

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Rivers Unified School District - Westside Preparatory Charter

CDS Code: 34765056112643

School Year: 2021-22

LEA contact information:

Niamh Conner

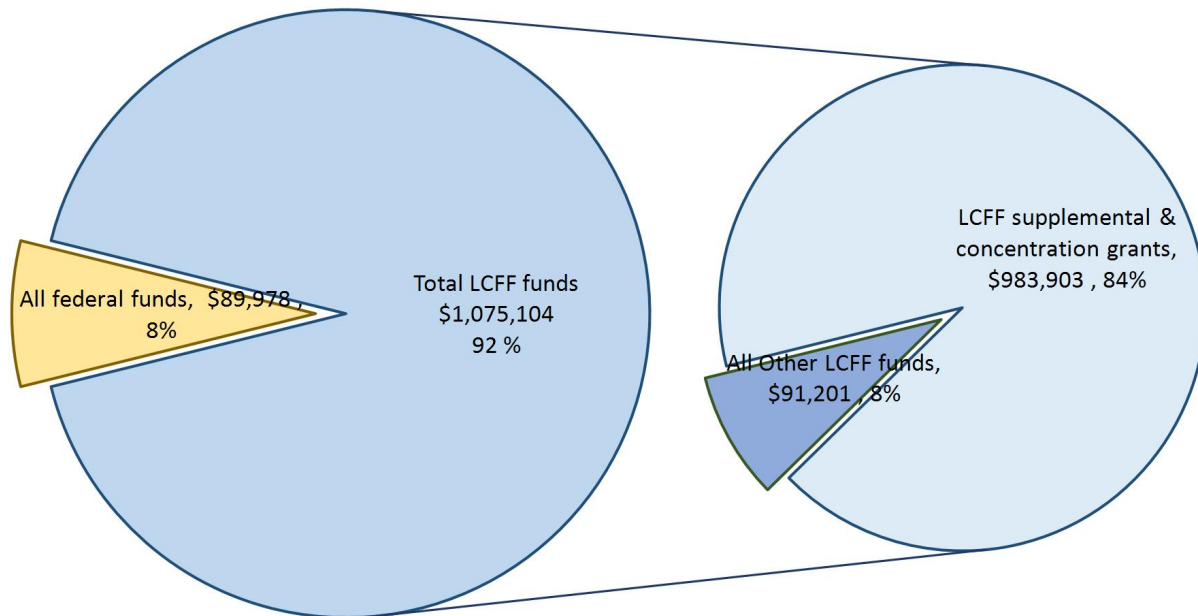
Principal- Westside Campus

9165661990

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

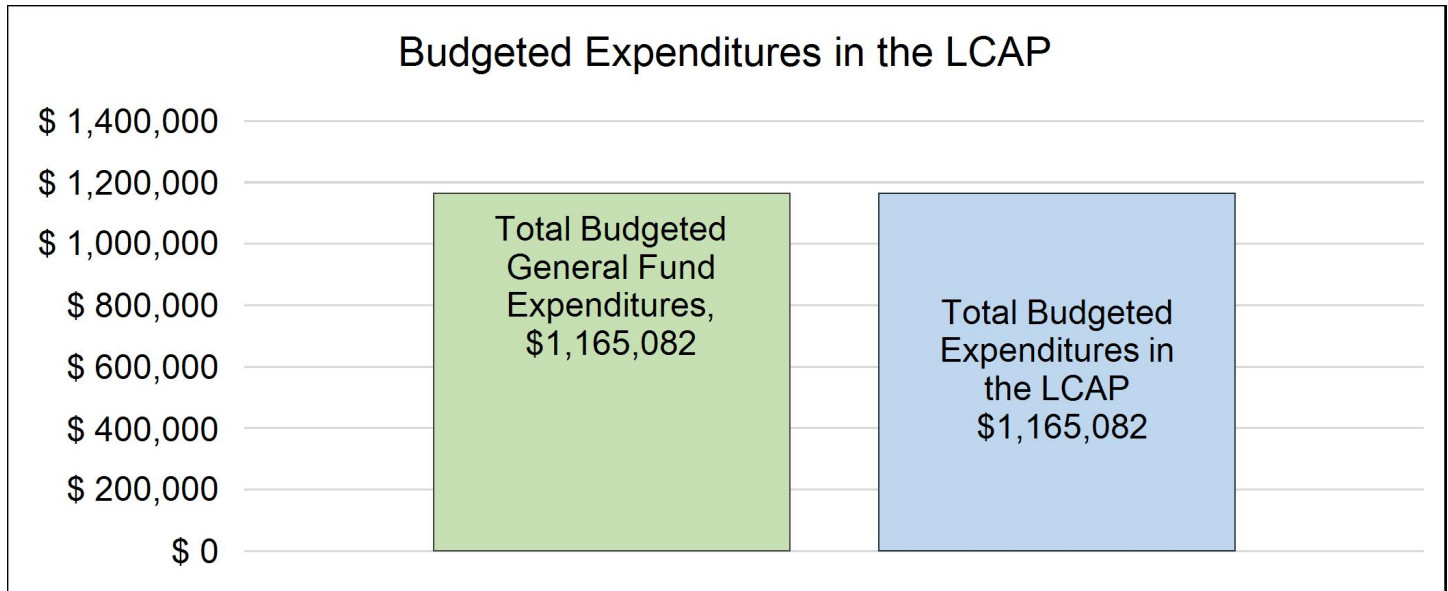


This chart shows the total general purpose revenue Twin Rivers Unified School District - Westside Preparatory Charter expects to receive in the coming year from all sources.

The total revenue projected for Twin Rivers Unified School District - Westside Preparatory Charter is \$1,165,082, of which \$1,075,104 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$89,978 is federal funds. Of the \$1,075,104 in LCFF Funds, \$983,903 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 Twin Rivers Unified School District - Westside Preparatory Charter plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Twin Rivers Unified School District - Westside Preparatory Charter plans to spend \$1,165,082 for the 2021-22 school year. Of that amount, \$1,165,082 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

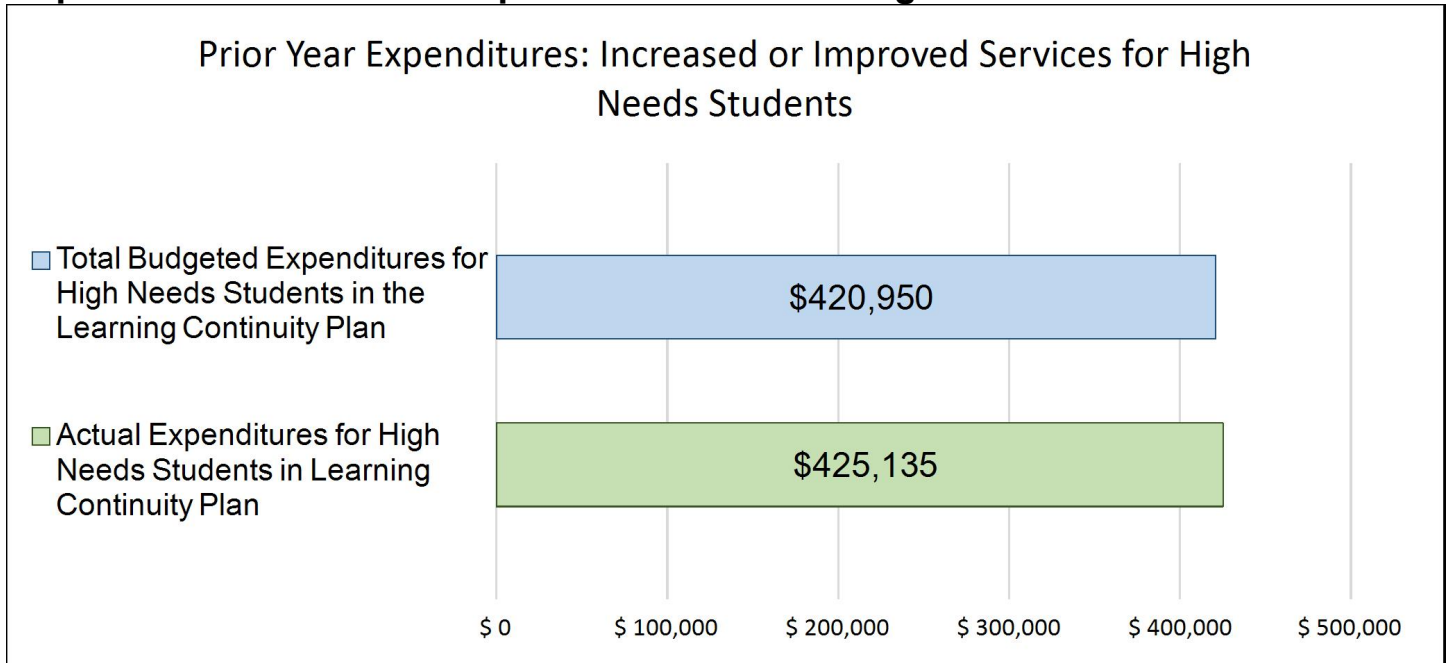
The budgets of the dependent charters of Twin Rivers Unified School District (TRUSD) are within the TRUSD General Fund budget. Base costs (teachers, office staff, paraeducators, special education, utilities, business overhead, etc.) for the dependent charters are not always separately identified. The base costs are included in TRUSD's LCAP.

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

In 2021-22, Twin Rivers Unified School District - Westside Preparatory Charter is projecting it will receive \$983,903 based on the enrollment of foster youth, English learner, and low-income students. Twin Rivers Unified School District - Westside Preparatory Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Rivers Unified School District - Westside Preparatory Charter plans to spend \$1,165,082 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 Twin Rivers Unified School District - Westside Preparatory Charter 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 Twin Rivers Unified School District - Westside Preparatory Charter 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, Twin Rivers Unified School District - Westside Preparatory Charter's Learning Continuity Plan budgeted \$420,950 for planned actions to increase or improve services for high needs students. Twin Rivers Unified School District - Westside Preparatory Charter actually spent \$425,135 for actions to increase or improve services for high needs students in 2020-21.



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
Twin Rivers Unified School District - Westside Preparatory Charter	Niamh Conner Principal- Westside Campus	niamh.conner@twinriversusd.org 9165661990

Plan Summary [2021-22]

General Information

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

The Westside Preparatory Charter School (WPCS) serves 471 7th and 8th grade students at four separate campuses, 1) Eastside; 2) Frontier; 3) Westside; and 4) Regency Park and all 4 campuses work together as one school. These campuses are located in Twin Rivers Unified School District across a geographical span north of Sacramento. Current demographics show that our student population is 15.5% EL students and 13.2% students with disabilities. We have 81.7% classified as socioeconomically disadvantaged, 81.5% Free/Reduced Lunch, and 1.1% Homeless. Our LCFF unduplicated count is 82.2%. Languages spoken are Spanish (majority), Russian, Ukrainian, Hmong, Arabic, Mandarin, Khmer, Vietnamese and Punjabi. Our student population is made up of many ethnicities, with the majority of our students 44.8% identifying as Hispanic/Latino, White 25.5%, Asian 7.9%, African American 9.1%, Filipino 2.1%, Pacific Islander 1.1%, American Indian or Alaskan Native 0.4% and two or more races 9.1%. Our students come to our charter from our own district and surrounding communities.

Reflections: Successes

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

According to the 2019 California Dashboard, ELA is listed as high, increased significantly (Blue). Three of the four subgroups are also listed in the same blue category. Math is also listed as high, increased significantly (Blue). Suspension are medium, declined (Green) and Chronic Absenteeism is very low, declined (Blue). This shows a great amount of progress in all areas of the dashboard.

For the 2020 school year, data from the California Dashboard was not collected due to COVID-19 and Distance Learning. WPCS anticipates to use the 2019 California Dashboard results for the 2021-2022 school year.

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.

Identified Need for the 2019-2020 will be the same for the 2021-2022. The findings were WPCS will need to improve in the area of ELA, as our subgroups of English Learners, Hispanics and Socioeconomically Disadvantage students have shown improvement, they are in Orange on the State Dashboard compared to all WPCS students in Yellow. Additionally, WPCS will need to improve for all students to be in Green in ELA. WPCS will need to improve in the area of Math, as our subgroups of English Learners, Socio-Economic Disadvantaged and Hispanic have maintained staying in the Orange on the State Dashboard compared to all WPCS students in Yellow. Additionally, WPCS will need to improve for all students to be in Green for Math. In order to continue to meet the needs of our English Learners in ELA the part-time Academic Intervention Specialist to help meet our EL needs and to support our teachers in meeting the needs of our EL students. We will also be providing designated ELD enrichment class, continue after school tutoring and the use of i-Ready Common Core ELA program. In order to improve in the area of Math for all WPCS students including EL, Socioeconomically Disadvantage and Hispanic students, we will continue to improve using SWUN Math resources along with SWUN Math coaching and after school tutoring. In order to reduce suspensions for all students, our School Counselor, School Social Workers and GLS will continue to provide social emotional learning and conflict resolution strategies. In addition, Safe and Civil Skills will provide support to the classroom teachers along with Restorative Practices.

LCAP Highlights

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

Through analysis of our data and input from staff and stakeholders, we will continue with the following goal areas:

Goal 1: Enable Students to Meet the High Expectations of WPCS and Common Core State Standards

Goal 2: Learning Extends Beyond the Classroom

Goal 3: Provide a Safe and Supportive Environment for Students to Thrive

Goal 4: Engage Families as an Integral Part of the Education Process.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The Westside Preparatory Charter School (WPCS) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, the WPCS used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

The following groups were actively involved in the development of the LCAP and annual update: School Site Council, English Learner Advisory Council, Teachers, Parents and Students.

Site Staff meetings where the LCAP Data was discussed in 2019-2020:

Regency Park - 11/6/19, 12/4/19, 1/29/20, 3/6/20

Eastside - 11/6/19, 1/29/20

Frontier - 10/2/19, 11/6/19, 12/4/19, 1/15/20, 1/29/20, 3/6/20

Westside - 1/29/20, 2/26/20

**2020-2021 due to COVID-19 and Distance Learning staff meetings were used as planning and collaboration time for staff to share best practices in conducting online school.

Whole staff:

2019-2020:

1/8/2020 - Thought Exchange and preparation for LCAP Parent Night

2020-2021:

12/2/20 - Renewal meeting mixed staff

1/13/21 - Engagement and Data

2/3/21 - Thought Exchange for Teachers

Lead Teacher meetings:

12/2/19 - Data collection and methods to collect parents' thoughts during Parent LCAP night

2/5/20 - Data collection feedback and needed life skills speakers for next school year to address parents and teacher concerns.

Principal Meetings:

1/7/21 - Shared data for Trimester 1 with Principals

Governance meetings:

2019-2020:

- 9/19/19 - Planning for LCAP Parent night
- 11/7/19 - Planning for LCAP parent night and data collection process
- 12/5/19 - Review of LCAP Benchmark data
- 1/9/20 - Discussion Parent Involvement for Thought Exchange
- 3/12/20 - Reviewed Field Study Day data

2020-2021:

- 1/14/21 - Discussion on Data for Field Study Days and Community Service being cancelled due to COVID-19
- 2/11/21 - Informed Governance Team about LCAP Stakeholder Night

ELAC meetings:

2019-2020:

- 10/1/2020 - LCAP Review
- 12/10/2020 - Data Review
- 2/4/2020 - Thought Exchange

2020-2021:

- 10/19/20 - WPCS LCAP/SPSA Review
- 12/9/20 - Title 1 Data - iReady Reviewed
- 3/2/21 - Data Review and shared Thought Exchange Stakeholder night.

SSC meetings:

2019-2020:

- 9/23/19 - Title 1 Data review
- 10/14/19 - Discussed SBAC data and Goal 4.
- 12/9/19 - Review Trimester 1 data
- 1/27/20 - LCAP
- 3/2/20 - Thought Exchange

2020-2021:

- 9/28/20 - Title 1 and Data review
- 12/7/20 - Needs Assessment Title 1 funds
- 1/11/21 - District LCAP and Thought Exchange training

Parent Input

2019-2020:

- 1/23/20 - WPCS LCAP/ Thought Exchange Parent Night - WPCS Eastside/Frontier Campuses at Frontier.
- 1/30/20 - WPCS LCAP/Thought Exchange Parent Night - WPCS Regency Park/Westside Campuses at Regency Park.

2020-2021:
3/11/21 - WPCS LCAP/ Thought Exchange Parent Night - All WPCS Campuses via Zoom

Student Thought Exchange:

2019-2020:
2/3/20 - Westside
2/4/20 - Eastside
2/6/20 - Regency Park
2/7/20 - Frontier

2020-2021:
3/16/21 - Westside
3/22/21 - Eastside
3/17/21 - Regency Park
3/18/21 and 3/19/21- Frontier

A summary of the feedback provided by specific stakeholder groups.

Parent Feedback summary from LCAP Parent Nights held on January 23rd and January 30th, 2020 (Sites present Eastside, Frontier, and Regency Park) and March 11, 2021 (Site present Westside) for the 2020-2021 school year.

Goal 1 -

Keep all current supplemental resources (listed in the Actions) and add: peer tutoring, base goals set from the incoming 6th grade class, outsourcing tutoring to the high school, and more hands on science and art experiences. ELD training for all teachers to support not only EL students, but all students.

Goal 2 -

Parents liked field study days and field trips students scheduled. What they would like to add is more field trips during the year, more variety/options for electives and after school activities (Star Nova, Science, Robotics, Scratch, music program), more sports options (flag football) with tournaments between the 4 campus sites, help with student community service opportunities, and more ideas for field study days including more onsite field study day options.

Goal 3 -

Parents like the warm environment provided by the teachers and staff. They would like to keep the presentations from this year and would like to add the following presentations: Anti-bullying, Meditation, Restorative Practices, any current topic (ex. Vaping, Social Media), and more supporting social skills. Suggestion was made to have at least 1 counselor/social worker on each site and better food options for the students. They also would like to take a version of the Healthy Kids survey as a way to measure and compare parents' thoughts with

students'. Additionally parents would like more team building, peer mediation and would like to assist if possible with the team building. For safety in the classroom and idea to put cameras in the classroom.

Goal 4 -

Parents liked the activities offered by WPCS sites. However they would like to add more of the following: more parent nights like CSI/Science, Movie nights, Current topic presentations (similar to the students) and Student presentations (Dance, or Learning) for on campus activities. As far as parent participation they are interested in having the following events with students/staff: Parent vs Student sports day and Competition/trivia nights/scavenger hunts at museums. Parents are interested in having PTO for parent support and fundraising.

Thought Exchange

2019-20 school year:

Students/Teachers/Parents Common theme

Better food/more food options

Full-time School Counselors/School Social Worker at each site

Importance of academics

Thought Exchange: Site Specific

Eastside - The student/teacher relationships are a positive along with the expectations for learning. The suggestions for change are: more flexibility with the curriculum, offer training and movement in positions, additional focus on providing student appropriate consequences for behaviors and provide incentives for those who behave, provide student options for elective classes, offer after school activities/groups,

Frontier - The site provides support for students with disabilities, makes learning easy for the students, students like AVID and the site does well understanding the students and has created a family like environment. Suggestions for changing providing more tutoring and after school programs to assist parents who work.

Regency Park - The communication with parents regarding students behavior and academics is appreciated. Suggestions for improvement send home more information on how parents can get involved in the school and information about the requirements of the school: field study days, community service, and parent involvement. Also, offer field trips and after school activities/sports for students.

Westside - Education for the students is important and students enjoy the field trips. Students feel encouraged to learn by teachers and attendance is positive. Suggestions for improvement are more PD opportunities for the staff, improvement working on and solving bullying concerns and social emotional concerns of students.

2020-2021 school year:

The year started with Distance Learning from August 18th - March 26th and Hybrid beginning April 6th. The comments were gathered on March 19, 2021, during the final days of Distance Learning and are in reference to the experience.

Students/Teachers/Parents Common theme:

Appreciated the Social Emotional supports at school provided by the Counselor and Social Worker

Lots of academic support provided by teachers.

Appreciate the hard work from teachers in the new learning environment of distance learning.

Thought Exchange: Site Specific

Eastside - Stakeholders were encouraged by the communication with parents/guardians through Aeries Parent Portal, supportive school staff. Suggestions moving forward are more tutoring options for students, opportunities for students to socialize with each other and reducing the heavy load of assignments while on Distance Learning.

Frontier - Stakeholders appreciated that the district provided technology for all students. Top suggestions are: history to cover more topics within Women's History, Black History, Persons of Color in history, and cultures; learn more about things that can help with my future like taxes, bills customer service and other things needed in for your adult life; longer breaks for student interaction and connection and brain breaks; more check-ins with students; fun activities on Fridays to make hybrid/distance more enjoyable; pre-recorded lessons for students to review the lessons after class (distance learning); virtual project based learning; and find a balance during virtual learning between group work in breakout rooms and individual work.

Regency Park - Stakeholders are encouraged by distance learning check-ins and academic success plans with students to open communication, social emotional support groups held weekly with the School Social Worker, community circles and support being offered to students with the challenge of it not always being accepted. Suggested feedback comments are: options for healthy food; opportunities to get energy out and breaks with more fun activities; private bathrooms with single stalls and everything working properly; providing sports and clubs; homework buddies to provide help with assignments; more positive relationship building between students and teachers to encourage social/emotional support; and more time learning and supports for students struggling with reading after school. One concern for this year is that online school not working for his/her student, and concerned for his/her future.

Westside - Stakeholders commented positively on the importance of community building circles so students can learn about each other and build relationships, afterschool Zoom tutoring for student academic support and offering student/group sessions with social workers or counselors during the school day along with creating Academic Success Plans. Concerns to the Hybrid learning were: clarity in classroom expectations with regarding personal choice to participate or not; safe return to the classroom for Hybrid schedule and dealing with the reduced amount of time with students, priority in academics more than SEL with 3.5hrs of homework and parent states that student is struggling to keep up with the work and the joy of friends is no longer important to TRUSD anymore; and student struggling with personal life while distance learning that teachers cannot assist with. Suggestions for improvement are to find a balance between academic support and mental health supports, more group activities during zoom/online school; school starts too early later start time, focusing on addressing students different learning styles to assist individual students, and more socialization in the classroom setting.

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

2019-2020 and 2020-2021 school year

Goal 1:

After discussing with parents and teachers and receiving feedback from the students one main appreciation of the school is the focus on academics. A priority for the school is supporting struggling students and the English Language Learners. WPCS teachers will continue to provide after school interventions for each grade level to improve student achievement and measure student growth with a common assessment. Additionally, students who are at risk for not meeting the high expectations are supported with an Academic Success Plan which is shared with staff and parents/guardians.

All stakeholders viewed all supplemental materials and student recognition opportunities positively. Parents and students requested more options for Elective classes and the ability to change Electives classes at trimesters. WPCS is moving forward to use TRUSD approved Elective classes which provide more options for the teachers and students. All stakeholders felt professional development was important to help teachers stay up to date on most current teaching practices and understanding the needs of 21st Century Learners including providing ELD ongoing training for teachers. Lastly, supplemental resources, technology, and licenses were validated as important by stakeholders with continued need to update technology.

Goal 2:

Based on the feedback from the stakeholders, we did a good job on this goal. Students were appreciative of the number of field trips offered. Staff feels that exposing students to learning outside the classroom through field trips and community service encourage and enhance academic learning. Parents requested more opportunities for students to make the connection from Middle School to High School and College/Careers. Students and Parents also requested more opportunities for after school student clubs and integration of arts and sciences in addition to the provided tutoring.

Goal 3:

Stakeholders reported appreciation for having a school counselor and school social workers services being provided. As funding permits, a school counselor/school social worker will continue to be available. Parents also enjoyed having parent/teacher/student conferences as they were learning about the support provided to students with regards to academic and social/emotional. Parents/Guardians and Students would like to have presentations on current pre-teen and teenager trend topics such as Social Media challenges, Drug and Violence Prevention, Vaping, Anti-Bullying, Conflict Resolution/Restorative Practices, Life Skills, College/Career planning, and Mental Health concerns to address at-risk needs. Staff will continue to use the Restorative Practice skills to encourage community and support attendance.

Goal 4:

Families appreciated the amount of communication regarding their student's progress and school events. Parents/Guardians enjoy participating in their child's education. Parents/Guardians have requested for more opportunities to be involved in the classroom and the school. Parents/Guardians also requested more information and options and ideas for student field study days and community service opportunities. Parent/Guardian participation will continue to be encouraged by collaborating and offering more structured and detailed volunteer opportunities. There is a need to promote more consistent involvement with ELAC and SSC.

Goals and Actions

Goal

Goal #	Description
1	Enable students to meet high academic expectations of WPCS and CCSS.

An explanation of why the LEA has developed this goal.

WPCS made improvements in the SBAC scores for both ELA (66%) and Math (54%) for the 2018-2019 school year. In order to continue to achieve these scores the goal and actions listed are strategies to provide the support for all students to continue to reach the high academic expectations of WPCS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA %Met/Exceed	2018-2019 WPCS 66% 2019-2020 - No CAASPP data due to COVID-19				SBAC ELA Increase/Maintain 65%
SBAC Math % Met/Exceed	2018-2019 WPCS 54% 2019-2020 - No CAASPP data due to COVID-19				SBAC Math Increase/Maintain 55%
District Benchmark Assessments in ELA Q2 and Math T2	2019-2020 WPCS ELA Q2 48% WPCS Math T2 50% 2020-2021 Data WPCS ELA Q2 40% WPCS Math T2 49%				ELA Q2 49% Math T2 58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Current EL students will make one year's growth on the ELPAC. RFEP students will be monitored and maintain proficiency.	2018-2019 35.5% making progress to EL proficiency.				39%
Tutoring - Students receiving tutoring reach Typical/Stretch Growth by T2 Assessment.	2019-2020 Reading 30% Math 43%				Reading 45% Math 58%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Guidance Learning Specialist	Guidance Learning Specialist. S/C Funds \$67,669.00	\$67,669.00	Yes
2	Professional Development	Professional Development/Conferences including AVID PD and subs, S/C \$25,000 Title 1 \$1,000.00	\$26,000.00	Yes
3	Supplemental Supplies	Supplemental materials, PLTW, AVID, Science, enrichment, or any supplemental materials such as student planners, PE equipment, print shop orders and printing, Water, lost textbooks, or supplemental materials teachers need for instruction. S/C \$64,496.00 Site Based \$63,064.00 Title 1 \$22,356.00	\$149,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology	Technology, Equipment, Supplies, copiers, RISO, laminators, etc. S/C \$20,800.00 Site Based \$17,677.00	\$38,477.00	Yes
5	Stipends and Extra Duties	Extra duty, stipends, extra clerical support, lead teacher (hourly) S/C \$91,783.00 Site Based \$2,470.00	\$94,253.00	Yes
6	AISB	Academic Intervention Specialist Bilingual of EL/RFEP students S/C \$10,004.00	\$10,004.00	Yes
7	Class Size Reduction	Class size reduction funds to increase student achievement and any raises not accounted for during LCAP writing S/C \$414,934.00	\$414,934.00	Yes
8	Licenses	Licenses such as but not limited to Newsela, Turn-it in, i-Ready math and ELA S/C \$6,053.00 Site Based \$1,500.00 Title 1 \$24,590	\$32,143.00	Yes
9	Tutoring	After school tutoring Title 1 \$36,633.00	\$36,633.00	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	Ensure college and career readiness exposure with learning beyond the classroom experiences.

An explanation of why the LEA has developed this goal.

The intent of Field Study Days and Community Service Hours is to give our students opportunities to extend their learning outside of the classroom and to help the students understand that what they are learning in school can be applied in the real world. They are given a chance to be independent and take charge of their own education for the day as they expand their horizons.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PSAT	2019-2020 Meet Evidence Based Reading and Writing - 56% Meet Evidence Based Math - 28% Meet Both - 25% 2020-2021 - No Testing				Meet Evidence Based Reading and Writing - Increase/Maintain 55% Meet Evidence Based Math - Increase/Maintain 30% Meet Both - Increase/Maintain 25%
Field Study Rubrics % Meets/Exceeds And Participation	2019-2020 Field study Participation Increase/Maintain 95% Meets/Exceed baseline 72%				Field Study Participation Increase/Maintain 95% Meets/Exceed Increase/Maintain 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 No Field Study Days due to Covid-19.				
% of Students meeting Community Service Requirements	2019-2020 Tri 2 Baseline 34% of Students meet Community Service Requirements of 10hrs or more by Trimester 2. 2020-2021 No Community Service hours due to Covid-19.				43% of Students meet Community Service Requirements by Trimester 2.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	Field Trips for field study days, reward, Academic, and AVID field trips (admission, bus cost, and any other costs involved in trip) S/C \$56,114.00 Title 1 \$3,000.00	\$59,114.00	Yes
2	Assemblies	Assemblies, guest speakers, service agreements to extend/enrich academics or career exploration S/C \$3,000.00	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	After School	After School enrichment through student clubs, integrating the arts and sciences, PLTW, leadership, and any other clubs deemed appropriate to the sites needs and wants of students. S/C \$5,000.00	\$5,000.00	Yes
4	Administrative	Admin needs including but not limited to snacks during meetings, mileage to other campuses, postage, and any materials needed for meetings involving staff but not parents. S/C \$1,709.00 Site Based \$5,990.00	\$7,699.00	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	Provide a safe and supportive environment for students to thrive.

An explanation of why the LEA has developed this goal.

Parents/Guardians, Students, Teachers expressed their appreciation through Thought Exchange and WPCS LCAP nights, and see the benefits of the support of a School Counselor/School Social Workers to meet the social/emotional needs of the students and encourage a positive environment with Restorative Practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in counseling groups - # of student being supported by School Counselor/School Social Worker by Tri 2	<p>2019-2020 by Trimester 2</p> <p># of students in groups = 165</p> <p># of student in individual = 36</p> <p># group sessions = 349</p> <p># individual meetings = 375</p> <p>2020-2021 by Trimester 2</p> <p># of students in groups = 166</p> <p># of student in individual = 24</p> <p># group sessions = 461</p> <p># individual meetings = 393</p>				Maintain/Increase the following numbers: # of students in groups = 165 # of student in individual = 36 # group sessions = 349 # individual sessions = 375

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	2019-2020 Baseline 97.12%				Maintain/Exceed 97.3%
Suspension rate	2019-2020 Baseline - 5.2%				Maintain/Exceed 3.4%
California Healthy Kids Survey	<p>2019-2020 7 Key Indicators Baseline</p> <p>School connectedness – 58%</p> <p>Meaningful participation – 30%</p> <p>Safe school perception – 58%</p> <p>Decrease harassment/bullying – 41%</p> <p>Decrease mean rumors/lies – 48%</p> <p>Increase coping skills to decrease chronic sadness and hopelessness – 38%</p> <p>2020-2021 One Key Indicator result due to Covid-19 and Distance Learning.</p> <p>Increase coping skills to decrease chronic sadness and hopelessness - 43%</p>				<p>Increase/Maintain School connectedness – 64%</p> <p>Increase/Maintain Meaningful participation – 36%</p> <p>Increase/Maintain Safe school perception – 64%</p> <p>Decrease harassment/bullying – 36%</p> <p>Decrease mean rumors/lies – 42%</p> <p>Increase coping skills to decrease chronic sadness and hopelessness – 37%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in staff restorative practices skills	2020-2021 Baseline # of Community Meetings held in the classrooms. # of restorative meetings.				From 20-21 Baseline growth in implementation by 3% yearly.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Workers/Counselor	Counselor/ Social worker support for student supports for life skills, anti-bullying, comm. resources, crisis intervention, academic support in counseling above staffing with academic success plans, interventions, and recognition strategies. S/C \$191,517.00	\$191,517.00	Yes
2	Extra Yard Duty and PBIS	Extra yard duty/supervision and any PBIS incentives or any school wide incentives S/C \$22,774.00	\$22,774.00	Yes
3	Safety Services	Improve safety through services, training, or materials/equipment (including surveillance cameras and equipment) S/C \$2,000.00 Site Based \$500.00	\$2,500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Increase WPCS Parent Engagement.

An explanation of why the LEA has developed this goal.

Research shows that parent's/guardian's involvement at school has a positive impact on a student's educational process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Parent hours completed by trimester 2	<p>2019-2020 By Trimester 2, 7% of Parents completed 11-20+ hours.</p> <p>2020-2021 No Parent hours completed due to Covid-19</p>				By Trimester 2, 13% of parents complete 11 to 20+ hours.
Family Participation in family events and/or classes	<p>2019-2020 Back to School Night 75% Increase/Maintain LCAP night 7.5% Baseline Open house - Need baseline data.</p> <p>2020-2021 Back to School Night 31%</p>				<p>Back to School Night 75% Increase/Maintain LCAP night 40% Increase/Maintain. Open house - increase baseline by 10%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LCAP Night 1 parent Open House - No data collected date after LCAP submitted.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication to Families	Communication through face-to-face meetings, newsletters, web, phone, email, and other to translate for EL student families S/C \$1,050.00	\$1,050.00	Yes
2	Family Events	Family events, parenting classes, volunteer opportunities, school sponsored events, and recognition. Snacks for meetings involving parents. Title 1 \$2,399.00	\$2,399.00	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
28.28%	\$983,903

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.

Goal 1: Enable students to meet high academic expectations of WPCS and CCSS

Actions:

- 1.1 - Guidance and Learning Specialist
- 1.2 - Professional Development
- 1.3 - Supplemental Supplies
- 1.4 - Technology
- 1.5 - Stipends and Extra Duties
- 1.6 - AISB - EL only
- 1.7 - Class Size Reduction
- 1.8 - Licenses
- 1.9 - Tutoring

The actions in Goal 1 support student achievement by providing Tutoring services, supplemental material and licenses for programs in the classroom and in tutoring. Teachers are provided funding for professional development to support student learning including SEL training. The GLS supports the principals of WPCS by providing data and PD to the staff when necessary.

Goal 2: Ensure College and Career Readiness exposure with learning beyond the classroom experiences

Actions:

- 2.1 - Field Trips
- 2.2 - Assemblies
- 2.3 - After School

2.4 - Admin

The actions in Goal 2 expose students to opportunities outside the classroom environment. The intent of Field Study Days and Community Service Hours is to give the students an understanding that learning in school can be applied in the real world. They are given a chance to be independent and take charge of their own education for the day as they expand their horizons. Additionally, field trips assist students in providing visits to local colleges and universities in the area.

Goal 3: Provide a safe and supportive environment for students to thrive

Actions:

3.1 - Social Worker/Counselor

3.2 - Extra Yard Duty and PBIS

3.3 - Safety Services

The actions in Goal 3 reflect that Parents/Guardians, students and teachers expressed their appreciation through Thought Exchange and WPCS LCAP nights, and see the benefits of the support of a School Counselor/School Social Workers to meet the social/emotional needs of the students and encourage a positive environment with Restorative Practices. The addition of PBIS for the 21-22 school year provides a positive way to be a part of the community of learning.

Goal 4: Increase WPCS parent engagement

Actions:

4.1 - Communication to families

4.2 - Family Events

The actions in Goal 4 support the research that shows that parent's/guardian's involvement at school has a positive impact on a student's educational process. All parents are encouraged to support their child by volunteering, attending Parent/Guardian/Teacher/Student conferences and school wide events. At these events translation is provided for our EL families.

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

Goal 1: Enable Students to Meet the High Academic Expectations of Westside Preparatory Charter School and Common Core State Standards. Professional development is provided on key initiatives through Professional Learning Communities (PLC's), CCSS Based Assessments, Instructional Best Practices, High Quality First Instruction, and other means to ensure increased academic performance for all students, with an emphasis on unduplicated students. WPCS will continue implementation of Professional Learning Communities (PLCs) and subsequent professional development, as well as the collaboration, and data analysis that results from the system. For low-income pupils and specific unduplicated student groups, training and services will be provided to improve student access, enrollment and success in rigorous courses, and other indicators of academic success. Funds will continue to be expended on an instructional support team to improve instruction across WPCS. With the demands of Common Core, and the need to increase student achievement school-wide, the instructional support team will continue to model lessons, provide feedback to teachers, co-teach, and support professional development to improve the

learning of unduplicated students. Interventions are available for students before, during and after school. These are provided by certificated staff to help students achieve their goals. Student recognition motivates and reinforces effort and achievement. In order to increase the college going atmosphere at our school through actual, meaningful activities, WPCS will continue to provide and expand services with an emphasis on unduplicated pupils. Students are provided with opportunities to participate in a variety of enrichment activities such as Project Lead the Way, AVID, and other related academic areas. Funds are used to purchase supplemental materials and supplies, along with professional development described above. Twenty first century learning strategies improve academics through programs such as iReady ELA and Math licenses. Technology supports digital learning endeavors and upkeep of equipment is critical to this learning. WPCS strengthens middle school students through our charter program experiences. Staff receive stipends to organize, coordinate and lead these additional opportunities as well as monitor student progress, growth and needs in academics, behavior and attendance. Extra clerical support enables our records to be kept current to monitor impact. Research shows that students that are engaged in school have an increased attendance rate and thus have an increased opportunity to learn. This leads to higher achievement.

Goal 2: Ensure college and career readiness exposure with learning beyond the classroom experiences. We recognize that many of students have had minimal opportunities to cultivate experiential knowledge. Our charter school provides field study days and community exploration connections as part of our program. In the past, families were responsible to provide the field study experience. With a high amount of unduplicated students unable to receive family support for this, we have added School-wide field study trips and funded admission as well as transportation. We also fund additional school wide opportunities through field trips, assemblies, guest speakers to enhance exposure and increase learning. We supplement both academics and career exploration with these additional experiences. There will be after school enrichment through clubs, integrating the arts, science and study skills. All activities are open to every student but will be dedicated to giving our unduplicated students access to language enriched opportunities and increased experiential knowledge. Research shows that students who are more active and involved in school perform better academically.

Goal 3: Provide a Safe and Supportive Environment for Students to Thrive Stakeholders continued to reinforce the need for each campus to have a Pupil Personnel Services Credentialed staff such as a school counselor or social worker in order to strengthen areas of need such as life skills, anti-bullying, conflict resolution, community resources, crisis intervention and social emotional learning. Support will be heightened through assemblies, guest speakers and recognition strategies in these areas. Restorative practices provide a foundation of social emotional learning strategies. Additional training, supervision, materials and equipment ensure the maintenance of safe school environments. Research shows that students who feel safe at school show higher rates of academic achievement. WPCS Pupil Personnel Staff provides academic support in counseling through academic success plans, interventions and recognition strategies to all students, with an emphasis on unduplicated students. They have access to Pupil Personnel Staff, with one at each campus, when they are experiencing difficulties meeting the rigorous standards. This provides support above the base staffing. Consultation and collaboration between student, staff and families creates a plan with specific goals to enable success.

Goal 4: Engage Families as an Integral Part of the Educational Process. WPCS provides involvement opportunities for parents. Communication is a key part of creating effective partnerships between families and school. Our stakeholders prioritized a variety of improved strategies to reach all families such as our website, face to face meetings, phone calls, parenting classes and family events. While communication and participation in events is open to all, an emphasis will be made to reach out to include families who might not be able to access due to language and/or financial barriers. Volunteer opportunities are accessible to our families including funding admission, transportation or other related fees for families of unduplicated students. Translation services are made available to our EL and RFEP

student's families. Parents are encouraged to be actively involved in all aspects of their child's education. They have numerous opportunities to volunteer in a variety of ways. Research by Epstein confirms the need to strengthen family connections and include parents as decision makers, support for parenting and academic achievement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,075,104.00			\$89,978.00	\$1,165,082.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$505,184.00	\$659,898.00

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	Guidance Learning Specialist	\$67,669.00				\$67,669.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$25,000.00			\$1,000.00	\$26,000.00
1	3	English Learners Foster Youth Low Income	Supplemental Supplies	\$127,560.00			\$22,356.00	\$149,916.00
1	4	English Learners Foster Youth Low Income	Technology	\$38,477.00				\$38,477.00
1	5	English Learners Foster Youth Low Income	Stipends and Extra Duties	\$94,253.00				\$94,253.00
1	6	English Learners	AISB	\$10,004.00				\$10,004.00
1	7	English Learners Foster Youth Low Income	Class Size Reduction	\$414,934.00				\$414,934.00
1	8	English Learners Foster Youth Low Income	Licenses	\$7,553.00			\$24,590.00	\$32,143.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Tutoring				\$36,633.00	\$36,633.00
2	1	English Learners Foster Youth Low Income	Field Trips	\$56,114.00			\$3,000.00	\$59,114.00
2	2	English Learners Foster Youth Low Income	Assemblies	\$3,000.00				\$3,000.00
2	3	English Learners Foster Youth Low Income	After School	\$5,000.00				\$5,000.00
2	4	English Learners Foster Youth Low Income	Administrative	\$7,699.00				\$7,699.00
3	1	English Learners Foster Youth Low Income	Social Workers/Counselor	\$191,517.00				\$191,517.00
3	2	English Learners Foster Youth Low Income	Extra Yard Duty and PBIS	\$22,774.00				\$22,774.00
3	3	English Learners Foster Youth Low Income	Safety Services	\$2,500.00				\$2,500.00
4	1	English Learners Foster Youth Low Income	Communication to Families	\$1,050.00				\$1,050.00
4	2	English Learners Foster Youth Low Income	Family Events				\$2,399.00	\$2,399.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,075,104.00	\$1,165,082.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,075,104.00	\$1,165,082.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Guidance Learning Specialist	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$67,669.00	\$67,669.00
1	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$26,000.00
1	3	Supplemental Supplies	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$127,560.00	\$149,916.00
1	4	Technology	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$38,477.00	\$38,477.00
1	5	Stipends and Extra Duties	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$94,253.00	\$94,253.00
1	6	AISB	Schoolwide	English Learners	All Schools	\$10,004.00	\$10,004.00
1	7	Class Size Reduction	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$414,934.00	\$414,934.00
1	8	Licenses	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,553.00	\$32,143.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Tutoring	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$36,633.00
2	1	Field Trips	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$56,114.00	\$59,114.00
2	2	Assemblies	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
2	3	After School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	4	Administrative	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,699.00	\$7,699.00
3	1	Social Workers/Counselor	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$191,517.00	\$191,517.00
3	2	Extra Yard Duty and PBIS	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,774.00	\$22,774.00
3	3	Safety Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
4	1	Communication to Families	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,050.00	\$1,050.00
4	2	Family Events	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$2,399.00

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.



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
Twin Rivers Unified School District - Westside Preparatory Charter	Niamh Conner Principal- Westside Campus	niamh.conner@twinriversusd.org 9165661990

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

Enable students to meet high expectations of WPCS and CCSS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC ELA % Met/Exceed</p> <p>19-20 WPCS SBAC 74%</p> <p>Baseline 2015--16 WPCS 65%</p>	<p>WPCS SBAC ELA 66% (Spring 2019 results)</p>
<p>Metric/Indicator SBAC Math % Met/Exceed</p> <p>19-20 WPCS SBAC 60%</p> <p>Baseline 2015--16 WPCS 48%</p>	<p>WPCS SBAC Math 54% (Spring 2019 results)</p>
<p>Metric/Indicator District T2 Benchmark Assessments in ELA and Math</p> <p>19-20</p>	<p>19-20 ELA Q2- 48% 19-20 Math T2- 50.22%</p>

Expected	Actual
<p>WPCS ELA Q2 80% WPCS Math Q2 60%</p> <p>Baseline 2016--17 WPCS ELA Q2 72% WPCS Math Q2 52%</p>	
<p>Metric/Indicator Current EL students will make one year's growth on the ELPAC. RFEP students will be monitored and maintain proficiency.</p> <p>19-20 To be determined</p> <p>Baseline Baseline will be developed in 2018--19 with new ELPAC proficiencies.</p>	<p>35.1% making progress towards English language proficiency according to California School Dashboard.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional development/Conferences, including AVID PD & Subs, Guidance Learning Specialist.</p>	<p>1000, 3000, 5000 LCFF Supplemental and Concentration 143,399</p>	<p>1000, 3000, 5000 LCFF Supplemental and Concentration 147,709</p>
<p>Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.</p>	<p>1000, 3000, 4000 LCFF Supplemental and Concentration 56,261</p>	<p>1000, 3000, 4000 LCFF Supplemental and Concentration 55,430</p>
<p>Enrichment, Supplemental materials, AVID, Project Lead the Way</p>	<p>4000-4999: Materials and Supplies LCFF Supplemental and Concentration 48,235 4000-4999: Materials and Supplies Site Based Allocation 28,943</p>	<p>4000-4999: Materials and Supplies LCFF Supplemental and Concentration 30,453 4000-4999: Materials and Supplies Site Based Allocation 16,099</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology, Equipment, Supplies	4000, 5000 LCFF Supplemental and Concentration 36,000 4000, 5000 Site Based Allocation 31,222	4000, 5000 LCFF Supplemental and Concentration 167,708 4000, 5000 Site Based Allocation 22,359
Organization, monitoring, Extra duty and stipends, Extra clerical support.	1000, 2000, 3000, 4000 LCFF Supplemental and Concentration 58,468 1000, 2000, 3000, 4000 Site Based Allocation 900	1000, 2000, 3000, 4000 LCFF Supplemental and Concentration 52,039 1000, 2000, 3000, 4000 Site Based Allocation 1,402
Academic Intervention Specialist Bilingual to monitor progress of EL/RFEP students	2000, 3000 LCFF Supplemental and Concentration 8,098	2000, 3000 LCFF Supplemental and Concentration 8,096
Class size reduction funds to increase student achievement	1000, 3000 LCFF Supplemental and Concentration 307,451	1000, 3000 LCFF Supplemental and Concentration 307,451

Goal Analysis

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

Goal 1.4 We spent more money on technology because of a budget increase from the District office and need for updated technology.

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

Professional development/Conferences, Collaboration to provide coaching including integrated ELD strategies. Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies, enrichment, supplemental materials, AVID, Project Lead the Way, technology, equipment, supplies, upkeep and licenses expanding Math and Science, organization, monitoring, record keeping of Charter activities for teachers and administrators, extra duty and stipends, extra clerical support, guidance learning specialist for admin support at all three campuses to become one school. For the 20-21 school year additional support of two school social workers to assist with student social emotional needs.

Goal 2

Learning extends beyond the classroom.

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California Model 5 X 5 Grid report and data for ELA and Math TO BE INSERTED</p> <p>19-20 Math EL Status- Medium Increase (Green)- 18.9 Below Change Increase by 3 points ELA Status Medium Increase (Green) +15.9 Above Change Increase by 3 Points</p>	<p>ELA- Blue 21.8pts above standard (Increase 24.5pts from '17/'18) Math- Blue 2pts above standard (Increase 23.8pts from '17/'18)</p>

Expected	Actual
<p>Baseline Math EL Status – Low Declined Significantly (Orange) - 29.5 below Change -Increased by 6.5 ELA Medium Declined Significantly (Yellow) +6.6 above Change -Increased by 3</p>	
<p>Metric/Indicator PSAT</p> <p>19-20 Maintain/Increase Evidence based reading and writing at 65% or higher Maintain/Increase Evidence based math to 35% or higher Maintain/Increase 23% Meet both or higher</p> <p>Baseline 62% Meet Evidence Based Reading and Writing 30% Meet Evidence Based Math 20% Meet Both</p>	<p>Reading and Writing 56% Math 28% Both 25%</p>
<p>Metric/Indicator Field Study Rubrics % Meets/Exceeds And Participation</p> <p>19-20 90% Meet/Exceed on Field Study Rubric</p> <p>Baseline Field study rubrics will be administered. Baseline will be established following 3 Field Study experiences.</p>	<p>Field Study #1 Meets/Exceeds- 76.72% Field Study #2 Meets/Exceeds- 76.17% Field Study #3 Meets/Exceeds- 62.9% 19-20 Field Study Rubric - 72% Met/Exceed</p> <p>Field Study #1 Participation- 95.57% Field Study #2 Participation- 96.23% Field Study #3 Participation- 93% 19-20 Field Study Participation - 95% Met/Exceed</p>

Expected	Actual
<p>Metric/Indicator % of Students meeting Community Service Requirements</p> <p>19-20 Increase to 46.6% of students meeting requirements by the end of trimester 2</p> <p>Baseline 2016--17 Trimester 182.5% Community Service logs meeting requirements</p>	<p>Trimester 2 - 66.4% 0-5 hours 23.9% 5-10 hours 9.9% 11-15 hours 33.8% students met the requirements by end of Trimester 2.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Field trips, assemblies, guest speakers, service agreements to extend/enrich academics.	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 14,350	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 11,652
Strengthen career exploration through field trips, assemblies, guest speakers, service agreements	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 13,300	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 4,941
After school enrichment through student clubs, integrating the arts, science, PLTW Club and Leadership.	1000, 3000, 5000 LCFF Supplemental and Concentration 21,000	1000, 3000, 5000 LCFF Supplemental and Concentration 7,550
4 Field Study Days, Admission & Transportation for 2 school sponsored trips for all students	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 6,800	5000-5999: Operating Expenditures LCFF Supplemental and Concentration 6,254

Goal Analysis

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

Students did well participating in Field Study Day. However, the data shows students would need additional support in reaching the desired outcomes of the staff developed Rubric in order to Met/Exceed. One Field Study not held due to school closures.

Goal 2.1 and 2.2 many of the field trips were not completed due to school closures. Goal 2.3 did not have the student interest that was projected.

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

The following services occurred: Strengthen career exploration through field trips, assemblies, guest speakers, service agreements. After school intervention and enrichment through tutoring, student clubs, integrating the arts and science, study skills and Athletics. 3 Field Study Days, Admission and Transportation for school sponsored trips for all students.

Goal 3

Provide a safe and supportive environment for students to thrive.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation in counseling groups</p> <p>19-20 Maintain/increase qualitative and quantitative data</p> <p>Baseline Develop baseline indicators for qualitative and quantitative data related to counseling support</p>	<p>201 students participated in counseling as of the end of Trimester 2.</p>
<p>Metric/Indicator Attendance rate</p> <p>19-20 Maintain/exceed 97.3%</p> <p>Baseline 2016/17 97.3%</p>	<p>Attendance rate as of 3/18/20 is 97.12%</p>
<p>Metric/Indicator Suspension rate</p> <p>19-20 Maintain/decrease 3.4%</p>	<p>Suspension rate as of 3/18/20 is 5.22%</p>

Expected	Actual
<p>Baseline 201617 3.4%</p>	
<p>Metric/Indicator California Healthy Kids Survey</p> <p>19-20 Increase school connectedness to 70% Increase Meaningful participation 33% Increase safe school perception to 80% Decrease experiences of harassment/bullying to 30% Decrease mean rumors/lies to 30% Increase coping skills to decrease chronic sadness and hopelessness to less than 15%</p> <p>Baseline 2016-17 Key Indicators School connectedness 60% Meaningful participation 22% School perceived as safe 70% Experienced harassment/bullying 42.5% Mean rumors/lies 45% Experienced chronic sadness and hopelessness 29.5%</p>	<p>school connectedness- 58% Meaningful participation- 29.5% safe school perception to 57.5% Decrease experiences of harassment/bullying- 41% Decrease mean rumors/lies- 47.5% Increase coping skills to decrease chronic sadness and hopelessness-37.5%</p>
<p>Metric/Indicator Participation in staff restorative practices</p> <p>19-20 Increase staff participation in restorative practices to 100%</p> <p>Baseline Develop baseline indicators</p>	<p>94.7% staff participated</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.	1000, 3000 LCFF Supplemental and Concentration 16,383	1000, 3000 LCFF Supplemental and Concentration 16,870
Extra yard duty/supervision and PBIS incentives	4000, 5000 LCFF Supplemental and Concentration 1,839 4000, 5000 Site Based Allocation 8,840	4000, 5000 LCFF Supplemental and Concentration 4,274 4000, 5000 Site Based Allocation 8,737
Improve safety through services, training, materials and/or equipment.	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 4,100 1000, 2000, 3000, 4000, 5000 Site Based Allocation 3,000	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 5,076 1000, 2000, 3000, 4000, 5000 Site Based Allocation 0

Goal Analysis

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

Goal 3.2 Original cost of yard duty was budgeted for Site Based and was put in supplemental. Goal 3.3 Increase was due to the purchase of additional security cameras.

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

Pupil personnel services staff provided student support in social emotional learning, life skills, restorative practices and conflict resolutions. Student support for life skills, anti-bullying, community resources, crisis intervention through assemblies, guest speakers and recognition. Improve safety through services, training, materials and/or equipment and restorative practice/training. Additionally, a majority of staff participated in the Restorative Practices Training.

Goal 4

Engage Families as an integral part of the educational process.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator # of Parent hours completed by trimester 2</p> <p>19-20 Trimester 2 Parent Hours 30% complete 11 to 20 hours</p> <p>Baseline Trimester 2 Parent hours 21% 11 to 20 hours- see school plan</p>	<p>Trimester 2 - 6.8% of parents completed at 11 to 20+ hours</p>
<p>Metric/Indicator Family Participation in family events and/or classes</p> <p>19-20 Increase family participation in family events and/or classes to 60%</p> <p>Baseline Establish a baseline of family events and/or classes</p>	<p>75% of parents participated in Back to School Night 7.5% of families participated in the LCAP Information Night Open House data not available</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families.</p>	<p>4000, 5000 LCFF Supplemental and Concentration 2,000</p>	<p>4000, 5000 LCFF Supplemental and Concentration 560</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Family events, parenting classes, volunteer opportunities to participate in school sponsored events, recognition.	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 900	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 480

Goal Analysis

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

Goal 4.1 and 4.2 Due to school closures we were not able to hold scheduled events as planned.

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

Parents who completed 11 to 20+ hours were only 6.8%. Moving forward, a better definition of what constitutes parent hours, communication to parents of upcoming events, and celebrations for parents who are involved could increase parent involvement.

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
<p>Staff and facility safety:</p> <p>Personal Protective Equipment (e.g. masks, gloves, face shields, etc.) - Ensuring that staff and students have ample PPE to teach and learn in any instructional model.</p> <p>Installed plexiglass, distancing decals and signage and HVAC filtering systems for optimal flow - Creating physical barriers, clean air, and adequate spacing to stop the spread of the virus allows return to in-person instruction as soon as possible.</p> <p>Covid-facility assessment - Comprehensive covid facility assessment from to ensure that all CDC guidelines are followed.</p> <p>Ingress and egress study - Addressing traffic flow to allow students and staff to move about campus while maintaining safe social distancing.</p> <p>COVID testing</p> <p>Nursing and Police Services - Allows dedicated staffing to support public health measures to mitigate the spread and return to in-person instruction as soon as possible.</p>	\$156,824	\$169,549	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

Analysis of In-Person Instructional Offerings

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

Implementing in-person instruction was challenging in 2020-2021, primarily due to state and county guidelines and restrictions. Sacramento County remained in the Purple Tier during our initial planned reopening date of January 19, 2021, making it impossible to return during that time. Distance learning was launched successfully and provided adequate instructional support and improved learning for many of our students. However, many students were not adequately engaged during distance learning. The district successfully developed an informational website for families and a comprehensive plan titled "Road to Reopening." This guidebook and the hours of planning that went into its creation provided a template for successfully transitioning students back on to campus for hybrid learning on April 6, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Connectivity and digital support:</p> <p>Chromebooks and hotspots - reliable devices to students and staff to log on, engage in lessons, and create lessons.</p> <p>Zoom, Screencastify, Nearpod and others - Platforms that allow our staff and students to engage in whole group, small group, and 1:1 interactions, safely.</p> <p>Smart MX TV in every classroom - many teachers have chosen to teach from the classroom. This allows for touch free casting for students and staff when back into the classroom.</p> <p>Operational digital applications.</p>	\$180,620	\$163,604	Yes
<p>Instructional support:</p> <p>Digital instructional materials and student engagement tools</p> <p>Backpacks and supplies for all elementary students</p> <p>Professional Development (staff and parents)</p>	\$49,818	\$65,536	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.

N/A

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.

Each student has access to a chrome book and a hotspot from TRUSD. School began on August 28th with distance learning. Students were provided their schedules and instructed to attend a virtual at Back to School Night to have the schedule explained to them. Prior to Distance Learning, teachers attended trainings to support distance learning and the expectations of standard based focus for the school year. Teachers held office hours to support students who did not understand the material. Additionally, the school counselor, school social workers, and GLS conducted academic success plans with students who struggled academically.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School Expanded Learning Partnerships Supplemental instructional student kits	\$5,272	\$4,953	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.

N/A

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.

Students/Parents/Guardians were offered office hours and email correspondence to discuss concerns with teachers. Challenges with distance learning was the home classroom environment. Some students were home alone during the school day or didn't have appropriate space for online learning.

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.

The School Counselor and School Social Workers held individual sessions, small groups and classroom presentations on mental health for students during online classes weekly during PE and when needed. If concerns arose for students, teachers were able to refer. Additionally, community circles were held in some classrooms throughout the school sites. Kelvin Survey was sent out quarterly for student/families/staff mental health checks.

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.

All WPCS families and students enrolled in Aeries Parent Portal. A challenge to the system was an overwhelming amount of communication with messages from teachers, schools, and the district office.

Analysis of School Nutrition

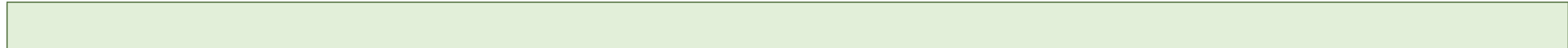
A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In a normal school year, Twin Rivers Unified School District Nutrition Services provides over 6 million nutritious meals to all students under the National School Lunch and School Breakfast Programs and/or Seamless Summer Food Option, and the CACFP At Risk After-school Program. Twin Rivers Unified School District is a Community Eligibility Provision (CEP) District and every student in Twin Rivers can eat for free. Since March 2020, Twin Rivers Nutrition Services has provided nutritious meals for all students who need them during the temporary closure of schools at our curbside “School Meals 2 Go” program. Staff have safely served over 4 million meals curbside through the heat, wind, rain and wildfire smoke to students and children under 18.

During Phase 1, Remote Learning for All Groups, breakfast and lunch meal kits were available through the “School Meals 2 Go” curbside program at 44 school sites. In addition, students had access to a Supper Meal and Snack under our CACFP At Risk Afterschool Program. During phase 1, Nutrition Services collaborated with Transportation to add bus routes to reach isolated or “pockets” of our community where access to a school site may be challenging. The bus routes provided meals at assigned stops that students/families were already familiar with.

On April 6th, 2021, when the district entered Phase 2, hybrid learning, K-6 students who were in their cohort on campus, had access to “grab-n-go” meals on days in which they are in attendance, served at dismissal to take home. Students will continue to have access to “School Meals 2 Go” curbside program on days in which they are distance learning or not on campus in their assigned cohort. In

Phase 2, students will also have access to a Supper Meal and Snack under our CACFP At Risk After-school Program (ASP). On Wednesdays, when the whole district is on Distance Learning, we will serve our students through their enrolled school site or assigned regional curbside sites



Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Salaries of nutrition services staff providing meals daily for students to take home while distance learning is taking place. Daily curbside meal distribution via “drive-up” or “walk-up” at each Twin Rivers school site. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both “drive-up / walk-up” and “grab-and-go” meal distribution strategies will be implemented simultaneously.	\$28,416	\$21,493	No

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

N/A

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.

Teachers were encouraged to use Google Classroom and additional online supplemental resources (Newsela, BrainPop, Kahoot, Nearpod, iReady, etc). Teachers commented that they will continue to use these resources to encourage student learning.

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

iReady assessment for both ELA and Math will continue to be an assessment tool. Tutoring selection and goals for growth are a new goal for the 2021-2024 school year.

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.

N/A

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.

Goal 1: Adding a Tutoring Goal of Using iReady, students receiving tutoring reach Typical/Stretch Growth by Tri 2 assessment growth by 5% per year. Baseline 2019-2020: Reading 30%; Math 43%. Students will be chosen in small groups and participate in tutoring for 6-8 weeks at a time.

Goal 2: The data from the California School Dashboard provides great data for this goal as it is projecting student academic growth overall. However the data for the Field Study Day and Community Service needs refining and specificity. Students and Parents struggle with resources and ideas for what qualifies for a Field Study Day assignment. Also, not all staff used the rubric to score the Field Study Day reports. Additionally, with Community Service there is still confusion on what activities count for hours and how to go about earning the hours. A possible suggestion would be to have a collective list of options for both activities located online for parents to use as a resource. Furthermore, provide clearer deadlines for paperwork to be submitted and the consequences if not turned in ontime.

Goal 3: Changes for the next LCAP should reflect the number of students participating in counseling services either in individual and group services. Additionally, since a majority of staff participated in the Restorative Practices Training, the data collected in this section should reflect how the services are being used by the staff. An idea would be to set a baseline of how often class Community Meetings are held in the classroom and the number of Conflict Management/Restorative Circles are conducted.

Goal 4: In 2019-2020 Parents who completed 11 to 20+ hours were only 6.8%. Moving forward, a better definition of what constitutes parent hours, communication to parents of upcoming events, and celebrations for parents who are involved could increase parent involvement. The only change suggested for this goal is naming the three events that reflect the parent/guardian participation: Back to School Night, LCAP Parent Information Night and Open House. This will reflect the participation of Parents/Guardians throughout the year along with the average number of parent hours at the end of Trimester 2.

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.

