottery	22,000.00	105.81
4000-4999: Books And Supplies	Title III	0.00	5,125.92
5000-5999: Services And Other Operating Expenditures	LCFF Base	65,800.00	63,266.55
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	208,658.00	120,294.24

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	454,554.00	428,072.65
Goal 2	622,784.00	499,155.64
Goal 3	464,865.00	383,499.21
Goal 4	38,300.00	25,000.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$325,000.00	\$557,867.00
Distance Learning Program	\$1,165,000.00	\$931,524.00
Pupil Learning Loss	\$135,255.00	\$127,012.00
Additional Actions and Plan Requirements	\$50,000.00	\$58,822.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,675,255.00	\$1,675,225.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$325,000.00	\$557,867.00
Distance Learning Program	\$1,165,000.00	\$931,524.00
Pupil Learning Loss	\$135,255.00	\$127,012.00
Additional Actions and Plan Requirements	\$50,000.00	\$58,822.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,675,255.00	\$1,675,225.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Walnut Creek Elementary School District	Marie Morgan Superintendent	mmorgan@walnutcreeksd.org 925.944.6850

Plan Summary [2021-22]

General Information

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

Walnut Creek Elementary School District is a TK-8 elementary district located in the central Bay Area. The community of Walnut Creek is a unique combination of urban, suburban, and open space areas. The district is responsible for meeting the educational needs of approximately 3,500 students at six elementary schools and one intermediate school. The sixth elementary school, a K-8 school, opened in 2015. In grades, TK-5 students learn in primarily self-contained classrooms, while in grades 6-8 students are in both core and elective courses. The goals and actions of the LCAP are focused on meeting the needs of all students, including unduplicated populations; English Learners (11%), Socioeconomically Disadvantaged (12%), Foster Youth (0%), and Students with Disabilities (10%). The diverse student population includes the following significant ethnic populations; Hispanic (15%), Asian (15%), Filipino (2%), White (53%), Black or African American (2.5%), and Two or More Races (10%).

Note: As a TK-8 elementary school district, the following Priorities do not apply: Priority 4B - the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU or career technical education sequence or programs of study that align with state board approved career technical education standards and framework; Priority 4G - the percentage of pupils who have passed an advanced placement examination with a score of three or higher; Priority 4H - the percentage of pupils who participate in, and demonstrate college preparation pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness; Priority 5D - high school dropout rate; Priority 5E - high school graduation rate.

Reflections: Successes

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

Analysis of WCSD's performance on state indicators reported in the 2019 California School Dashboard, shows that the academic indicators for ELA maintained a blue status (very high, 47.4 points above standard), and our students with disabilities increased by 6.8 points. The 2019-2020 school year local data (no CAASPP data available) shows the percent of students meeting or exceeding grade-level expectations on the English Language Arts local benchmark (Developmental Reading Assessment/Fountas & Pinnell) was 78%.

The 2019 California School Dashboard shows that the academic indicators for mathematics maintained a blue status (very high, 39.5 points above standard) for all students. The 2019-2020 school year local data (no CAASPP data available) shows the percent of elementary students meeting or exceeding standards on the mathematics local benchmark was 84%.

The Long Term English Learner (LTEL) percentage declined by 3.2 % from the 2018-19 LTEL at 5.9% of our total EL population to 2.7% in 19-20.

These areas of progress are the result of continued emphasis on high-quality instruction aligned to standards. The district's recent focus on social-emotional competencies with identified time within the school day for morning meeting and advisory periods as well as tier 2 academic supports provided within the school day have both been vital supports to students during the pandemic and will also continue as aspects of our MTSS framework aligned to actions in the 2021- 24 LCAP plan.

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.

Walnut Creek School District's overall performance as reported in the 2019 CA Dashboard shows no indicators at the red or orange level.

Improvement is called for in English Language Arts and mathematics for socioeconomically disadvantaged students, English Learners, and students with disabilities. Additionally, chronic absenteeism is a concern for our socially economically disadvantaged student group.

Based on input from staff and stakeholder groups and research on effective practices we will implement these significant actions in the 2021-22 LCAP to address these performance gaps:

Professional learning - accelerating learning & collaboration (LCAP 1.1)

Continue district-wide MTSS Framework approach to academic & emotional-wellness interventions (LCAP 1.4, LCAP 2.1)

Provide professional learning to promote a culture of equity (LCAP 2.4)

Provide ongoing, high-quality parent education events (LCAP 3.2)

LCAP Highlights

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

Walnut Creek LCAP describes actions and goals designed to meet the needs of all students and their families in addition to focusing on increasing services and outcomes for our English Learners and high-needs students. These plans include identifying the unique social, emotional, mental health, language and academic needs of every student. By focusing on the needs of the whole child, prioritizing relationships, engagement, and educational equity, WCSD will create conditions for all students to succeed to their highest potential.

The District's Governing Board sets the direction of the District through the formulation of district policies and a District Strategic Plan. The goals and actions within the LCAP align to the District's Strategic Plan focus areas of Deep Learning, Emotional Wellness, Engagement and Equity. Working closely with stakeholders throughout the District, three goals have been identified to focus on over the next three years:

Goal 1: ALL students will be provided with highly engaging, meaningful, and relevant learning experiences to develop deep understanding of content standard knowledge. This high-quality education experience will eliminate barriers which lead to opportunity gaps between student groups as seen in local and state English Language Arts and mathematics assessment results.

Goal 2: Improve and /or increase services to support social, emotional, and physical well-being of students in order to ensure each student succeeds at their highest academic and social-emotional potential with a district focus on eliminating opportunity gaps.

Goal 3: Increase parent, family, student, and community stakeholder engagement and strengthen these partnerships for the purpose of supporting student learning through effective communication and collaboration.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in WCSD have been identified for comprehensive support and improvement.

Support for Identified Schools

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

Does not apply to WCSD.

Monitoring and Evaluating Effectiveness

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

Does not apply to WCSD.

Stakeholder Engagement

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

The WCSD Strategic Planning Team functions as the District LCAP Advisory Committee. This group is composed of parents, community, certificated, and classified staff including local bargaining unit representatives, district administrators, site principals, and students. This group met on March 8, March 16, and May 3, 2021. The District's Strategic Plan focus areas for the next three-year cycle are deep learning, emotional wellness, engagement, and equity. During each of the strategic planning sessions members engaged in a discussion of the strategic plan focus areas in order to develop priorities for LCAP goals, actions, and services.

The WCSD engaged stakeholders with numerous opportunities to both receive information and gather input in order to prepare the LCAP. The superintendent held roundtable discussions with community stakeholders on April 7, April 14, and April 21, 2021, to gather input into the three focus areas. Every school site held a staff meeting during February and March of 2021 in order to provide input into the district's focus areas which will drive the goals and action steps for next year's LCAP. Student input was solicited through a student focus group of middle school students on April 27, 2021. At the DELAC meeting on April 28, 2021 stakeholders reviewed LCAP actions principally directed towards English Learners, and input towards current actions was received. WCSD staff consulted with the Executive Director of CCCOE SELPA on April 20, 2021. The District budget was also reviewed with certificated and classified staff at a Budget Roadshow presentation on April 20 and 22, 2021, and input was solicited. WCEF and PTA/O leaders provided input and recommendations at a meeting with the superintendent and district staff on April 22, 2021.

The input from stakeholders was reviewed and the themes that developed informed the final actions and services found in the LCAP. The draft LCAP was posted on the WCSD website. A public hearing was held on June 7, 2021 and the LCAP was submitted for Governing Board Approval on June 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

The District LCAP/Strategic Plan Advisory Committee composed of parents, community, certificated, and classified staff including local bargaining unit representatives, district administrators, site principals, and students provided reviewed the input from all of the Stakeholder engagement meetings and collaborated on the prioritization of possible actions. The stakeholders prioritized input for each of the district's priority areas: Deep Learning, Emotional Wellness, and Engagement. Additionally, the lens of equity was discussed in each of the three focus areas. The following is a summary of the actions prioritized by the District LCAP/Strategic Plan Advisory Committee.

Deep Learning: enrichment opportunities, increased student agency, responsive instruction, strategies to accelerate learning, professional learning and teacher collaboration, integration of technology, culturally relevant pedagogy, intervention program and continued focus on providing support for English Learners and students with I.E.P s.

Emotional Wellness: adopt social-emotional learning (SEL) standards, continue time within the day for SEL instruction, create wellness centers, increase counseling support, infuse SEL into lunchtime, professional learning: SEL & equity, restorative practices

Engagement: Family engagement opportunities, cultivate diverse representation in parent leadership roles, increase parent outreach, provide parent education on district programs, equity embedded in the curriculum, continue translation services, increase parent/teacher communication at middle school level, increase opportunities for student voice, smaller class size, promote a shared community

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

Based on input from community meetings, staff input, the LCAP Advisory Committee, the 2019 California School Dashboard, and local metrics the following recommendations were made to further improve programs and services for students for the three-year LCAP beginning with the 2021-22 school year. These additional recommendations, which reflect the state's priority areas, are included in the LCAP goals, actions, and services and will positively impact our expected outcomes.

Goal 1: Deep Learning and Elimination of Opportunity Gaps (Based on input from Equity committee, DELAC, Teachers, and the LCAP/Strategic Plan Advisory Committee)

Prioritize state standards, professional learning focused on strategies to accelerate learning - Action #1

Continue to offer high-quality intervention and English Learner support within the school day - Action #3 & #4

Goal 2: Emotional Wellness (Based on input from Equity committee, DELAC, Teachers, and the LCAP/Strategic Plan Advisory Committee)

Implement a district wellness program to include: wellness centers, increase counseling services - Action # 1

Provide on-going professional learning focused on equity - Action # 4

Goal 3: Engage parents and community members to support student learning (Based on input from Equity committee, DELAC, Teachers, and the LCAP/Strategic Plan Advisory Committee)

Provide family engagement opportunities including parent education events focused on district programs and student learning - Action #2

Goals and Actions

Goal

Goal #	Description
1	ALL students will be provided with highly engaging, meaningful, and relevant learning experiences to develop deep understanding of content standard knowledge. This high-quality education experience will eliminate barriers which lead to opportunity gaps between student groups as seen in local and state English Language Arts and mathematics assessment results. (State priorities 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments and state summative assessments shows a gap between student groups as seen in the metrics below. Input received from stakeholders through the strategic planning process indicates a shared goal of continuing high-impact educator weekly collaboration (i.e. prioritizing learning standards, formative assessment practices, planning differentiated instruction) in order to support the academic success of all students. Additionally, providing all students with pathways to support the six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking will lead to increased levels of engaging and relevant learning experiences leading to improved student outcomes. (<https://deep-learning.global>)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP SBAC English Language Arts Average distance from standard (Priority 4a)	2019 Dashboard (2018-19 SBAC) All: 49.7, Blue EL: -5.2, Orange SED: -9.8, Orange SWD: -43.2, Yellow Asian: 67.8, Blue African American: -0.9, Yellow Filipino: 42.1, Green Hispanic: 20.8, Green Two or more races: 65.2, Green White: 53.8, Blue				All student groups and race/ethnicity groups will maintain or increase to green or blue range.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP SBAC Math Average distance from standard (Priority 4a)	2019 Dashboard (2018-19 SBAC) All: 39.5, Blue EL: -2.2, Yellow SED: -25.7, Orange SWD: -58.8, Orange Asian: 68.8, Blue African American: -20.6, Yellow Filipino: 39.3, Green Hispanic: 3.3, Green Two or more races: 56.2, Green White: 42.9, Blue				All student groups and race/ethnicity groups will maintain or increase to green or blue range.
Summative ELPAC English Learner Progress Dashboard Indicator (Priority 4e)	2019 Dashboard (2018-19 ELPAC) 53.6% making progress towards English language proficiency				70% making progress towards English language proficiency
Long Term English Learners (LTEL) (Priority 2b)	2019 -20 2.7%				2023-24 Decrease to 1.5%
English Learner Reclassification Rate (Priority 4f)	2019-20 17%				2023-24 Increase to 20%
CAASPP Science (CAST) Percent of students standard met or exceeded (Priority 4a)	2018-19 CAST 55.18% meeting or exceeding standards for science				75% meeting or exceeding standards for science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Grades/Courses taught by fully credentialed teachers as reported out on Dashboard Local Indicators. (Priority 1a)	2020-21 100% Grades/Courses taught by fully credentialed teachers as reported out on Dashboard Local Indicators.				100%
Maintain a broad course of study that includes all subject areas for all students including EL, SED, SWD, and FY as reported out on Dashboard Local Indicators. (Priority 7a, b, c)	2020-21 Provide a broad course of study that includes all subject areas for all students including EL, SED, SWD, and FY as reported out on Dashboard Local Indicators.				Maintain a broad course of study that includes all subject areas for all students including EL, SED, SWD, and FY as reported out on Dashboard Local Indicators.
Access to standards aligned instructional materials for all students. (Priority 1b)	2020-21 100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access and implement academic content and performance standards.				100%
Pupil outcomes academically and social/emotionally will	2020-21 End of Year 75% Proficient K- 5				80% Proficient K- 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase based on implementing MTSS, ELD standards, and inclusive practices as measured by: K- 5 Informal Reading Inventory. (Priority 8a)					
Facility Conditions are maintained in good repair (Priority 1c)	2020-21 School facilities are maintained and in good repair as reported out on Dashboard Local Indicators.				School facilities are maintained and in good repair as reported out on Dashboard Local Indicators.
Implementation of standards for all students and services that enable ELs access to CCSS and ELD standards (2A, 2B)	2019-20 Implementation of Academic Standards as reported in the Local Indicator reflection tool - average 4 = Full Implementation				Maintain a Full implementation

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning - Accelerating Learning	Provide professional development for all TK - 8th grade teachers and instructional classified staff in order to develop strategies to support the acceleration of student learning including the prioritization of grade-level standards. District instructional coaches, Teachers on Special Assignment, principals, and educational consultants will facilitate grade-level teams in the analysis of student work, formative	\$220,368.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessment results, as well as facilitate the sharing of successful strategies for deepening conceptual learning during grade-level and department collaboration.		
2	Instructional Technology Tools	Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include: Illuminate, Discovery Education, Formative, Text Help, Literacy Footprints, Screencastify, SeeSaw Pro, NewsELA, and Zoom.	\$114,000.00	Yes
3	Maintain/Increase English Learner Support	Continue and increase the current level of English Learner support (English Learner Coach/Teacher, Paraprofessionals, and clerical support). Provide ELD standards professional development for elementary teachers.	\$88,459.00	Yes
4	Intervention Program	Continue to implement a Multi-Tiered System of Support (MTSS) Framework approach. Intervention teachers, middle school academic support teachers, and education specialists will provide all identified students including unduplicated count students and students with disabilities with small group and 1:1 instruction to support progress towards grade level proficiency.	\$397,636.00	Yes
5	Personalized Learning Software	Provide Lexia (TK - 3rd grade & all students with I.E.P.s) and Dreambox Math (TK - 5th) in order to support procedural fluency, conceptual understanding, and differentiated skill practice in order to increase success in reading and math for all students, including unduplicated count students and students with disabilities.	\$90,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Improve and /or increase services to support social, emotional, and physical well-being of students in order to ensure each student succeeds at their highest academic and social-emotional potential with a district focus on eliminating opportunity gaps. (State priorities 5, 6)

An explanation of why the LEA has developed this goal.

Analysis of student survey data from the CA Healthy Kids Survey(CHKS) has shown that 65% of 7th grade students do not feel connected to the school community. 2018-19 Chronic absenteeism data overall for the district is 4.2% with the following student groups showing higher rates of absenteeism: English Learners: 6.6%, SED: 10%, SWD 8.5%, and African American students 7.4%. This data shows the need for WCSD to continue to improve/increase services so that all students feel connected to their learning community. Science of learning research shows that strong relationships build strong brain architecture, providing critical avenues to learning and growth. Relationships are our strongest example of a positive context and are central to how children learn new skills, develop identities and seek out pursuits, activities and vocations. (<https://turnaroundusa.org/>) This goal aligns to our strategic plan's focus areas on emotional wellness and equity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (Priority 6a)	2018-19 District 1.2% EL 0.9% SED 3.1% SWD: 2.1% African American: 3.0% Asian: 1.6 % Filipino: 0 % Hispanic: 1.3% Two or more Races:0.6% White:1.1%				2023-24 Decrease suspension rate for each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (Priority 5b)	2018-19 District 4.2% EL 6.6% SED 10.0% SWD: 8.5% African American: 7.4% Asian: 3.0 % Filipino: 2.6 % Hispanic: 4.8% Two or more Races: 4.3% White:4.0%				2023-24 District 2.0% EL 3.0% SED 5.0% SWD: 4.0% African American: 3.5% Asian: 2.0 % Filipino: 2.0 % Hispanic: 2.0% Two or more Races: 2.0% White: 2.0%
School Attendance Rate (Priority 5a)	2018-19 Attendance Rate 96.73%				Increase attendance rate to 98%
Expulsion and Dropout Rates (Priority 5c, 6b)	2018-19 Expulsion Rate: 0%				Maintain 0% Expulsion Rate
CA Healthy Kids Survey (Priority 6c)	2019-20 CHKS Results 5th Grade 82% School Connectedness 47% Meaningful Participation 81% Caring Adult Relationships 7th Grade				2023 - 24 CHKS Results 5th Grade 82% School Connectedness 70% Meaningful Participation 81% Caring Adult Relationships 7th Grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	65% School Connectedness 37% Meaningful Participation 68% Caring Adult Relationships				70% School Connectedness 65% Meaningful Participation 70% Caring Adult Relationships
Youth Truth Student Survey (Priority 6c)	Youth Truth Student Survey 2018-19 Survey Results Average Rating (Scale, 1-5) Student Engagement: 3.52 Academic Rigor: 3.69 Relationships with Teachers: 3.55 Relationships with Peers: 3.65 School Culture: 3.41				Youth Truth Student Survey 2023-24 Survey Results Average Rating (Scale, 1-5) Student Engagement: 4.0 Academic Rigor: 4.0 Relationships with Teachers: 4.0 Relationships with Peers: 4.0 School Culture: 4.0

Actions

Action #	Title	Description	Total Funds	Contributing
1	Wellness Program	Implement a districtwide approach to support Social Emotional wellness of students by creating a wellness space at every school staffed with professionals who are dedicated to improving the health, well-being and educational outcomes of all students. Through both on-campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools.	\$149,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	District Behaviorist	Continue to employ a district behaviorist to provide direct support and consultation with staff.	\$59,304.00	Yes
3	District Psychologist	Continue to fund an additional psychologist in order to ease caseloads and allow for district psychologists to provide direct counseling support to students.	\$98,459.00	Yes
4	Professional Learning - Equity	Provide a series of on-going professional learning opportunities for staff and parents to promote a culture of equity. The District's Equity Committee will continue to guide professional learning goals in this area. Example focus areas include understanding implicit bias, celebrating diversity, equity and inclusion, and culturally relevant pedagogy.	\$100,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase parent, family, student, and community stakeholder engagement and strengthen these partnerships for the purpose of supporting student learning through effective communication and collaboration. (State priority 3)

An explanation of why the LEA has developed this goal.

Analysis of WCSD May 2019 Family Survey showed the following:

Parents report receiving information about what their child should learn & be able to do.

Elementary: 72% positive rating, 932 survey responses

Middle School: 51% Positive rating (5% increase from 2018), 401 survey responses

Parent report feeling valued.

Elementary: 75% positive rating, 841 survey responses

Middle School: 58% positive rating, 358 survey responses

Parents report feeling engaged with school

Elementary: 78% positive rating, 817 survey responses

Middle School: 59% positive rating (5% increase from 2018), 344 survey responses

While these results are generally above average when compared with other California school districts that administer the Youth Truth Family Survey, there is room for improvement. WCSD is committed to continued efforts that prioritize relationships and strengthen our partnership with all stakeholders. Creating a strong, inclusive learning community. Findings from the Global Family Research Project (<https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education>) report show that when families and teachers join together to support children’s learning and development, children are more likely to succeed in school. This goal aligns with WCSD’s strategic plan focus areas on engagement and equity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Participation Rate (Priority 3c)	May 2019				Maintain or increase each area to 4.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>WCSD Family Survey - Scale (1-5) Average Ratings - B</p> <p>Elementary Survey</p> <p>4.17 School Culture</p> <p>3.97 Engagement & Empowerment</p> <p>3.94 School Safety</p> <p>4.32 Relationships</p> <p>3.86 Resources</p> <p>3.90 Communication & Feedback</p> <p>Middle School Survey</p> <p>3.91 School Culture</p> <p>3.75 Engagement & Empowerment</p> <p>3.75 School Safety</p> <p>4.01 Relationships</p> <p>3.60 Resources</p> <p>3.47 Communication & feedback</p>				average positive response.
Parent Education Participation (Priority 3a,b,c)	<p>2020-21</p> <p>3a) Parents (12) at the Strategic Planning meetings gave input into decisions to modify LCAP actions for 2021-22. Parents (12) on the WCEF and PTA/O Presidents' council met regularly with the superintendent to give input into district decisions and Parents</p>				<p>3a) Increase parent participation to (14) at the Strategic Planning meetings in order to give input into decisions to modify LCAP. Continue to engage parents (28) at every site council in order to provide an avenue to give input into decisions to modify the district LCAP and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>attending the Superintendent's Roundtables gave input into decisions to modify the district LCAP.</p> <p>3b) Invitations were specifically emailed to our English Learner families to increase attendance at the DELAC (10 attended). Our 20-21 parent education series was video recorded and posted to our website in order to increase access.</p> <p>3c) Our SPED staff communicate regularly with parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents are encouraged to provide input through our annual parent survey. We received 91 elementary parent and 51 middle school</p>				<p>School Plans for Student Achievement. Continue to engage with parents (12) on the WCEF and PTA/O Presidents' Council through regular meetings with the superintendent to give input into district decisions.</p> <p>3b) Continue to send Invitations specifically emailed to our English Learner families to increase attendance at the DELAC with a goal of (20). Continue to host district and site parent education series which are live-streamed or video recorded to increase access.</p> <p>3c) Our SPED staff will continue to communicate regularly with parents of our exceptional needs students to keep them informed of opportunities to attend parent information events and all parents</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parent survey responses.				are encouraged to provide input through our annual parent survey with a goal of 75% of our parents of students with IEPs responding to the survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student & Family Survey	Continue to gather input from students and families through the use of surveys in order to continuously improve programs, learning outcomes and positive experiences.	\$9,175.00	Yes
2	District Communication	Continue to provide regular and consistent communication: Weekly eNews, Superintendent’s Letters to Community, Website, text messages, Coffee Chats, and parent education events to provide information about district programs.	\$16,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.87%	\$1,147,744

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

Required Descriptions

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

The LEA-wide actions/services below are principally directed toward and effective in meeting the District's goals for unduplicated pupils because these services focus on the identified needs of these students. As noted in the Reflections section of this document, our English Language Learners and socioeconomically disadvantaged students show gaps in English Language Arts and Mathematics as compared to all students. Additionally, our English Language Learners and socioeconomically disadvantaged students have higher chronic absenteeism rates compared with all students. These needs, conditions, and circumstances have informed our decisions. These services have been deemed the most effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory, and good educational practices.

LCAP Goal 1

Professional Development to support prioritization of standards including ELD standards and formative assessment strategies (Action #1 & 3) This action is principally directed towards meeting the needs of unduplicated students because, in the District's experience, on-going and job-embedded professional development support teachers to design effective classroom instruction to differentiate for the diverse needs of students (Hanover Research 2014, Sweeney, D. 2018). Collaboration about assessment has been found to be more predictive of school and teacher performance than collaboration about other instructional domains (Ronfeldt et al., 2015, Cordingley, 2015, Hough et al., 2018)

Provide Instructional technology tools to increase formative assessment and differentiation of instruction. (Action # 2 & 5) Systematic, ongoing collection and analysis of real-time local data allows educators to identify needs and to make immediate adjustments throughout the school year to strengthen efforts to improve educational outcomes for students (Hough, Byun, & Mulfinger, 2018).

Provide high-quality tier1 and tier 2 academic interventions (Action # 4) This action is principally directed towards meeting the needs of unduplicated students because in the District's experience, a large percentage of students participating in intervention programs are unduplicated students. The benefits of Response to Intervention (Rtl) for improving student achievement are research-based (Buffrum, Mattos, and Weber 2010).

LCAP Goal 2

Implement a wellness program (Actions # 1-3) These actions are principally directed towards meeting the needs of unduplicated students because in the District's experience providing social-emotional support to unduplicated students helps to improve academic achievement (Jensen, 2009). Students are much more likely to receive mental and behavioral health services when these services are provided on their school campus; in fact, research has found that low-income students are 21 times more likely to receive services if provided at a school (Juszczak et al., 2003).

Provide professional development to promote a culture of equity. (Action # 4).What the research from the science of learning and development shows, however, is that students learn best when they can connect what happens in school to their own cultural contexts and experiences, when their teachers are responsive to their strengths and needs, and when their environment is "identity safe" (Steele & Cohn-Vargas, 2013).

LCAP Goal 3

Continue to gather input from students and families through the use of surveys in order to continuously improve programs, learning outcomes, and positive experiences.(Action #1) Provide parent education events about student learning expectations. (Action #2) (Global Family Research Project, 2018)

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

Services for unduplicated pupils are increased or improved by more than the required 3.87%, as compared to services provided for all students. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students. Based on supporting research, experience, and educational theory, the Walnut Creek School District has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils.

The following actions/services use supplemental funds that are principally directed toward unduplicated student groups.

LCAP Goal 1

ELD Specialist and teacher to support English Language Development and provide professional development to teachers in the area of English Language Development Standards. (Action #3)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,147,744.00		\$64,545.00	\$130,949.00	\$1,343,238.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$901,161.00	\$442,077.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning - Accelerating Learning	\$155,823.00		\$64,545.00		\$220,368.00
1	2	English Learners Foster Youth Low Income	Instructional Technology Tools	\$114,000.00				\$114,000.00
1	3	English Learners	Maintain/Increase English Learner Support	\$58,196.00			\$30,263.00	\$88,459.00
1	4	English Learners Foster Youth Low Income	Intervention Program	\$296,950.00			\$100,686.00	\$397,636.00
1	5	English Learners Foster Youth Low Income	Personalized Learning Software	\$90,000.00				\$90,000.00
2	1	English Learners Foster Youth Low Income	Wellness Program	\$149,837.00				\$149,837.00
2	2	English Learners Foster Youth Low Income	District Behaviorist	\$59,304.00				\$59,304.00
2	3	English Learners Foster Youth Low Income	District Psychologist	\$98,459.00				\$98,459.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Professional Learning - Equity	\$100,000.00				\$100,000.00
3	1	English Learners Foster Youth Low Income	Student & Family Survey	\$9,175.00				\$9,175.00
3	2	English Learners Foster Youth Low Income	District Communication	\$16,000.00				\$16,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,147,744.00	\$1,343,238.00
LEA-wide Total:	\$1,147,744.00	\$1,343,238.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning - Accelerating Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,823.00	\$220,368.00
1	2	Instructional Technology Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,000.00	\$114,000.00
1	3	Maintain/Increase English Learner Support	LEA-wide	English Learners	All Schools	\$58,196.00	\$88,459.00
1	4	Intervention Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,950.00	\$397,636.00
1	5	Personalized Learning Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00
2	1	Wellness Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,837.00	\$149,837.00
2	2	District Behaviorist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,304.00	\$59,304.00
2	3	District Psychologist	LEA-wide	English Learners	All Schools	\$98,459.00	\$98,459.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	4	Professional Learning - Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	1	Student & Family Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,175.00	\$9,175.00
3	2	District Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	\$16,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 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 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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