

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

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | Washington Unified School District - Yolo   |
| <b>CDS Code:</b>                            | 57726940000000  |
| <b>LEA Contact Information:</b>             | Name: Dr. Cheryl Hildreth<br>Position: Superintendent<br>Email: childreth@wusd.k12.ca.us<br>Phone: 916.-375.-7600 |
| <b>Coming School Year:</b>                  | 2021-22   |
| <b>Current School Year:</b>                 | 2020-21   |

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

| <b>Projected General Fund Revenue for the 2021-22 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$78,486,780  |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$12,719,077  |
| <b>All Other State Funds</b>                                      | \$7,017,696   |
| <b>All Local Funds</b>  | \$3,751,542   |
| <b>All federal funds</b>  | \$20,934,653  |
| <b>Total Projected Revenue</b>                                    | \$110,190,671 |

| <b>Total Budgeted Expenditures for the 2021-22 School Year</b>         | <b>Amount</b>   |
|--|-----------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$109,916,887   |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$14,221,426.97 |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$7,266,469.00  |
| <b>Expenditures not in the LCAP</b>                                    | \$95,695,460.03 |

| <b>Expenditures for High Needs Students in the 2020-21 School Year</b>                     | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b> | \$340,800     |
| <b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>             | \$129,261.39  |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b> | \$-5,452,608  |
| <b>2020-21 Difference in Budgeted and Actual Expenditures</b>          | \$-211,538.61 |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>  |
|---|---|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | Washington Unified projects known costs including personnel costs such as step and column movement associated with existing bargaining agreements, and other well established costs and associated inflation trends such as utilities, insurance premiums, consumable materials, existing contracts for services. These expenses are not described in the LCAP: Operating budgets for the food services, transportation, and maintenance and operations departments are not included in the LCAP. |

|  |  |
|--|--|
| <p><b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</b></p>                               | <p>WUSD meet its requirement to improve services for high needs students by utilizes restricted funds in addition to LCFF supplemental and concentration grants. This coming year WUSD will receive both federal and state funds to support high needs students. Additional actions the LEA is taking to meet the requirements to improve services for high needs students includes staffing, operations and maintenance, and technology.</p>  |
| <p><b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</b></p> | <p>On March 13, 2020 all WUSD sites closed to in person instruction due to the COVID-19 pandemic. Actions such as planned after school interventions, support materials, end of year activities, field trips, and professional learning opportunities for staff were not expended. CARES funding is a permissible funding source for learning loss, the district has allocated these funds to be used to support high needs students as well. These more restricted funds were utilized.</p> |

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Washington Unified School District - Yolo

CDS Code: 57726940000000

School Year: 2021-22

LEA contact information:

Dr. Cheryl Hildreth

Superintendent

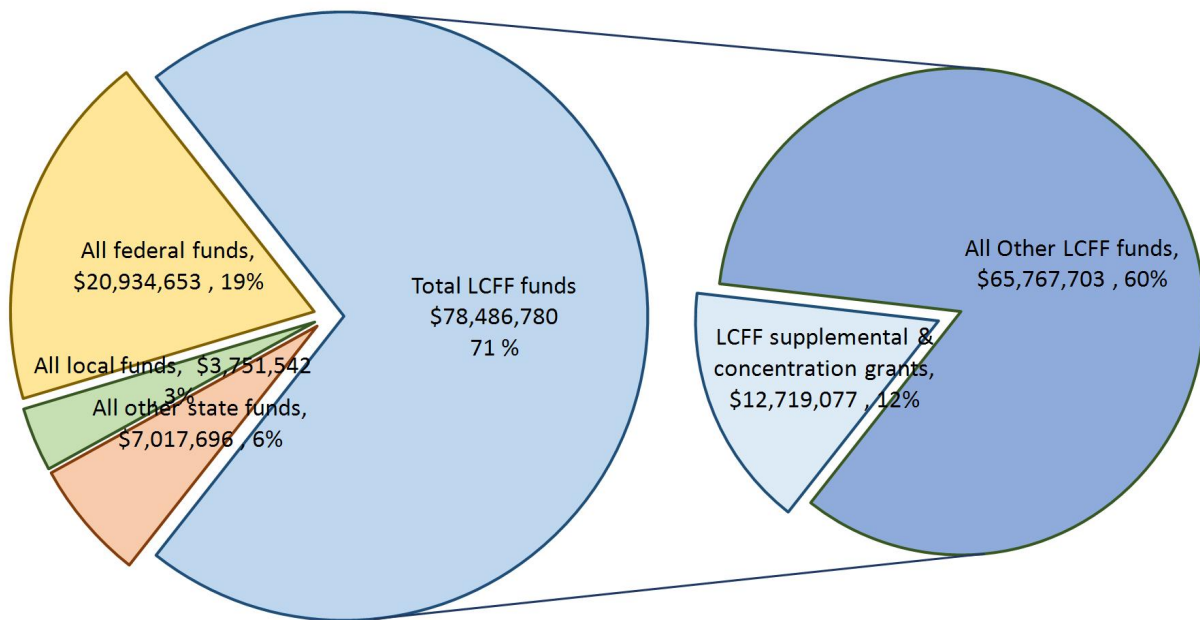
childreth@wusd.k12.ca.us

916.-375.-7600

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



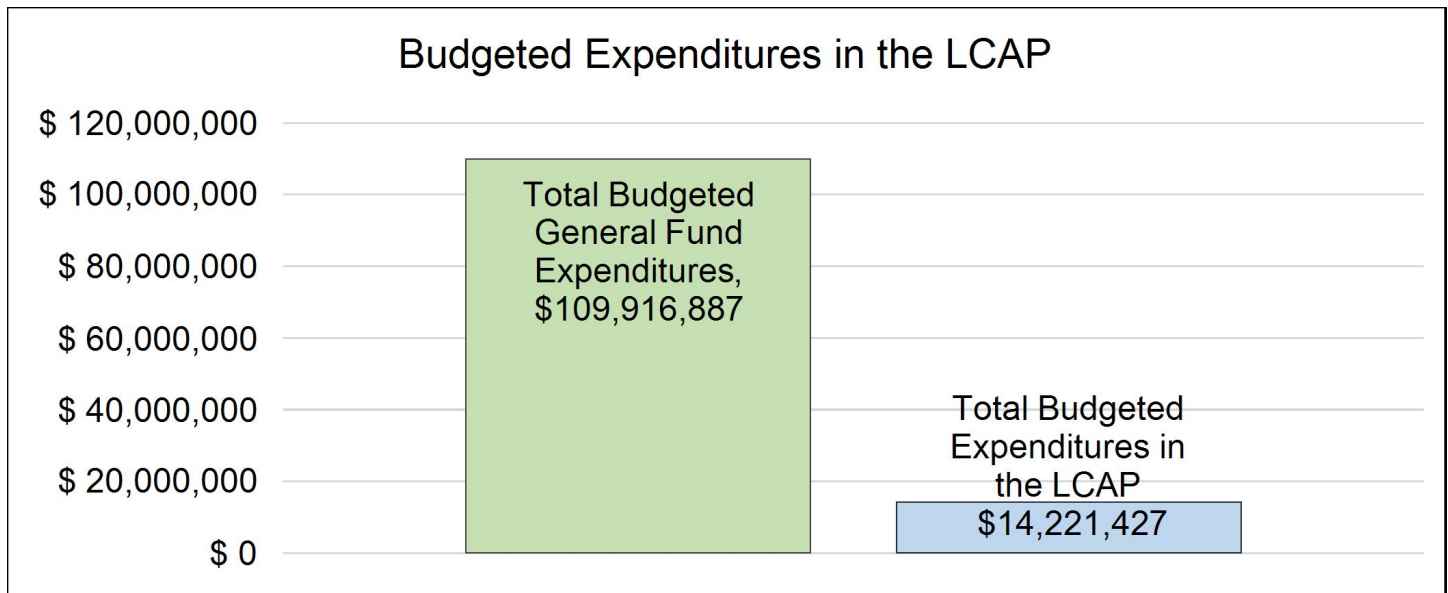
This chart shows the total general purpose revenue Washington Unified School District - Yolo expects to receive in the coming year from all sources.

The total revenue projected for Washington Unified School District - Yolo is \$110,190,671, of which \$78,486,780 is Local Control Funding Formula (LCFF), \$7,017,696 is other state funds, \$3,751,542 is local funds, and \$20,934,653 is federal funds. Of the \$78,486,780 in LCFF Funds, \$12,719,077 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 Washington Unified School District - Yolo plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Washington Unified School District - Yolo plans to spend \$109,916,887 for the 2021-22 school year. Of that amount, \$14,221,426.97 is tied to actions/services in the LCAP and \$95,695,460.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Washington Unified projects known costs including personnel costs such as step and column movement associated with existing bargaining agreements, and other well established costs and associated inflation trends such as utilities, insurance premiums, consumable materials, existing contracts for services. These expenses are not described in the LCAP: Operating budgets for the food services, transportation, and maintenance and operations departments are not included in the LCAP.

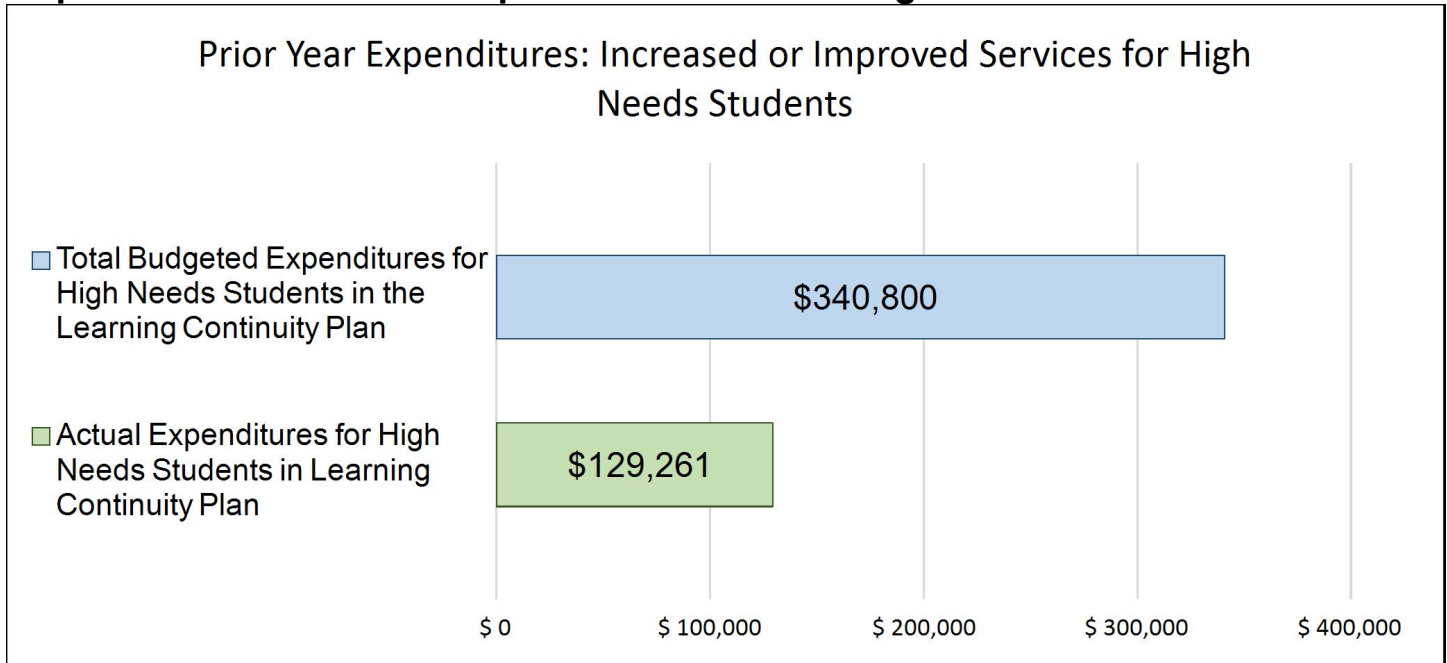
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Washington Unified School District - Yolo is projecting it will receive \$12,719,077 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District - Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District - Yolo plans to spend \$7,266,469.00 towards meeting this requirement, as described in the LCAP.

WUSD meet its requirement to improve services for high needs students by utilizes restricted funds in addition to LCFF supplemental and concentration grants. This coming year WUSD will receive both federal and state funds to support high needs students. Additional actions the LEA is taking to meet the requirements to improve services for high needs students includes staffing, operations and maintenance, and technology.

# LCFF Budget Overview for Parents

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



This chart compares what Washington Unified School District - Yolo 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 Washington Unified School District - Yolo 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, Washington Unified School District - Yolo's Learning Continuity Plan budgeted \$340,800 for planned actions to increase or improve services for high needs students. Washington Unified School District - Yolo actually spent \$129,261.39 for actions to increase or improve services for high needs students in 2020-21.

On March 13, 2020 all WUSD sites closed to in person instruction due to the COVID-19 pandemic. Actions such as planned after school interventions, support materials, end of year activities, field trips, and professional learning opportunities for staff were not expended. CARES funding is a permissible funding source for learning loss, the district has allocated these funds to be used to support high needs students as well. These more restricted funds were utilized.



## **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                            |
|---|---------------------------------------|--|
| Washington Unified School District - Yolo | Dr. Cheryl Hildreth<br>Superintendent | childreth@wusd.k12.ca.us<br>916.-375.-7600 |

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

College and Career Readiness: Students will graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Implementation of State Standards

## Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| <b>Metric/Indicator</b><br>Access to Instructional Materials. Williams Act Audit Compliance – random samples.<br><b>19-20</b><br>100% compliance<br><b>Baseline</b><br>100% compliance  | Access to Instructional Materials. Williams Act Audit Compliance - random sample for 19-20 was 100% compliant.   |
| <b>Metric/Indicator</b><br>CA School Dashboard will reflect increases, or improvement, on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate.<br><b>19-20</b><br>CA School Dashboard reflects an improvement on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate.<br><b>Baseline</b><br>CA School Dashboard reflects maintain on each of the academic indicators, including math, ELA, College and Career Readiness, and graduation rate. | Due to COVID-19, WUSD did not administer the CAASPP during the Spring of 2020. Dashboard data not reported.<br><br>Per CalPads reports, the graduation rate was 91.7% for 2019-2020 school year. |

## Actions / Services

| Planned<br>Actions/Services  | Budgeted<br>Expenditures   | Actual<br>Expenditures  |
|--|--|---|
| Acquire high--quality standards aligned instructional materials and resources for all students.  | 4000--5000 General Fund<br>\$1,600,000   | Res. 0715 4000-4999: Books And<br>Supplies \$398,452.28   |
| Continue into Year 3 of 5 of comprehensive, districtwide Multi Tiered System of Supports (MTSS) framework through analyzing data based on academic and socio-emotional measures. Professional learning as described in Goal 3, Action 1.<br><br><ul style="list-style-type: none"> <li>Sustain student data management system (Illuminate)</li> </ul>  | Illuminate Software 5000--5999<br>General Fund \$47,000  | 5000-5999: Services And Other<br>Operating Expenditures<br>\$55,337.73                                  |
| Continue increase of student classroom technology use to improve 21st century skills through tech tools (GSuite, WeVideo, Read&Write, EquatIO)   | 5000--5999 General Fund<br>\$42,802<br><br>5000--5999 Title I \$3,886                          | \$0<br><br>\$0  |
| Provide an alternate support system to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring to students underperforming academically.   | 1000--5999 Title I Alternative<br>Supports Set--Aside \$200,000                                | 1000--5999 Other \$111,427.50   |
| Provide summer extended learning to increase academic language acquisition of English Learners and further progress toward reclassification to English proficient. With the influx of immigrants, provide an additional class focused primarily on Emerging level students "Newcomers."<br><br>Continue to build capacity through a cohort of teacher leaders, "EL Ambassadors," to become experts on best practices for English learners, instructional coaching, and advocates for a continuous cycle of learning. | 1000--5999 LCFF Supplemental<br>and Concentration \$343,746<br><br>1000--5999 Title I \$60,000 | 1000--5000 Other \$25,999.31<br><br>1000--5000 Title I \$176,380.55<br>1000--5999 Title III \$95,488.20 |
| Continue to promote WUSD's Seal of Biliteracy Opportunity implemented in 2016. Purchase required test materials for eligible students and provide testing facilities.  | 4300 Title III \$2,356   | 4000-4999: Books And Supplies<br>Title III \$983.00   |

| <b>Planned<br/>Actions/Services</b>   | <b>Budgeted<br/>Expenditures</b>                         | <b>Actual<br/>Expenditures</b>                              |
|---|--|---|
| Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10- year plan. Integrate the Stay Focused 10th grade follow--up modules and 10--year plan review via the English Department. Implement the 11th and 12th grade follow--up modules and 10--year plan review for all 11th and 12th graders. Introduce students to college and career readiness via the Get Focused Stay Focused Bridge curriculum at the middle school level. Cost includes professional learning, supplies and materials.   | 1000--5999 LCFF Supplemental and Concentration \$44,500  | 1000--5999 LCFF Supplemental and Concentration \$12,005.16  |
| As there is teacher and administrator turnover each school year, there will be continued training to ensure that students with disabilities are appropriately placed to effectively meet their identified needs, the Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and SST teams on best practices when determining the placement of students. Additional training will be provided to site administration and special education staff on the eligibility criteria for students with disabilities to access services through Extended School Year (ESY) to address the students identified needs in the area of regression and recoupment of information from the completed school year. Continue to evaluate systems and placement procedures to ensure that all students are in the least restrictive environment. None, training provided during the contracted time with internal staff. | \$0  | \$0   |
| Allocations of funds to sites to provide learning supports to targeted students through before/after-school intervention, teacher collaboration time, supplemental materials and training opportunities. Plan must be clearly outlined in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth or low income students  | 1000--5999 LCFF Supplemental and Concentration \$340,000 | 1000--5999 LCFF Supplemental and Concentration \$376,216.67 |
| Provide Summer Programming for incoming 9th grader through Summer Bridge, strategic programs to provide intervention to students behind in ELA or math. Blended learning for credit recovery will be in the summer to support students with their academic progress.  | 1000--5999 Title I \$200,000                             | 1000--5999 Title I \$176,380.55                             |
| Washington Unified will continue to partner with the City of West Sacramento's "Homerun Initiative" which encourages college readiness beginning with quality pre- school. As an incentive for college and  | There is no additional cost for this partnership.        | \$0   |

| <b>Planned<br/>Actions/Services</b>  | <b>Budgeted<br/>Expenditures</b>                        | <b>Actual<br/>Expenditures</b>                     |
|--|---|--|
| career readiness, families receive a \$50.00 college savings deposit, upon enrollment into WUSD kindergarten programs. The program supports students as they progress from Kinder to career. | City of West Sacramento incurs the cost.<br>1000--5000  |  |
| Provide a summer math program to middle school students to promote problem--solving skills using math and science content. Focus instruction on strategies that foster growth mindset.       | 1000--5999 LCFF Supplemental and Concentration \$30,000 | 1000--5000 LCFF Supplemental and Concentration \$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 1 was designed for College and Career Readiness, in which students would graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship. As a result of COVID 19 and school closures, the following were not fully implemented: the amount for the science adoption was overestimated and did not occur for k-5, supplemental applications and chromebooks were purchased with COVID funds, before/after school interventions. and the summer math program.

Additionally:

- The cost of the Seal of biliteracy was under projected.
- The cost for Get Focus Stay Focus was over estimated for an annual contract.

Funds were carried over and will be utilized in the 2021-22 school year to support students, families, teachers and staff as outlined in the LCAP and SPSAs.

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

Successes:

- A-G Rates at RCHS climbed to 54% which is the highest recorded level
- Graduation rates increased by 2% district wide
- Teachers began implementing Standards Aligned Learning in classrooms with accessible pretests and post-tests-12
- Nine CTE pathways offered at RCHS

Challenges:

- Due to Covid 19 CAASPP was not administered and therefore difficult to assess standard competency of students

- Due to Covid 19 classroom pacing and accountability were lessened.
- Due to Covid 19 it was challenging to adapt to a virtual format for adopted curriculum creating virtual lessons/curriculum to meet the students' needs.
- Large amount of students performing below grade level in Math at the secondary grades level.

## Goal 2

Educational Opportunities: WUSD will create an individualized high -quality educational experience which addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, higher- leveled Mathematics, laboratory and applied Sciences, and World Languages and alternative pathways that support educational options and flexibility.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:     N/A

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <b>Metric/Indicator</b><br>Implementation of State Board adopted academic content<br><b>19-20</b><br>Math, ELA, ELD, VAPA, CTE, Social Science, Physical Education, Next Generation Science and World Language assessments and report cards align to standards<br><b>Baseline</b><br>Math, ELA, ELD curriculum adoptions | Time was spent with ICLE on Math and ELA to align assessments with standards aligned units in grades K-12.<br><br>Science curriculum was adopted for 6th-8th.<br><br>StemScopes piloted at 9-12 in Science |
| <b>Metric/Indicator</b><br>Student's ability to identify educational pathway indicator. Develop local measure.<br><b>19-20</b><br>Improvement, increase<br><b>Baseline</b><br>Develop local metric   | A local metric has not been developed  |
| <b>Metric/Indicator</b><br>College and Career indicator – CA Data Dashboard  | Due to COVID-19, Dashboard data was not reported for 2019-2020 school year.  |

| Expected  | Actual   |
|---|--|
| <b>19-20</b><br>Green and improving<br><b>Baseline</b><br>Available Fall 2017   |  |
| <b>Metric/Indicator</b><br>A--G eligibility<br><b>19-20</b><br>66%<br><b>Baseline</b><br>52%  | During the 2019-2020 school year 57% of River City High School seniors completed A-G requirements upon graduation in June 2020.  |
| <b>Metric/Indicator</b><br>Designated ELD Schedule<br><b>19-20</b><br>TK--12 Master Schedule reflects at least one period of ELD daily<br><b>Baseline</b><br>TK--5 Master Schedule reflects at least 30 minutes daily | Designated ELD schedules for TK-8 and Master Schedules for 9-12 reflect at least one period of ELD daily.  |
| <b>Metric/Indicator</b><br>Dual Immersion Enrollment<br><b>19-20</b><br>160 (K--3rd)<br><b>Baseline</b><br>40 (kinder)  | Dual immersion enrollment for the 2019-2020 school year is reflected as: <ul style="list-style-type: none"> <li>• K-47 students</li> <li>• 1st-41 students</li> <li>• 2nd-45 students</li> <li>• 3rd-37 students</li> </ul> Total:170 students |

## Actions / Services

| Planned<br>Actions/Services   | Budgeted<br>Expenditures                               | Actual<br>Expenditures |
|---|--|------------------------|
| Continue to support educational pathways. Measure and evaluate effectiveness of our educational pathways. Evaluate alternative educational opportunities. | 1000--5999 LCFF Supplemental and Concentration \$5,000 | \$0                    |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures                                 | Actual<br>Expenditures                                   |
|--|--|--|
| Access for Students with Disabilities: The Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support. Implement staffing recommendations, as funding allows. Action principally directed toward unduplicated students overrepresented in Special Education referrals. | 1000--3000 LCFF Supplemental and Concentration \$3,000   | \$0  |
| <ul style="list-style-type: none"> <li>Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning.</li> <li>Continue to fully implement a comprehensive GATE plan fully aligned with District and Board priorities and Industry practices; clearly define GATE with equity for all students</li> </ul> <p>* Utilize Title IV, Educating the Whole Child grant, to fund these activities.</p>   | 1000--5999 Title IV \$120,000                            | 1000--5999 Title IV \$30,952.68                          |
| Expand AVID training by sending 48 teachers to the 2019-2020 AVID Summer Institute. Identify District AVID Director as required by AVID contract. Provide necessary professional development, materials, contracts and tutoring. Provide for AVID training for district coordinator.   | 1000--5999 LCFF Supplemental and Concentration \$120,000 | 1000--5999 LCFF Supplemental and Concentration \$116,473 |
| Achieve equitable representation and provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program, computer science and STEM academies.  | 1000--5999 LCFF Supplemental and Concentration \$15,000  | \$0  |
| Continue the partnership with Northern California Construction Training (NCCT) to support internship opportunities for students interested in construction.  | \$0  | \$0  |



| <b>Planned<br/>Actions/Services</b>  | <b>Budgeted<br/>Expenditures</b>  | <b>Actual<br/>Expenditures</b>                             |
|--|---|--|
| There is no cost to the district for the funding.  |   |  |
| Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM) pathways based their experience in a real world setting.   | 1000--5999 LCFF Supplemental and Concentration \$140,000  | 1000--5999 LCFF Supplemental and Concentration \$44,164.44 |
| Develop the Indian Education program K--12 through incorporating a credentialed teacher as a liaison between the district and the native community. Continue to offer various culturally relevant activities to participating students. Offer a summer VAPA enrichment program, with the inclusion of Native Arts and literature to eligible students. | Stipend 1000--5999 LCFF Supplemental and Concentration \$4,000<br>Summer Program 1000--5999 Title IV \$15,000 | \$0<br><br>1000--5999 Title IV \$7,506                     |

## 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 2 was designed to provide educational opportunities in which WUSD would create an individualized high -quality educational experience which addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, higher- leveled Mathematics, laboratory and applied Sciences, and World Languages and alternative pathways that support educational options and flexibility. As a result of COVID 19 and school closures, the following actions were not fully implemented and were reallocated: PL for site administrators and staff for students with disabilities, summer VAPA program, 6th grade camp, and the summer program for Native Indian students.

The Native Education Funds were carried over to the 2020-21 school year and used to purchase materials for cultural activities with students during the summer and following school year. Other funds remaining were carried over and will be utilized in the 2021-22 school year to support students, families, teachers and staff as outlined in the LCAP and SPSAs.

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

Successes:

- Science curriculum adopted for 6-8 and piloted for 9-12
- Graduating seniors at River City High School meeting A-G requirements increased from 52% to 57%
- ELD schedules for TK-8 and 9-12 reflect at least one period of ELD daily.
- Met goal for Dual Immersion enrollment of 170 students K-3

Challenges:

- No NGSS science curriculum piloted for K-5
- College and Career Indicator on California Data Dashboard not available due to COVID-19
- Did not meet target goal of 62% of Graduating seniors meeting A-G requirements

## Goal 3

High Quality Teaching and Learning: Students will be college and career ready through the District's system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.

State and/or Local Priorities addressed by this goal:

|                   |  |
|-------------------|--|
| State Priorities: | Priority 1: Basic (Conditions of Learning)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 4: Pupil Achievement (Pupil Outcomes) |
| Local Priorities: | Implementation of Academic Standards - added to CA School Dashboard, Fall 2017   |

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <b>Metric/Indicator</b><br>Professional Learning Contracted Days (2) – attendance rate<br><b>19-20</b><br>95% attendance at standards--aligned professional learning training days.<br><b>Baseline</b><br>80% attendance | During the 2019-2020 school year, 78% of teachers attended the Professional Learning Contracted Day (January 7) and 60% of teachers attended the Professional Learning Contracted Day (February 13).     |
| <b>Metric/Indicator</b><br>Teachers Assignments<br><b>19-20</b><br>99%<br><b>Baseline</b><br>90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching | During the 2019-2020 school year, 328 teachers held a full credential, 4 were without a full credential, 0 were teaching outside subject area of competence.<br><br>There were 0 teacher misassignments. |
| <b>Metric/Indicator</b><br>Progress on Smarter Balanced ELA Assessments<br><b>19-20</b><br>Meet level 3<br><b>Baseline</b>   | Due to COVID-19, WUSD did not administer the CAASPP during the Spring of 2020. Dashboard data not reported.  |

| Expected  | Actual   |
|---|--|
| Yellow, Low, 46.7 points below level 3, Increased 6.4 points  |  |
| <b>Metric/Indicator</b><br>Progress on Smarter Balanced Math Assessments<br><br><b>19-20</b><br>Green, medium, continued improvement in change<br><br><b>Baseline</b><br>Green, Medium, 69.3%, increased 1.5% points  | Due to COVID-19, WUSD did not administer the CAASPP during the Spring of 2020. Dashboard data not reported.  |
| <b>Metric/Indicator</b><br>Early Assessment Program Results<br><br><b>19-20</b><br>ELA Conditionally Ready: 50%<br>ELA Ready: 30%<br>Math Conditionally Ready: 37%<br>Math Ready: 36%<br><br><b>Baseline</b><br>ELA Conditionally Ready: 36%<br>ELA Ready: 22%<br>Math Conditionally Ready: 22%<br>Math Ready: 6% | Early Assessment Program results are included in the CAASPP Report given to students in the 11th grade. CAASPP was not administered in 2020.   |
| <b>Metric/Indicator</b><br>EL Reclassification Rates<br><br><b>19-20</b><br>Increase each year<br><br><b>Baseline</b><br>Baseline to be established 18--19  | <p>The baseline for 18-19 was 17%.</p> <p>During the 2019-20 school year, the reclassification rate was 10%. This is a decrease of 7%. This decrease may be attributed to the fact that the California Department of Education raised the criteria for Reclassification from students needing a Score of 3 or 4 Overall to a Score of 4 Overall.</p> |
| <b>Metric/Indicator</b><br>New Teacher Induction completion Rates, 2 year program<br><br><b>19-20</b>   | New Teacher Induction had a 100% completion during 2019-2020   |

| Expected        | Actual |
|-----------------|--------|
| 99%             |        |
| <b>Baseline</b> |        |
| 90%             |        |

## Actions / Services

| Planned<br>Actions/Services   | Budgeted<br>Expenditures   | Actual<br>Expenditures   |
|---|--|--|
| <p>Provide quality professional development through after school trainings, release days, before or after school collaboration, conferences, summer institutes, and designated non--instructional work days as described in a Comprehensive PD Plan. Track professional development activities using software system.</p> <p>Professional Development and Professional Learning will include:</p> <p>* 1.2% contracted increase for credentialed staff through additional contracted Professional Learning time including weekly early release of students.</p> <ul style="list-style-type: none"> <li>• Content specific support</li> <li>• Integrated and designated ELD</li> <li>• Articulation across grades to ensure robust and strategically planned development of the standards and instructional delivery.</li> </ul> <p>* Provide professional learning, time and resources to establish effective professional learning communities</p> <p>The International Center for Leadership in Education will provide consultants to coach and support site leadership, coaches and teachers in full implementation of Units of Study.</p> | <p>1000--5999 LCFF Supplemental and Concentration \$876,961</p> <p>1000--5999 Title I \$80,000</p> | <p>1000--5999 LCFF Supplemental and Concentration \$519,323.76</p> <p>5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant \$166,850</p> |
| <p>Recruit, develop and retain highly-qualified, reflective, and adaptive educators Include annual culturally responsive education, mandated reporter, and sexual harassment training for all staff</p>   | <p>1000--5999 General Fund \$350,000</p>   | <p>1000--5999 General Fund \$154,050</p>   |

| Planned<br>Actions/Services   | Budgeted<br>Expenditures                                   | Actual<br>Expenditures   |
|---|--|--|
| <p>Develop and initiate health and wellness action steps to increase staff capacity for daily success</p> <p>Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission</p> <p>Expand Induction Program to include mentoring/onboarding of staff new to the District Develop and sustain student teacher program partnerships with local university programs Explore National Board Certification incentive programs</p> <ul style="list-style-type: none"> <li>• Implement the use of classified staff professional learning funds to improve professional capacity of staff</li> <li>• Support aspiring, new, and developing administrator professional learning programs</li> <li>• Support administrative memberships in professional organizations providing professional learning opportunities.</li> </ul> <p>A plan for the recruitment of a diverse and skilled workforce will be developed. Recruitment and marketing materials will be updated/ordered for the upcoming recruitment season.</p> |  |  |
| Provide Instructional Coaches and supplemental support to needy sites.  | 1000--5999 LCFF Supplemental and Concentration \$1,042,597 | 1000--5999 LCFF Supplemental and Concentration \$147,495<br>1000--5999 Other \$589,973 |
| Continue to support new teachers in providing quality and engaging instruction to WUSD students through the Induction Program (formerly known as BTSA) Professional Development and Coaching Support. Refine current practices to meet Commission on Teacher Credentialing New Standards and Goals.   | 1000--5999 LCFF Supplemental and Concentration \$200,100   | 1000--5999 LCFF Supplemental and Concentration \$148,863                               |
| Continue to participate fully in the Ed Partners, CA Language and Learning Institute (CALLI) Collaborative partnership to promote   | Object codes: 1000--5900 CALLI Grant \$10,000              | 1000--5999 CALLI Grant \$874   |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures                   | Actual<br>Expenditures                     |
|--|--|--|
| mathematical discourse and communicating reasoning related to math success.  |  |  |
| Use grant funds from the CA Scale-Up MTSS Statewide Initiative to participate in professional learning related to the soci- emotional support of students. | 1000--5999 LCSSP Grant<br>Funding \$25,000 | 1000--5999 LCSSP Grant<br>Funding \$33,005 |

## 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 was designed to provide High Quality Teaching and Learning in which students would be college and career ready through the District's system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world. As a result of COVID 19 and school closures the following were not fully implemented: actions listed under recruit and retain highly qualified staff, and participation in CALLI was limited due to school closure.

Additionally:

- Instructional coach positions were not filled when the position was vacated
- LCSSP grants were reallocated to support MTSS as positions were not able to be filled

The funds allocated in the LCCSPP grant were reallocated to sites to assist in an attendance incentive program to support increased student attendance. Other funds were carried over and will be utilized in the 2021-22 school year to support students, families, teachers and staff as outlined in the LCAP and SPSAs.

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

Successes:

- On average, 70% of teachers participated in Professional Learning Days, to engage in collaboration and engage in district wide initiatives.
- Professional Learning Topics included; content specific support, integrated and designated ELD, cross grade level articulation, professional Learning Communities and Standard Aligned Units of Studies.
- 99% of WUSD teachers were fully credentialed and 0 were teaching outside of their subject area.
- 10% of English Learners were reclassified.
- 100% of Year 1 and Year 2 teachers with Preliminary Credentials completed the New Teacher Induction Program.

- Expansion of Induction to include mentoring of new staff, and interns.

Challenges:

- District wide Professional Learning Days fell on the days before or after school holidays, which may have created a scheduling challenge for some teachers.
- Due to Covid-19, WUSD did not administer the CAASPP during Spring 2020, so we were unable to measure progress in ELA and Math.
- EL reclassification rates decreased due to the fact that the CDE raised the criteria from a score of 3 overall to 4 overall to be eligible for.



## Goal 4

School Climate: Students will find joy through their educational experience and will attend schools in an environment conducive for learning that are safe, healthy, nurturing and supportive as they become independent and lifelong learners.

State and/or Local Priorities addressed by this goal:

|                   |  |
|-------------------|--|
| State Priorities: | Priority 1: Basic (Conditions of Learning)<br>Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement) |
| Local Priorities: | Basic Services<br>Local Climate Survey   |

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <b>Metric/Indicator</b><br>Facilities Inspection Tool (FIT)<br><b>19-20</b><br>Good repair overall<br><b>Baseline</b><br>Good repair overall | Facility Inspection Tool Overall Ratings:<br><br>Good: Bridgeway Island, Riverbank, River City High School, Southport, WMCHS, Westmore Oaks, Yolo<br>Fair: Elkhorn, Southport, Westfield |
| <b>Metric/Indicator</b><br>School Attendance Rates<br><b>19-20</b><br>96%+<br><b>Baseline</b><br>95.4%                                       | Regular Ed TK-12th Grades: 95.78%<br>SDC: TK-1th Grades: 92.42%<br>ISP Long Term: 9-12th Grades: 99.03%  |
| <b>Metric/Indicator</b><br>High School Graduation Rates<br><b>19-20</b><br>97%<br><b>Baseline</b>  | Per CalPads reports, the graduation rate was 91.7% for 2019-2020 school year.  |

| Expected  | Actual  |
|---|---|
| 94.3%   |   |
| <b>Metric/Indicator</b><br>Chronic Absenteeism<br><b>19-20</b><br>4%<br><b>Baseline</b><br>10.68  | Chronic Absenteeism for 2019-2020 was 13.2% as of March 13, 2020. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.                      |
| <b>Metric/Indicator</b><br>CA Healthy Kids Survey<br><b>19-20</b><br>85%<br><b>Baseline</b><br>58% of students feel safe or very safe at school | Due to COVID-19, WUSD did not administer the Healthy Kids Survey during the Spring of 2020.   |
| <b>Metric/Indicator</b><br>High School Dropout rate<br><b>19-20</b><br>4%<br><b>Baseline</b><br>8.7%  | The cohort dropout rate for 2019-2020 was 4.3%.   |
| <b>Metric/Indicator</b><br>Middle School Dropout rate<br><b>19-20</b><br>Continuous improvement<br><b>Baseline</b><br>Establish baseline        | Middle School Dropout rates are not currently tracked.  |
| <b>Metric/Indicator</b><br>Teachers Appropriately Assigned<br><b>19-20</b><br>99%   | <p>During the 2019-2020 school year, 328 teachers held a full credential, 4 were without a full credential, 0 were teaching outside subject area of competence.</p> <p>There were 0 teacher misassignments.</p> |

| Expected   | Actual   |
|--|--|
| <b>Baseline</b><br>90% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching                         |  |
| <b>Metric/Indicator</b><br>Access to Instructional Materials. Williams Act Audit Compliance - random sample<br><br><b>19-20</b><br>100%<br><br><b>Baseline</b><br>100% | Access to Instructional Materials. Williams Act Audit Compliance - random sample for 19-20 was 100% compliant. |
| <b>Metric/Indicator</b><br>Suspension Rates<br><br><b>19-20</b><br>Green, maintain or decrease<br><br><b>Baseline</b><br>Green, Medium, 4.4%, declined 1.5%            | The suspension rate for 19-20 was 5.6%, increased 1.2%   |
| <b>Metric/Indicator</b><br>Expulsion Rates<br><br><b>19-20</b><br>Less than 10 per year<br><br><b>Baseline</b><br>Less than 10 per year                                | The expulsion rates for 19-20 was less than 10 per year (0.0%).  |

## Actions / Services

| Planned<br>Actions/Services  | Budgeted<br>Expenditures                                   | Actual<br>Expenditures   |
|--|--|--|
| Continue implementation of district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies and supports for each tier of intervention within the Multi-Tiered System of Supports (MTSS). The comprehensive | 1000--5999 LCFF Supplemental and Concentration \$1,119,717 | 1000--5999 LCFF Supplemental and Concentration \$507,696.69<br><br>1000--5999 LCSSP Grant Funding \$201,819.91 |

| Planned<br>Actions/Services   | Budgeted<br>Expenditures  | Actual<br>Expenditures  |
|---|---|---|
| <p>MTSS framework will include:</p> <ul style="list-style-type: none"> <li>Continue to utilize positive behavior systems district wide; restorative practices, and ATTENTION 2 ATTENDANCE</li> <li>Continue implementation of district-wide positive behavior systems and protocols. support universal screener, curriculum and resources to support Tier 1 (50,000) LCFF SUP/CON</li> <li>Provide additional training on Equity and Bias related to disparities in referrals, suspensions and graduation rates based on race/ethnicity.</li> <li>School social workers provide training for teachers and staff on strategies and techniques to support students needing additional social/emotional support (\$25,000)</li> </ul> <p>LCFF SUP/CON</p> <p>* Continue Restorative Youth Court, adding more days and resources to support more students. Provide on-going training to support socioemotional interventions and trauma-informed practices.</p> <ul style="list-style-type: none"> <li>Ongoing personnel costs</li> <li>Utilize social worker services at per site district wide to support students and families with high social/emotional needs</li> </ul> |   |   |
| <p>Continue to refine and expand Playworks on elementary campuses to promote positive student interaction, engaging school climate and decreased office referrals. Provide PL for Assistant Principals and classified campus supervisors. See Goal 3 Classified PD</p>  | <p>1000--5999 LCFF Supplemental and Concentration \$15,000</p>    | <p>1000--5999 LCFF Supplemental and Concentration \$5,707</p>     |
| <p>Continue to provide additional administrative, education specialist and emotional health support to high needs school sites impacted by</p>  | <p>1000--3999 LCFF Supplemental and Concentration \$1,540,886</p> | <p>1000--5000 LCFF Supplemental and Concentration \$1,395,746</p> |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures   | Actual<br>Expenditures   |
|--|--|--|
| poverty and social emotional needs and to provide training in Trauma Informed Care in order to meet the needs of students.   |  |  |
| Support the academic and social--emotional success of foster and homeless youth throughout the district with a case management system K--12 coordinated through the employment of a 1.0 FTE Youth Outreach Specialist who will coordinate all Foster and Homeless support services.  | 0709 Sup/Con 1000--5999<br>\$88,932  | 1000--5999 LCFF Supplemental and Concentration \$73,492  |
| Continue to utilize Tipping Point Attendance program to identify students struggling with attendance and intervene prior to SARB actions.  | 1000--5999 LCFF Supplemental and Concentration \$8,900                                   | \$0  |
| <p>Use California Learning Communities for School Success Program (LCSSP) Grant funds to hire 1 FTE Social worker, 2 FTE Youth Outreach Specialists and purchase a positive classroom management system.</p> <p>Provide extra hours and training opportunities for instructional and supervisory staff on strategies to promote positive student decisions, restorative practices and other evidenced-based approaches.</p>  | 1000--7999 LCSSP Grant Funding \$359,000   | 1000--5999 LCFF Supplemental and Concentration \$237,746                                       |
| The Director of Special Services will provide training(s) to administrators, special education teachers, general education teachers related to the discipline of students with disabilities that include, but are not limited to, culture awareness, classroom management strategies, developing appropriate behavior goals and/or behavior intervention plans and the law related to manifestation determination in order to decrease the number of students with disabilities being suspended both in and out of school or expelled by appropriately and effectively addressing behavior concerns. | No additional funding needed; incorporated in contracted professional learning days. \$0 | \$0  |
| <p>Working with the Transformative Justice in Education Center through University of California, Davis, School of Education, team leaders in Washington Unified will be trained in Restorative Justice Discourse in a trainer of trainers model facilitated by Drs. Torry and Maisha Winn.</p> <p>1) Drs. Torry and Maisha Winn will implement observations of the school district and school sites for initial, informal assessment levels.</p>   | 5000--5800 LCFF Supplemental and Concentration \$50,000                                  | 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$500 |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures  | Actual<br>Expenditures                                      |
|--|---|---|
| 2) 100% completion of training from identified Team Leads representative of each school site and Educational Services.<br>3) Plan for year 2 implementation of Transformative Justice in Education to increase capacity across the District.<br>4) Evaluation of process, content and implementation plan.   |   |   |
| Collaborate with Yolo County Office of Education to fully implement and integrate Positive Behavior Intervention Supports (PBIS) districtwide. The collaboration will include professional learning, coaching and implementation support.  | 1000--5999 LCFF Supplemental and Concentration \$50,000         | 1000--5999 Other \$15,924                                   |
| Washington Unified School District strongly believes in our responsibility to encourage and facilitate safe and equitable engagement and participation in our educational programs, field trips, athletics and extracurricular activities for all district students. In order to encourage participation and attendance and commit to the funding necessary to do so; the district is committed to providing more than the legally mandated transportation for our students and families. WUSD will accomplish this through maintaining a transportation department with drivers and a modern and safe transportation fleet that provides transportation to and from school daily to all geographic regions of the district along various transportation corridors with particular attention to the single district-wide comprehensive high school (RCHS). WUSD will continue to provide special education transportation as required by a student's IEP, transportation and access for various athletic teams, extracurricular events, field trips and other educational activities as deemed necessary by site and district administration, teachers, and community members. | 0709 1000--5999 LCFF Supplemental and Concentration \$1,205,475 | 1000--5999 LCFF Supplemental and Concentration \$670,816.30 |

## 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 was designed to address School Climate in which students will find joy through their educational experience and will attend schools in an environment conducive for learning that are safe, healthy, nurturing and supportive as they become independent and lifelong learners. As a result of COVID 19 and school closures the following were not fully implemented: personnel positions not filling including positions listed in the LCSSP, PL related to transformative justice and transportation.

Additionally:

- Playworks was not utilized
- Tipping Point contract was paid in previous year

Funds were carried over and will be utilized in the 2021-22 school year. This includes contracts with Tipping Point and Playworks as they are included in the 2021-24 LCAP.

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

Successes:

- High school dropout rate reduced by 4.4%. Baseline was 8.7%
- Zero teachers were misassigned, with 99% of teachers with full credentials
- Williams Act Audit for students accessing instructional materials was 100% compliant

Challenges:

- Facility inspection ~ 3 of 10 schools were measured as Fair Overall ~ (Baseline = Good repair overall)
- Due to COVID-19, schools were not in person and Healthy Kids Survey was not administered
- Chronic absenteeism rose 2.52%
- Per CalPads reports, the graduation rate was 91.7%. Baseline was 94.3%

## Goal 5

Community Engagement: We will unify our community in culturally sensitive ways to engage all members in the education of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Parent Engagement - CA School Dashboard, Fall 2017

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| <b>Metric/Indicator</b><br>CA Healthy Kids Survey<br><b>19-20</b><br>85%<br><b>Baseline</b><br>58% of students feel safe or very safe at school  | Due to COVID-19, WUSD did not administer the Healthy Kids Survey during the Spring of 2020. Healthy Kids Survey data not reported.  |
| <b>Metric/Indicator</b><br>Active Parent Volunteers<br><b>19-20</b><br>550+<br><b>Baseline</b><br>320  | During the 2020-21 school year 45 new parent fingerprinting forms were processed.   |
| <b>Metric/Indicator</b><br>Parent Education Course Completion<br><b>19-20</b><br>90 Parent Graduates<br><b>Baseline</b><br>40 Parent Graduates from Parent Institute of Quality Education (PIQE) | The baseline for 18-19 was 40 Parent Graduates from Parent Institute of Quality Education (PIQE). During the 2019-20 school year, there were 90 Parent Participants. This is an increase of 50 parents. |
| <b>Metric/Indicator</b><br>WUSD Community Surveys  | There was no baseline developed for the community surveys in previous years.  |



| Expected   | Actual                            |
|--|-----------------------------------|
| <b>19-20</b><br>Continuous improvement<br><b>Baseline</b><br>Results pending                                       |                                   |
| <b>Metric/Indicator</b><br>Constant Contact Email Subscribers<br><b>19-20</b><br>5,622<br><b>Baseline</b><br>4,200 | This information is not gathered. |

## Actions / Services

| Planned<br>Actions/Services  | Budgeted<br>Expenditures   | Actual<br>Expenditures  |
|--|--|---|
| <p>Improved Communication: WUSD will focus on fostering positive relationships and communications across the West Sacramento Community and within the region through utilization of the Administrator of Communication, social media, personal interactions and technology.</p> <p>Provide professional development on the use of digital tools for communicating with parents and families. As per WUSD Technology Plan goals 4b3.2 and 4b.5, teachers and administrators will improve their knowledge of using digital tools such as email, social media, teacher created websites, and other services (Parentlink, Homelink, Learning Management System) to communicate with families. Cost includes ongoing personnel.</p> | 1000--5999 LCFF Supplemental and Concentration \$162,881<br>1000--5999 General Fund \$51,000 | 1000--5999 LCFF Supplemental and Concentration \$162,596<br>1000--7999 General Fund \$45,164.64 |
| <p>Consult and engage the WUSD LCAP Parent Advisory Committee comprised of representatives from: each school site, parents, community members, bargaining units &amp; the WUSD Board of Trustees to collaborate around:</p> <ul style="list-style-type: none"> <li>• LCAP</li> <li>• LEA Plan</li> <li>• Parent Involvement Policies</li> </ul>  | 4300 LCFF Supplemental and Concentration \$1,200   | \$0   |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures  | Actual<br>Expenditures  |
|--|---|---|
| <ul style="list-style-type: none"> <li>CA STATE STANDARDS</li> <li>School climate &amp; safety</li> </ul> <p>Other district initiatives</p> <p>The committee will meet at least five (5) times per year at the district office. Principals attend and bring 2-3 site specific stakeholders with them. Translation will be provided.</p>  |   |   |
| <p>Provide Parent Trainings, monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CA STATE STANDARDS, Family Literacy, Socioemotional needs, Parenting skills, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21st Century world, cyber safety, and more. District to provide facility, trainers, childcare, snacks, water and translation.</p> <p>Establish at least 2 sessions of Parent Educational Classes using chosen vendor, or internal expertise, at alternate sites, elementary and secondary, during school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites. Continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.</p> | 1000--5999 LCFF Supplemental and Concentration \$25,000                                   | 1000--5999 LCFF Supplemental and Concentration \$10,500         |
| <p>Continue to utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school.</p> <p>Build capacity of HSL with ongoing professional development</p>  | 1000--3999 LCFF Supplemental and Concentration \$365,000<br>1000--3999 Title III \$70,332 | 1000--5999 LCFF Supplemental and Concentration \$295,353<br>\$0 |

| <b>Planned<br/>Actions/Services</b>   | <b>Budgeted<br/>Expenditures</b>                        | <b>Actual<br/>Expenditures</b>                          |
|---|---|---|
| Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting. | 1000--3999 Title III \$2500                             | \$0   |
| Increase parent engagement at school sites by incurring the cost of fingerprinting, for low- income families, as part of the requirement for volunteering.  | 5000--5999 LCFF Supplemental and Concentration \$30,000 | 1000--5999 LCFF Supplemental and Concentration \$25,774 |
| This action is discontinued due to budget constraints.  | 1000--3999 0.00   |   |
| Establish Parent Kiosks at each site to foster communication, convenience, and access to student information. Each kiosk will include a computer device and a printer.  | 4000--5999 LCFF Supplemental and Concentration \$20,000 | \$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 5 was designed to promote Community Engagement: In which, WUSD would unify our community in culturally sensitive ways to engage all members in the education of our students. As a result of COVID 19 and school closures the following were not fully implemented: LCAP PAC and DELAC meetings were virtual and did not require light snacks or day care.

Additionally:

- parent universities were established and cost were decreased
- cost for home school liaisons was over estimated
- Parent kiosks were established in prior year

Funds were carried over and will be utilized in the 2021-22 school year to support students, families, teachers and staff as outlined in the LCAP and SPSAs.

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

Successes:

- With school closures WUSD was tasked with creating non traditional ways to engage with families.

- The use of virtual meetings was beneficial to some parents.

Challenges:

- Due to COVID-19 schools were not in person and Healthy kids survey was not administered.

# 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 |
|--|----------------------|-------------------------------|--------------|
| PPE including sanitizing and safety equipment, plexiglass barriers, masks, thermometers and hand sanitizer with dispensers will be provided to help ensure a safe working environment. | 500,000              | \$522,980.15                  | No           |
| Acquisition of additional sanitation supplies.   | 250,000              | \$250,000                     | No           |

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

There are no substantive difference between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Sanitation supplies were bought through Maintenance and Operations. As the purchase of typical sanitation supplies and 'additional' were not separated on ordering, the amount reported is the estimated amount for additional sanitation supplies.

### Analysis of In-Person Instructional Offerings

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

When developing the Learning Continuity and Attendance Plan, WUSD identified the District's phase-in model for reopening for in-person instruction is as follows:

- Phase I: 100% Virtual Learning Model
- Phase II: Learning Centers and Child Care Providers for Families
- Phase III: In-Person Assessments for IEPs
- Phase IV: Small Cohort of In-Person Instruction as described in the Governor's and Public Health's Guidelines
- Phase V: Hybrid/Blended Learning Model

- Phase VI: Traditional School

WUSD used the COVID-19 and Reopening In-Person Instruction Framework Guidance for k-12 Schools in California [https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated\\_Schools\\_Guidance.pdf](https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Consolidated_Schools_Guidance.pdf) as a resource in determining the re-opening plan.

WUSD developed a Return to Campus Guidebook that was shared with families and staff <https://www.wusd.k12.ca.us/Departments/Office-of-the-Superintendent/Communication--Community-Outreach/COVID-19-Return-to-School-Resources-Center/index.html>.

Successes:

- Met state mandated minutes for students in TK-12 for both in-person and virtual students
- Learning Centers were open and staffed at all sites to provide internet access
- Safely held in-person assessments for IEPs and ELPAC
- Small cohorts (SDC, TAL, Opportunity) safely returned for in-person instruction
- Hybrid Learning Model successfully began in March 2021

Challenges:

- Hybrid schedules for TK-5th grade students required large block of independent/asynchronous learning time for students
- Hybrid schedules for 6-12th grade students required concurrent/simulcast instruction for all students
- Initial planned Small Cohort return date pushed back due to high COVID numbers

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| <b>Technology for Students</b><br>Chromebooks have been made available for all students who need a device to access distance learning at home. In an effort to move to 1:1 in 4th-12th grade as well as to ensure the devices support the robust learning platforms additional Chromebooks were purchased. Chromebook distribution took place at all school sites. | 433,000              | \$1,520,301                   | No           |
| <b>Connectivity &amp; Equity</b><br>Wi-Fi hot-spots were purchased to ensure all students had access to digital learning. The hot-spots were distributed to Foster Youth, Homeless and students of unique populations.   | 84,000               | \$90,000                      | No           |
| <b>Programs &amp; Resources</b><br>Technology programs and resources are need to enhance and support the core curriculum through distance learning: Zoom, Instructure(Canvas), Dreambox, Edgenuity, Pear Deck, Screencastify.  | 329,823              | \$316,429.73                  | No           |
| <b>Foster Youth Services</b><br>Dedicated Foster Youth specialist to assist with coordination of services.   | 90,800               | \$90,759                      | Yes          |
| <b>Distance Learning Professional Development</b><br>Certificated staff were provided with 5 days of professional learning prior to the 2020-2021 school year beginning. This included an additional 3 days beyond their contracted school year.   | 603,000              | \$559,165.22                  | No           |
| <b>Programs &amp; Resources</b>  | 24,944               | \$9,200                       | No           |

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Technology programs and resources to support English Learners: iStation and English 3D |                      |                               |              |

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.

The actions related to the Distance Learning Program were estimated in August 2020. The estimated actual expenditures indicate some of the estimated purchases were higher than originally estimated. This includes the purchase of technology for students to move to 1:1 in grades 3rd-12th grades. All actions outlined in the Distance Learning Program were carried out.

## 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.

### Continuity of Instruction

WUSD established learning centers beginning on the first day of instruction to support students. The Learning Center concept for Washington Unified School District (WUSD) was developed to fill the needs of possible students, who for whatever reason, may have difficulty connecting with the internet or experience other connectivity issues. Homeless and foster youth students were prioritized. Each school developed a process for offering additional learning center space to students. These learning centers assisted in ensuring connectivity during distance learning, while providing students will supervised support.

### Successes:

- Learning Centers were open and staffed at all sites to provide internet access
- Staff collaborated to adjust pacing, instructional methods, and assessments to be successfully implemented virtually

### Challenges:

- Student engagement and attendance was a challenge, especially following the long lunch break/independent learning time
- Students in secondary grades were often times disengaged with the learning, with cameras and microphones off during class

### Access to Devices and Connectivity

Over 5,000 Chromebooks were distributed to students for the first day of school in August 2020. 350 hotspots have been distributed to families. Staff technology support needs, including equipment or resources, were purchased to support the virtual learning model in preparation for transition to hybrid learning. Once received, new Chromebook were distributed to students in grades 4th-11th.



A district Instructional Technology webpage was created to support parents and teachers to assist in finding additional support and resources for district supported platforms: <https://bit.ly/wusdsupport>

#### Successes:

- The acquisition and distribution of 4600 chromebooks to students with the coordination and collaboration of district office and school site personnel.
- Distribution and the increase of hotspots for our students and community to support remote and hybrid learning.
- Technology department continues to evaluate and adapt to the needs of our educational community.

#### Challenges:

- Distributing technology tools during a remote setting. COVID-19 not only affected schools, distribution of technology to schools from manufacturers was also delayed by the demands from education and the lack of supplies to the companies.
- Troubleshooting and supporting users with technology in a remote setting.
- Getting families to connect to the internet when there is not internet connection from the home.
- T-Mobile hotspots not adequately covering WiFi to all of our schools and communities.

#### Pupil Participation and Progress

Pupil participation and progress varied across school sites and grade levels. The student feedback forums provided qualitative data regarding students perceptions of the distance learning program.

#### Successes:

- Student reported they were able to participate with teachers in small or 1:1 virtual ways
- Students could log in to complete work from anywhere thus creating less absences due to travel or day care situations
- The learning centers provided an on campus environment for students who may otherwise struggle with participation

#### Challenges:

- Engagement of some students was difficult. This included turning on cameras.
- Students who worked asynchronous were counted as present however could have missed valuable instruction.

#### Distance Learning Professional Development

Virtual Professional Development (PD) sessions were offered in Zoom, WeVideo, Pear Deck and Google Apps. PD was differentiated to meet the needs of staff and offered at beginning, intermediate and advanced levels. Training and PD were posted on the district website so teachers could access these resources on an as needed basis. A WUSD Professional Learning Feedback Survey was sent to staff to gather feedback on the professional learning as a whole. The information will be used to continue to develop professional learning based on the needs of staff.

Teachers have daily planning time. A district wide schedule has been developed with WSTA. This schedule includes teacher planning time, grade level/department PLT time, district PLT time and site PLT time.

#### Successes:

- Transition weeks between 100% virtual and hybrid learning model provided planning time and professional learning opportunities
- PLT for grade level/departments led to district-wide professional learning collaboration
- Weekly Site PLT provided site administrators additional time for develop professional learning tailored for their individual site needs

#### Challenges:

- Due to COVID-19, all professional development and collaboration was held virtually
- Teacher turnout at several professional development sessions was low due to the challenges of distance learning for staff (increased grading, planning, etc)

#### Professional Learning Offered:

- 12 Hours optional Professional Learning and Planning Time (August 4-6).
- 16 Hours mandatory Professional Learning (August 11-14).
- 100 hours of trainings and slideshows available to teachers.
- 28 Hours teacher planning time (August 11-18).
- 10 hours of video tutorials and over 20 slideshows with technology trainings on our Teacher Resource website.
- Over the course of the school year, approximately 100 Hours of grade level, department, site, and district professional learning time and collaboration.

#### Successes:

- Transition weeks between 100% virtual and hybrid learning model provided planning time and professional learning opportunities
- Professional Learning website developed to memorialize trainings for staff
- An abundance of learning opportunities for teachers

#### Challenges:

- Teachers felt the before school professional learning opportunities were over-packed
- Recorded videos posted on PL website were not viewed often

#### Staff Roles and Responsibilities

Almost all Washington Unified School District staff have been impacted in their roles and responsibilities as a result of COVID-19. The change in roles and responsibilities has been driven by the need to meet the needs of the staff, students and families during school closure and the return to school. In preparing for remote distance learning, staff have assumed new roles in terms of learning technology, monitoring students' academic progress and social emotional well being, developing or learning new curriculum, training on new technology and developing new safety protocols.

#### Success:

- MOUs were developed with both California School Employees Association (CSEA) and West Sacramento Teachers' Association

(WSTA) that address staff roles and responsibilities. These MOUs are public documents and are posted on the district website.

Challenges:

-Continued training was required for new roles.

Support for Pupils with Unique Needs.

WUSD provided support to English Learners, foster youth and low-income students throughout distance learning beginning in the spring. To meet the needs of English Learners, virtual daily ELD lessons are being taught by classroom teachers. Language supports are provided and many teachers created videos with embedded scaffolding. Google classroom assignments are offered to be completed in the student's home language and students are often given the option to complete assignments in a product of their choosing. To support families with the transition to distance learning and the technology, primary language support continues to be provided by home

school liaisons. Liaisons supported families with Google Classroom, Zoom/Google Meets, as well as basic computer navigation skills. Translation of technology documents and home/school communication assisted in communicating with families and helping them feel connected during school closures. This critical multilingual communication also assisted families with understanding important school deadlines & virtual events, such as parent conferences and Back to School Night.

Support for EL students was provided through an afterschool EL institute. students received academic and language support from credentialed teachers.

WUSD has a dedicated outreach specialist who focuses on the unique needs of foster youth. Supports to foster youth include:

- Collaborating with community partners, such as Yolo County Children's Alliance (YCCA), Workforce Innovation and Opportunity Act (WIOA), Victor Community Support Services, Turning Point, Court Appointed Special Advocate (CASA), and Ifoster.
- Ongoing communication between Child Welfare System/ Probation and schools; teachers, staff, foster parents, group homes, holder of Ed rights, attorneys, WRAP.
- Conducts monthly groups with foster youth, coordinating guest speakers, such as community colleges - guardian scholars, Transitional Age Youth (TAY)housing, WIOA, and California Conservation Corp (CCC).
- Confirms and updates foster youth placements
- Initiates the process for AB 167 documents for reduced graduation credits
- Gathers data from attendance and grade checks for foster youth
- Records tracking previous school, partial credits
- ILP class referrals
- Attend meetings: Child Family Team, IEPS SST, 504
- Attends emancipation conferences via Sacramento County
- Assist students applying for Financial Aid, job search
- WIOA referrals
- Attends monthly County CPS meetings
- Attends monthly Yolo County Office of Education ~ Foster and Homeless Education Collaboration meetings

- Ensures coding is correct in AERIES
- Prepares and adds notes in Foster Focus database
- Confirms ed rights
- Conduct home visits
- Foster Youth check-ins, advocacy for the needs of each youth

Successes:

- District Personnel collaborated to meet families' needs in a wide variety of areas, including technology support, social-emotional resources, and basic needs, such as medical resources and food.
- Attendance and academic data was collected and tracked to monitor student engagement and progress.
- Parent engagement in virtual meetings increased dramatically, as they were able to log in to parent conferences, IEPs, SSTs, Site Council, and DELAC meetings from any location.

Challenges:

- Some families were hard to reach during COVID, as they lost cellular service, relocated, or did not have the technology resources to successfully connect to online classes.
- In many cases, parents did not have the technology skills or the English language proficiency needed to assist their children during virtual learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| <b>Summer EL Camp</b><br>Virtual summer English Learner Camp was held prior to the beginning of the 2020-2021 school year. The lessons were designed to be highly engaging and with high language support. Pre and post assessments were given. Actions included staffing and instructional materials. | 131,362              | \$255,091.98                  | No           |
| <b>Software Tools</b><br>Maintain Illuminate data system to support implementation of district's common assessment system and standards aligned learning. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results.             | 55,000               | \$103,794                     | No           |
| <b>Academic Support</b><br>Provide students with additional academic support to address learning loss including intervention support after school hours.   | 250,000              | \$38,502.39                   | Yes          |
| <b>Academic Support</b><br>Provide additional support through FEV tutoring.  | 100,000              | \$200,000                     | No           |

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

Differences between planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions include:

### Summer EL Camp

- estimated actual expenditure was higher than budget based on all funds expended for the program. Summer program was not only coded to EL and included other summer programs.

#### Software Tools

- There was a need to acquire additional software tools to support students

#### Academic Support

- Before and after school academic support did not occur due to county safety guidelines
- FEV tutoring was an option for students and due to the limited on campus opportunities for intervention, families utilized FEV tutoring more than initial contract

## 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.

#### Summer EL Camp

Virtual summer English Learner Camp was held prior to the beginning of the 2020-2021 school year. The lessons were designed to be highly engaging and with high language support. Pre and post assessments were given. Actions included staffing and instructional materials.

##### Successes:

- 225 students in grades K-8 attended the EL Summer Institute, and engaged in virtual classes regularly throughout the 19 days.
- Teachers and Instructional Coaches were able to adapt the Keystone Species units of study to the virtual platform, so that students could engage in all 4 domains of language (listening, speaking, reading, and writing) in meaningful ways.
- Assessment data showed that 96% of students grew in their oral language skills on a performance task similar to Summarize an Academic Presentation on ELPAC. 89% of students grew 1 level or more on an informational writing task.

##### Challenges:

- Given the fact that language is learned best through interaction, it was definitely a challenge not being in person.
- Despite the efforts of Home School Liaisons and teachers, some students did not engage and were difficult to reach via phone or email.

#### Software Tools

Maintain Illuminate data system to support implementation of district's common assessment system and standards aligned learning. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results.

##### Successes:

- All Standards Aligned Learning Unit Pre and Post Assessments were successfully maintained for the 2020-2021 school year

- Grade level PLCs were able to use the data to guide instruction

#### Challenges:

- Pre-assessments were optional. Post-assessments remained mandatory.
- Assessments were not all created to be given in a virtual environment, specifically at some of our lower elementary grade levels.

#### Academic Support

Provide students with additional academic support to address learning loss including intervention support after school hours.

#### Successes:

- The need for a universal screener was identified as staff looked at criteria for intervention. This led to a sub group that examined and piloted iReady.

#### Challenges:

- Providing after school hours support was difficult. Students and staff often reported this was not the best time to offer this intervention.

#### Academic Support

Provide additional support through FEV tutoring.

#### Successes:

- FEV tutoring is offered to all students who are struggling.
- FEV tutoring works directly with families to provide this service.

#### Challenges:

- Targeting students who require the support has been difficult.

## 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.

WUSD is hosted a series of district-wide Parent University sessions beginning in September 2020 to provide parents and guardians with a place to obtain information on topics that affect them and their students. A WUSD School Social Worker will host each session. All sessions were open to all families from all WUSD schools to participate. Topics included:

- Communication and Parent Partnerships: Demystifying communication between teachers and staff. Understanding how to connect and access resources for your student in a virtual environment. In addition to teachers, parents will learn of resources available to them to help them navigate accessing resources to help with dealing with COVID-19 and other challenges families face during this difficult time in our community. Parents will learn how common it is to need additional support, especially during virtual learning, and about WUSD's commitment to support the needs of all students and families.
  - Digital Citizenship: Taking a closer look at the effects of prolonged screen time and social media on the developing young mind, why this is important to know, and what parents can tangibly do to shape healthy habits for their students - Social-Emotional Support: Why Social-Emotional Support is important NOW more than ever. The importance of EMPATHY. Recognizing when someone needs help. How and When to obtain social/emotional help for your student. Important numbers and resources all parents should have handy.
  - Anxiety 101: Anxiety; signs, symptoms, behaviors, and what parents can do to help children cope. Anxiety, Depression, and other mental health challenges have been on the rise since the COVID -19 pandemic, and our children have experienced so much disruption to their daily routines and they may be overwhelmed with worry and unable to manage themselves. We can help you understand what might be happening and offer guidance and direction on what you can do about it
- These parent universities were such a success they have been included in the LCAP.

WUSD recognized the need for various supports for parents and employees. WUSD provided resources for parents and employees at the links listed below:

- Resources hub for parents while at home: <https://bit.ly/2DiytHh>.
- COVID-19 employee resources and information: <https://bit.ly/2DtdG4f>

### Successes:

- School Social Workers hosted a series of Parent University sessions providing information to parents on topics that affected their students, such as Communication and Parent partnership, Anxiety, and Digital Citizenship.
- Parents who attended were actively engaged.
- Dealt with topics related to family/community needs.
- Parent University series was recorded for parent access to use as a resource
- Community partners, such as CommuniCare and Victor Community Support Services assisted with leading two of the Parent University sessions

### Challenges:

- Communication/advertisements of the Parent University series



-Lack of parent attendance during the Parent Universities sessions

## 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.

The WUSD outreach team reached out to the families of students who had not engaged in school beginning on the first day of the 2020-2021 school year. They continue to reach out to families based on referrals and requests from site administration, teachers, and families.

The outreach team was persistent in reaching out to families through the following steps:

- Phone calls to families
- Contact of all contact numbers in Aeries
- In-Person Meetings at school sites with families needing additional support (logging in, WUSD Student portal, Google Classroom, Zoom/ Google Meets)
- Home Visits:
- Drop off supplies, Chromebooks, Hotspots
- Tech Support: Connecting Hotspots, Login Issues
- Check-ins: Support needed, school supplies, community resources
- Follow up phone calls

Washington Unified School District has an Outreach Team which includes social workers, outreach specialists, and home school liaison personnel who work closely with the school sites to provide support to families and staff. The Outreach Specialists connect with families by phone calls, email and safe home visits. Site support staff is in communication with administration and teachers who notify them of students with attendance, academic, and social emotional concerns, who in turn reach out to contact families to determine needs. Attendance data in aeries is monitored and used by the site team.

Successes:

- Outreach teams were determined to communicate and make connections with students and families to address student and family needs during the pandemic.
- Outreach Specialists and Home School Liaisons made thousands of phone calls, numerous home visits, and several in-person appointments at school sites to support students with accessing class meetings and assignments.
- All district and site meetings were moved to virtual platforms, so many parents with no transportation or challenging work schedules were able to attend.
- Interpretation services, provided by Home School Liaisons, helped parents communicate with teachers, office staff, and community resources.

#### Challenges:

- Parent attendance was a challenge as well as being able to make direct contact with families in need.
- Lack of technology background at times created a barrier to parents supporting students with logging into class meetings and completing Google Classroom assignments.

## Analysis of School Nutrition

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

The 2020-2021 school year has been a lot of ups and downs. Some successes are that we can continue the "Universal Meal Service" all students are being fed free of charge. We have been serving approximately 3500 students daily. We are working with our partner Yolo County Food Bank and supporting families to minimize food insecurities. The challenges are that we know we are not serving approximately 1500 students we were serving before the pandemic. Meal service has been primarily cold meals which limits variety. We have had to stop scratch baking and cooking as the service times do not allow for prep and hot service. We also have noticed fewer people have completed the NSLP applications. This application can support additional funding for schools and give families access to PEBT (Pandemic Electronic Benefits Transfer). The PEBT gave families more money to purchase foods for their students while schools were out.

#### Successes:

- Washington Unified School District made school meals available during the COVID closure to children under the age of 18.
- The Washington Unified School district Food Service Department started serving FREE meals March 16, 2020. From March 16, 2020 through the end of the school year, approximately 152,400 meals were served.
- Continued partnerships with the community were formed to assist families.

#### Challenges:

- Most meals were served as cold lunches, some students prefer hot lunches
- The change in having students attend in a hybrid model shifted how food was delivered to students at the end or beginning of their school day.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section                   | Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------------------------|---|----------------------|-------------------------------|--------------|
| Distance Learning Program | Personal Protective Equipment (PPE)<br>PPE including sanitizing and safety equipment, plexiglass barriers, masks, thermometers and hand sanitizer with dispensers will be provided to help ensure a safe working environment. | \$600,000.00         | \$522,980.15                  | No           |

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

There were no substantive difference between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions. Personal Protective Equipment (PPE) will continue to be provided to staff and students.

## 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.

For our community, this school year has been drastically different than it has been in previous years. In a year dominated by virtual learning, Washington Unified has had to put into place many new policies and practices to prevent the spread of COVID-19. In addition, the guidance and safety conditions have changed constantly, and WUSD has adapted and adjusted plans to help parents, guardians, and staff plan and prepare for the upcoming school year.

One of the benefits of the past year is that the district and community had a large increase in dialogue regarding issues that have surfaced as a result of COVID-19, and multiple work groups were formed to collaborate over many hours at a level unprecedented in our district in prior years. Not to mention, a large array of surveys were sent home to parents and staff to provide valuable input that helped move our district's plans forward. These work groups and surveys have now given Washington Unified a new template for district, staff, and home communication to propel us into the future.

The upcoming school year will require schools and families to work together at a greater level than in previous years. Schools will continue to make changes to their policies and operations with several goals: supporting learning; providing important services,

extended learning opportunities, expanding extracurricular activities, and continuing social services, all while limiting the transmission of COVID-19. The LCAP has been developed in conjunction with other district and site plans to build a comprehensive plan for supporting WUSD students.

In implementing in-person and distance learning programs in 2020-21 the opportunity gap became more apparent. The need for continued outreach and support of our high need students was emphasized. The 2021-24 LCAP addresses these needs through the identified actions that support students. The additional support of the EL Program Specialist is a direct result of feedback from stakeholders and analysis of EL data.

An additional lesson learned implementing in-person and distance learning programs in 2020-21 resulted in the need for a universal screener for students. In the absence of the CAASPP data it was apparent that WUSD required a universal assessment to monitor student progress.

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

Each school site has a Multiple Tiered Systems of Support (MYSS) team that conducts ongoing meetings, with the purpose of working with their whole staff to assess and identify learning loss using student data from formative as well as summative assessments, and staff observations. The data analyzed will guide instructional next steps, recognize gaps in learning, and identify individual student needs. Individualized plans will then be developed to accelerate student progress.

By the end of September, all lists of intervention students should be submitted to the School Principal by the MTSS lead. Site Administration will send each teacher a student profile (service history, assessment information, etc.) of every student serviced. If a classroom or content area teacher feels that a student who is currently NOT receiving services, SHOULD be, he or she should complete the appropriate referral and request an initial MTSS team meeting to determine what intervention services for the student are an appropriate next step. Students who are new to the district should be informally assessed by the classroom teacher within the first two weeks of entrance, and should be referred to intervention in the same manner, as necessary.

Actions outlined in the 2021-24 LCAP include Interventions to support learning loss. Possible range of interventions may include:

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Small group instruction;
- Individualized instruction;
- Computer Assisted Instruction;
- Varied duration and degree of individualization based on level of needs;
- Expanded school day ~ before-school, after-school or vacation programs
- Added Nutrition provided During The School Day
- Student Mentoring by Peers or Adult

Summer English Learner Camp: the summer EL Summer Camp has been a successful summer program that focuses on academic and language support of EL students.

Supplementary materials to support English Learners: materials and curriculum will be purchased to support English Learners in the domains of Reading, Writing, Listening, and Speaking aligned to the ELPAC Assessment.

Increase of Outreach Personnel: Youth Outreach Specialists provide support for students through MTSS ~Tier I attendance, check ins, pep talks, and working cooperatively with school personnel and community groups to develop strategies to keep youth in regular school programs. The Outreach Personnel will assist in building connections with families.

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.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

Through the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan WUSD have identified the following areas that have informed the development of the 21-22 through 23-24 LCAP:

- Clearly identified metrics and actions. The metrics in the 2021-24 LCAP are identified as measurable outcomes with the source of data listed. WUSD recognizes the importance of reliable and accurate data.
- Academic support for students is necessary. Before and after school intervention as well as supplemental supports for students are included in the 2021-24 LCAP. This includes additional intervention specialist and instructional coaches.
- The social emotional well being of students continues to be important. Increased personnel and support for students has been included in the 2021-24 LCAP. The stresses of distance learning expressed by stakeholders has increased the importance of social emotional supports.
- Stakeholder engagement is imperative to building a strong community. There is an increase in the amount and type of stakeholder engagement in the 2021-24 LCAP

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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



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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

| Total Expenditures by Funding Source    |                                      |                                    |
|---|--------------------------------------|------------------------------------|
| Funding Source                          | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| All Funding Sources                     | 11,086,771.00                        | 7,037,036.37                       |
|   | 88,932.00                            | 453,790.01                         |
| CALLI Grant                             | 10,000.00                            | 874.00                             |
| Educator Effectiveness Grant            | 0.00                                 | 166,850.00                         |
| General Fund                            | 2,090,802.00                         | 199,214.64                         |
| LCFF Supplemental and Concentration     | 7,758,963.00                         | 4,750,468.02                       |
| LCSSP Grant Funding                     | 384,000.00                           | 234,824.91                         |
| Other                                   | 0.00                                 | 743,323.81                         |
| Title I                                 | 343,886.00                           | 352,761.10                         |
| Title I Alternative Supports Set--Aside | 200,000.00                           | 0.00                               |
| Title III                               | 75,188.00                            | 96,471.20                          |
| Title IV                                | 135,000.00                           | 38,458.68                          |
|   | 135,000.00                           | 38,458.68                          |

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

| Total Expenditures by Object Type                                 |                                      |                                    |
|---|--------------------------------------|------------------------------------|
| Object Type   | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| All Expenditure Types   | 11,086,771.00                        | 7,037,036.37                       |
|   | 0.00                                 | 0.00                               |
| 1000--5999  | 6,938,809.00                         | 4,771,622.86                       |
| 1000--7999  | 359,000.00                           | 45,164.64                          |
| 1000--3000  | 3,000.00                             | 0.00                               |
| 1000--3999  | 1,978,718.00                         | 0.00                               |
| 1000--5000  | 0.00                                 | 1,598,125.86                       |
| 4000--5999  | 20,000.00                            | 0.00                               |
| 4000-4999: Books And Supplies                                     | 0.00                                 | 399,435.28                         |
| 4000--5000  | 1,600,000.00                         | 0.00                               |
| 4300  | 3,556.00                             | 0.00                               |
| 5000--5800  | 50,000.00                            | 0.00                               |
| 5000-5999: Services And Other Operating Expenditures              | 0.00                                 | 55,837.73                          |
| 5000--5999  | 123,688.00                           | 0.00                               |
| 5800: Professional/Consulting Services And Operating Expenditures | 0.00                                 | 166,850.00                         |
| Object codes: 1000--5900  | 10,000.00                            | 0.00                               |

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

| Total Expenditures by Object Type and Funding Source |   |                                      |                                    |
|--|---|--------------------------------------|------------------------------------|
| Object Type  | Funding Source                          | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| All Expenditure Types                                | All Funding Sources                     | 11,086,771.00                        | 7,037,036.37                       |
|  |   | 0.00                                 | 0.00                               |
| 1000--5999   |   | 88,932.00                            | 0.00                               |
| 1000--5999   | CALLI Grant                             | 0.00                                 | 874.00                             |
| 1000--5999   | General Fund                            | 401,000.00                           | 154,050.00                         |
| 1000--5999   | LCFF Supplemental and Concentration     | 5,748,877.00                         | 3,354,222.02                       |
| 1000--5999   | LCSSP Grant Funding                     | 25,000.00                            | 234,824.91                         |
| 1000--5999   | Other                                   | 0.00                                 | 717,324.50                         |
| 1000--5999   | Title I                                 | 340,000.00                           | 176,380.55                         |
| 1000--5999   | Title I Alternative Supports Set--Aside | 200,000.00                           | 0.00                               |
| 1000--5999   | Title III                               | 0.00                                 | 95,488.20                          |
| 1000--5999   | Title IV                                | 135,000.00                           | 38,458.68                          |
| 1000--7999   | General Fund                            | 0.00                                 | 45,164.64                          |
| 1000--7999   | LCSSP Grant Funding                     | 359,000.00                           | 0.00                               |
| 1000--3000   | LCFF Supplemental and Concentration     | 3,000.00                             | 0.00                               |
| 1000--3999   |   | 0.00                                 | 0.00                               |
| 1000--3999   | LCFF Supplemental and Concentration     | 1,905,886.00                         | 0.00                               |
| 1000--3999   | Title III                               | 72,832.00                            | 0.00                               |
| 1000--5000   | LCFF Supplemental and Concentration     | 0.00                                 | 1,395,746.00                       |
| 1000--5000   | Other                                   | 0.00                                 | 25,999.31                          |
| 1000--5000   | Title I                                 | 0.00                                 | 176,380.55                         |
| 4000--5999   | LCFF Supplemental and Concentration     | 20,000.00                            | 0.00                               |
| 4000-4999: Books And Supplies                        |   | 0.00                                 | 398,452.28                         |
| 4000-4999: Books And Supplies                        | Title III                               | 0.00                                 | 983.00                             |
| 4000--5000   | General Fund                            | 1,600,000.00                         | 0.00                               |
| 4300   | LCFF Supplemental and Concentration     | 1,200.00                             | 0.00                               |
| 4300   | Title III                               | 2,356.00                             | 0.00                               |
| 5000--5800   | LCFF Supplemental and Concentration     | 50,000.00                            | 0.00                               |
| 5000-5999: Services And Other Operating Expenditures |   | 0.00                                 | 55,337.73                          |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration     | 0.00                                 | 500.00                             |

| Total Expenditures by Object Type and Funding Source                 |                                     |                                      |                                    |
|--|-------------------------------------|--------------------------------------|------------------------------------|
| Object Type  | Funding Source                      | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| 5000--5999   | General Fund                        | 89,802.00                            | 0.00                               |
| 5000--5999   | LCFF Supplemental and Concentration | 30,000.00                            | 0.00                               |
| 5000--5999   | Title I                             | 3,886.00                             | 0.00                               |
| 5800: Professional/Consulting Services And<br>Operating Expenditures | Educator Effectiveness Grant        | 0.00                                 | 166,850.00                         |
| Object codes: 1000--5900   | CALLI Grant                         | 10,000.00                            | 0.00                               |

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

| Total Expenditures by Goal |                                      |                                    |
|----------------------------|--------------------------------------|------------------------------------|
| Goal                       | 2019-20<br>Annual Update<br>Budgeted | 2019-20<br>Annual Update<br>Actual |
| Goal 1                     | 2,914,290.00                         | 1,428,670.95                       |
| Goal 2                     | 422,000.00                           | 199,096.12                         |
| Goal 3                     | 2,584,658.00                         | 1,760,433.76                       |
| Goal 4                     | 4,437,910.00                         | 3,109,447.90                       |
| Goal 5                     | 727,913.00                           | 539,387.64                         |

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



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

| Total Expenditures by Offering/Program                      |                  |                |
|---|------------------|----------------|
| Offering/Program  | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings                           | \$750,000.00     | \$772,980.15   |
| Distance Learning Program                                   | \$1,565,567.00   | \$2,585,854.95 |
| Pupil Learning Loss   | \$536,362.00     | \$597,388.37   |
| Additional Actions and Plan Requirements                    | \$600,000.00     | \$522,980.15   |
| All Expenditures in Learning Continuity and Attendance Plan | \$3,451,929.00   | \$4,479,203.62 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) |                  |                |
|---|------------------|----------------|
| Offering/Program  | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings   | \$750,000.00     | \$772,980.15   |
| Distance Learning Program   | \$1,474,767.00   | \$2,495,095.95 |
| Pupil Learning Loss   | \$286,362.00     | \$558,885.98   |
| Additional Actions and Plan Requirements  | \$600,000.00     | \$522,980.15   |
| All Expenditures in Learning Continuity and Attendance Plan                           | \$3,111,129.00   | \$4,349,942.23 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) |                  |                |
|---|------------------|----------------|
| Offering/Program  | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings   |                  |                |
| Distance Learning Program   | \$90,800.00      | \$90,759.00    |
| Pupil Learning Loss   | \$250,000.00     | \$38,502.39    |
| Additional Actions and Plan Requirements  |                  |                |
| All Expenditures in Learning Continuity and Attendance Plan                       | \$340,800.00     | \$129,261.39   |



**WASHINGTON  
UNIFIED  
SCHOOL  
DISTRICT**  
WEST SACRAMENTO

## 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                            |
|---|---------------------------------------|--|
| Washington Unified School District - Yolo | Dr. Cheryl Hildreth<br>Superintendent | childreth@wusd.k12.ca.us<br>916.-375.-7600 |

**Plan Summary [2021-22]**

# General Information

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

The mission of the Washington Unified School District, THE GATEWAY TO EXTRAORDINARY POSSIBILITIES, is to challenge and support each student to develop effective critical thinking, problem-solving, and communication skills as a life-long learner acting in an ethical manner to serve a broader community through a community of learners characterized by:

- engaging learning experiences in safe, positive environments;
- highly-qualified, reflective and adaptive educators;
- a culture of innovation responsive to student needs and aspirations;
- a community promoting family involvement, strong partnerships, and school pride.

## OUR HISTORY

In 1846, a man named James McDowell bought 600 acres west of Sacramento and together with his wife, Margaret, and their three daughters, they become some of the first settlers in the area we know today as Broderick. Following the death of her husband, Margaret soon became the sole supporter of the property looking for a way to provide for her family.

In 1849, Margaret hired a land surveyor to map out 160 acres, which was then divided into forty one blocks. She sold individual lots within this platted area which she named the "Town of Washington". During its first ten years, the rural Town of Washington went through a significant increase in business development and shipping activity becoming a resting point for travelers passing through on their way to Sacramento.

In 1917, the early residents of the Town of Washington needed a place to educate their children and eventually built the Washington Grammar School. Regional expansion would lead to the development of new communities such as Broderick, Bryte, and Riverbank and later into the area known as Southport. As time would continue to pass, the area west of Sacramento was continually being referred to as West Sacramento.

In 1987 voters chose the path of incorporation and the City of West Sacramento was officially formed, representing all the smaller communities of Washington, Broderick, Bryte, Riverbank and Southport. Our West Sacramento community was built on the foundations of a rich history and identity which resonate even today throughout the Washington Unified School District.

## WUSD COMMUNITY

The Washington Unified School District (WUSD) is conveniently located with minutes of California's State Capitol Building in the innovative and growing City of West Sacramento, serving an ethnically diverse population of approximately 7,541 students. The student population includes: 65.2% socioeconomically disadvantaged youth, 17.2% English Learners, and 0.8% Foster Youth.

The student enrollment by ethnicity in WUSD is as follows:

Race/Ethnicity (Total/Percentage)

American Indian 41 0.5%  
Pacific Islander 99 1.3%  
Asian 876 11.6%  
African American 392 5.2%  
Filipino 162 2.1%  
Hispanic 3,456 45.8%  
White 2,172 28.8%  
Two or More Races 341 4.5%

## OUR SCHOOLS

Washington Unified School District (WUSD) consists of seven (7) K-8 elementary schools, one (1) comprehensive high school, five (5) alternative programs, and one (1) dependent charter high school.

### Elementary Schools:

- Bridgeway Island
- Elkhorn
- Riverbank
- Southport
- Stonegate
- Westfield
- Westmore Oaks

### High Schools

- River City High School
- Washington Middle College School
- Yolo High School

In addition to a quality K-12 education program, WUSD offers a variety of additional educational opportunities to meet the needs of our student population. These additional programs include:

- WUSD State Preschool Program
- English as a Second Language Education
- Special Education
- Gifted and Talented Educational (GATE) Program
- Advancement Via Individual Determination (AVID) Program
- Opportunity Program
- Washington Adult School

Washington Unified is intensely focused on preparing all students for college and career readiness and becoming the next generation of leaders in our community. The sense of urgency and excitement in present across the school district as we deepen our commitment and

efforts in fulfilling our mission statement and truly becoming the gateway to extraordinary possibilities.

The District has accomplished so much in the past four years: centralized communications efforts, standards-aligned curriculum and resources for our students to meet and exceed standards, alternative and choice programs, continued leadership with vision and passion in leading our schools, visual and performing arts from kindergarten through high school, and strong partnerships with our parents, city, and county.

For Washington Unified and our community, the 2020-21 school year has been drastically different than it has been in previous years. In a year dominated by virtual learning, Washington Unified has had to put into place many new policies and practices to prevent the spread of COVID-19. The guidance and safety conditions have changed constantly, and WUSD has adapted and adjusted plans to help parents, guardians, and staff plan and prepare for the upcoming school year and years to come. The year brought many changes and learning that have impacted education.

Washington Unified is dedicated to our students.

## Reflections: Successes

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

The CA School Dashboard is part of the accountability system in California. WUSD data from the California Department of Education Dashboard from 2019 is the most current Dashboard as a result of COVID-19, school closures, and the suspended testing in the spring of 2020. The Fall 2018 California School Dashboard released State, County, Local Educational Agency (LEA) and school site performance indicators in December of 2019. This information item will provide an overview of the CA School Dashboard and presentation of performance data for Washington Unified.

The California Dashboard measures progress in six (6) categories as well as whether we met our local indicators. The indicators are represented by five colors for need improvement (red) to meeting and or exceeding standard (blue): Red, Orange, Yellow, Green Blue.

Chronic Absenteeism:

- Washington Unified School District maintained from 2018 to 2019 the color orange for this indicator.
- A few highlights include a decrease in chronic absenteeism for our Filipino, Asian and Homeless students.

Suspension Rate:

- Washington Unified School District improved from yellow in 2018 to green in 2019.
- A few highlights include a decrease in suspension for Hispanic, Asian and Filipino students.

Graduation Rate:

- The percentage of African American students who graduated increased by 9.9% (94.7%)

- The percentage of Homeless students who graduated increased by 3.7% (84.6%)

#### College and Career:

- Washington Unified School district maintained from 2018 to 2019 the color yellow for this indicator.
- River City High School maintained their level with 42.8% meeting this standard. Yolo High School increased by 2.5%

#### English/Language Arts:

- Washington Unified School District improved from orange in 2018 to yellow in 2019.
- A few highlights include our Homeless students increased by 20 points and our White, Asian and Filipino students are above standard.

#### Math:

- Washington Unified School District has maintained from 2018 to 2019 the color orange for this indicator.
- A highlight for this indicator is our homeless students increased by 13 points.

Local Indicators: Washington Unified School District has met all indicator standards.

#### WUSD plans to build upon these successes through:

- Continuing to support access to Career Technical Education pathways at the high schools.
- Increasing the number support personnel to focus on outreach to students and families.
- Support for our English Learners with additional personnel as well as supplemental materials.

#### Areas of Successes as noted in our 2019-20 LCAP-District-Wide Improvement System

##### Goal 1: College and Career Readiness (Multi Tiered Systems of Support)

- Standards-Aligned Learning and Assessment
- Interventions During and After-School

##### Goal 2: Educational Opportunities

- Equitable Access

##### Goal 3: High Quality Teaching and Learning

- Professional Learning Time (Teacher Collaboration)
- Professional Learning

##### Goal 4: School Climate

- Transformative Justice
- Positive Behavioral Intervention and Supports

### Goal 5: Community Engagement

- increased digital knowledge of staff
- Parent Advisory Committee met through virtual setting

WUSD plans to build upon these successes through:

- Continued professional development for all staff in area equity as well as professional learning time.
- PBIS implementation of tier I, II and III, based on school readiness and Tiered Fidelity Inventory scores.
- Providing after school intervention and enrichment opportunities.

This year WUSD worked with Performance Fact to gather stakeholder feedback in Town Hall or listening meetings. The input from these meetings provided valuable information for the planning of the reopening of school as well as additional information for the LCAP. The feedback from the format of the meeting was positive from participants. This format also allowed students from different schools to meet together to provide feedback.

In reviewing the cross group highlights of the five themes, the parents and community were "pleases; few concerns; ready to move forward" in the following areas:

- Safety
- Communication
- Remote vs. In-Person

WUSD plans to build upon these successes through:

- Continued communication to all stakeholders
- Facilitating various types of stakeholder meetings
- Surveying stakeholders

## 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.

The 2019 California School Dashboard noted areas of need in the following area:

Chronic Absenteeism:

- Some areas for improvement is our foster youth (red), students with disabilities (orange), Hispanic (orange), and African-American (yellow) students.

Suspension Rate:

- Some areas for improvement is our Homeless, Foster Youth and African-American students. However, Foster Youth decreased by 6.7% and African-American students decreased by 3.9%.

#### Graduation Rate:

- Washington Unified School District went from green in 2018 to orange in 2019.
- Yolo High School maintained while River City High School declined by 2%.

#### College and Career:

- The following subgroups declined in meeting College and Career Indicator: African American (declined 3.2%), Asian (declined 8.8%), Homeless (declined (2.7%)

#### English/Language Arts:

- Some areas for improvement include our foster youth (75.2 points below standard) and students with disabilities (106.8 points below standard).

#### Math:

- Some areas for improvement include our Hispanic (82.8 points below standard), socio-economic disadvantaged (76.8 points below standard), foster youth (90.6 points below standard), and our students with disabilities (138.6 points below standard).

Washington Unified staff have identified the following data as key areas, which are also key performance indicators as part of the California accountability system on the California Dashboard as listed below:

- Standards based assessments ranging from CAASPP scores from 18/19 to standards aligned unit assessments and current i-Ready data from the 20/21 school year.

Below is subgroup data from the 18/19 dashboard which showed that Washington Unified students were 16 pts below standard in ELA and 52.2 Below in Math.

#### Subgroups of Students by ELA & Math Pts Below Standard

##### Students With Disabilities:

- ELA Pts Below Standard-106.8
- Math Pts Below Standard-138.6 pts

##### Foster Youth:

- ELA Pts Below Standard-75.2 pts
- Math Pts Below Standard-90.6 pts

##### English Learners

- ELA Pts Below Standard-51.2 pts
- Math Pts Below Standard-77.5 pts

##### Homeless:

- ELA Pts Below Standard-48.5 pts



- Math Pts Below Standard-65.4 pts

Hispanic:

- ELA Pts Below Standard-42.8 pts
- Math Pts Below Standard-82.8 pts

African American

- ELA Pts Below Standard-39 pts
- Math Pts Below Standard-83.3 pts

Possible Range of Interventions May Include (But Are Not Limited To):

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Small group instruction;
- Individualized instruction;
- Computer Assisted Instruction;
- Varied duration and degree of individualization based on level of needs;
- Expanded school day ~ before-school, after-school or vacation programs
- Added Nutrition provided During The School Day
- Student Mentoring by Peers or Adult

EL reclassification scores

- According to reclassification rates of 2018/19 were at 49% of EL students making progress.

Graduation Rates which were at 91.7% for 2019/20 below is subgroup data from 18/19 dashboard including groups below 90%.

Percentage by Subgroup

- Students With Disabilities (climbed to 71% in 19/20) 63.6%
- English Learners 76.9%
- Hispanic 84.6%
- Homeless 84.6%

Chronic Absence Rates are 13.2% in the 19/20 school year. Below is subgroup data from the 18/19 dashboard including groups above 10%.

Percentage by Subgroup:

- Foster Youth 22.8%
- Students with Disabilities 18.2%
- African American 19.6%
- Homeless 15.3%

Student discipline data was 5.6% for the 2019/20 school year which rose from 4.1% from 2018/19. Below is subgroup data from the 18/19 dashboard including groups above 6%.

Percentage by Subgroup:

- African American 10.5%
- Homeless 9.5%
- Foster Youth 9%
- Students with Disabilities 6.6%

The homeless suspension performance level was red. The foster youth suspension performance level was orange. To address this area, a dedicated outreach will be assigned to support these targeted subgroups.

Each school site has a Multiple Tiered Systems of Support team that conducts ongoing meetings, with the purpose of working with their whole staff to assess and identify learning loss using student data from formative as well as summative assessments, and staff observations. The data analyzed will guide instructional next steps, recognize gaps in learning, and identify individual student needs. Individualized plans will then be developed to accelerate student progress.

## LCAP Highlights

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

The key features of the Local Control Accountability Plan include a continued focus on multi-tiered systems of support (MTSS), professional learning for all staff, support for identified student subgroups, focus on equity, and the cycle for continuous support. The 2020-24 LCAP goals have gone from five goals to three. These broad goals address the needs of the unduplicated student population. WUSD The three goals of the LCAP focus on college & career readiness, school culture and climate, and family and community engagement.

### Goal 1: College and Career Ready

#### Multi-Tiered Systems of Support: Academic

Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.

### Goal 2: Culture and Climate

#### Multi-Tiered Systems of Support: Social-Emotional

Washington Unified School District will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.

### Goal 3: Parent and Community Engagement

Washington Unified School District will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning.

These areas are supported through intensive professional learning for our leadership team, certificated and classified staff members. Moreover, significant resources have been allocated to support identified student subgroups: Low Social Economic, English Learners, and

Foster Youth. There has been an increase in the staffing to support direct student services. The primary focus is to continue to build capacity with MTSS strategies including early literacy, Tiered intervention meetings, Restorative Practices, Advanced Via Individual Determination (AVID) and continued coaching model.

To close the opportunity gap, particularly for our English Learners, WUSD as dedicated additional funds to support personnel in an English Learner Program Specialist.

The LCAP highlights the increased stakeholder engagement from all stakeholder groups. The LCAP process sought feedback above and beyond what was required. Common presentations were presented to certificated and classified staff as well as parent/community stakeholder groups. Stakeholder engagement was increased significantly with the addition of the virtual town hall and listening meetings that occurred during the spring of 2021. these meetings and survey provided valuable information for the AB86 expanded Learning Opportunities Grant and the LCAP.

## 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.

WUSD does not have any schools identified as CSI.

### Support for Identified Schools

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

WUSD does not have any schools identified as CSI.

### Monitoring and Evaluating Effectiveness

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

WUSD does not have any schools identified as CSI.

# Stakeholder Engagement

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

Washington Unified School District began gathering stakeholder input in fall of 2019. On March 13, 2020 the district closed schools due to COVID-19. Stakeholder feedback continued to be gathered as the district adjusted to virtual learning and additional plans. Input was gathered from the following groups:

- District Parent Advisory Committee (PAC) both in person & virtually
- English Language Parent Advisory Committee (EL PAC) both in person & virtually
- Weekly site administration meetings
- School site parent meetings
- Parent University
- West Sacramento Teachers' Association (WSTA) meetings
- California School Employees Association (CSEA) meetings
- SELPA consultation
- Regularly Scheduled and Special WUSD Board meetings and that includes public comment
- School Reopening Committee
- District LCAP Collaborative Committee
- District LCAP feedback meetings held by departments and schools

These meetings were held both in person and virtually when schools closed. During the in person meetings, a common presentation was shared to all stakeholder groups. This presentation included a review of the previous LCAP and progress toward goals. Groups used sticky notes to note areas of strengths, areas of continued growth, and areas requiring further discussion. The groups were engaged in reviewing the previous LCAP goals and drafting new goals.

During the 2020 school year, WUSD continued to gather stakeholder input.

- District Parent Advisory Committee (PAC)
- English Language Parent Advisory Committee (EL PAC)
- Native Indian Education Committee
- Administration meetings
- School site parent meetings
- Parent University
- West Sacramento Teachers' Association (WSTA) and California School Employees Association (CSEA) leadership LCAP meetings
- SELPA consultation
- Regularly Scheduled and Special WUSD Board meetings and that includes public comment
- District LCAP Collaborative Committee
- District LCAP feedback meetings held by departments and schools

These meetings were mostly held virtually. Again a common presentation was shared with all stakeholder groups. Feedback was sought through the chat, discussion, and through surveys. Participants were encouraged to follow up via email or phone if additional feedback was thought of.

In the Spring of 2021, Washington Unified held 14 town hall meetings to give our school community opportunities to give feedback regarding AB86 and the LCAP. The town hall meetings were organized as follows:

- Six parent feedback forums totaling 9 hours school area including one of the forums conducted in Spanish
- Two feedback forums for classified staff totaling two hours
- Three feedback forums for teachers totaling three hours
- Three student forums, one for students in grades 3-5, one for students in grades 6-8, and one for students in grades 9-12 totaling three hours in total
- In addition online surveys were sent to stakeholders

The town hall meetings were held virtually and facilitated by Performance Fact, Inc. The information gathered from these town forums was presented in detail at a school board meeting on May 27, 2021 and key findings related to the LCAP are highlighted below.

#### A summary of the feedback provided by specific stakeholder groups.

WUSD reviewed all stakeholder feedback in developing the 2021-24 LCAP. Notes were captured at the meetings and shared with district leadership. Both the LCAP PAC (Parent Advisory Committee) and the EL PAC (English Language Parent Advisory Committee) expressed gratitude for all staff was doing to support their students. During the committee meetings in the Fall of 2019 many expressed concern for the reduction in staff that had occurred in the area of intervention at certain sites. There was also a concern for the social emotional support that was needed across all school sites. Both Parent Advisory Committees felt the need for additional support in supporting their children at home. This need for additional parent support became more imperative during COVID-19. Parents continued to reach out to WUSD for support in the areas of: technology, academics, and social emotional needs.

Our EL PAC continues to identify needs for proactive outreach to parent communities. The 2021-24 LCAP includes the position of an EL Program Specialist. This position will assist in support our English Learners and families. The need for continued support of our EL students was identified by stakeholder groups. Professional Learning to support students is reflected throughout the LCAP in professional learning and compensation for release time toward collaboration.

SELPA consultation identified a need for ongoing progress monitoring and continued professional learning for both special education staff and general education staff. The district has begun using iReady that will assist in the progress monitoring of all students. This has been included as a metric in our 2021-24 LCAP actions and services. SELPA consultation also noted the positive impact of the summer program that runs concurrently with the EL summer program.

The town forums and listening tours that occurred in the Spring of 2021 provided feedback in the areas of the seven strategies of AB86. This

feedback was also valuable in creating the LCAP. Summary of stakeholder input included:

Students:

- Students want to have regular access to technology and high speed internet
- Students want to get extra help with their feelings, emotions and problems
- Students want extra help on school work
- Teachers and Principals who care
- Safe and clean schools

Families/Community:

- Concerned about academic growth and believe their child will need extra academic support when they return to school in the Fall.
- Concerned about social-emotional well-being and peer relationships of students.
- Support for Academic Services for students, training for school staff, including trauma informed practices, social-emotional, health, and academic needs, and extending instructional learning time and formats

Staff:

- Concerned about students' social-emotional well being
- Professional Development resources were helpful, but experiences did not help staff learn how to promote equity in practice
- Concerned about their own own social-emotional well being
- Agreed that school leaders helped resolve challenges and were satisfied with frequent communication from school leadership
- Support for Academic Services for students, training for school staff, including trauma informed practices, social-emotional health, and academic needs, and integrated supports for students and families with barriers

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

The stakeholder engagement process that began in the fall of 2019 resulted in the drafting of the 3 LCAP goals:

Goal 1: College and Career Ready.

Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.

Goal 2: Culture and Climate

Washington Unified School District will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.

Goal 3: Parent and Community Engagement

Washington Unified School District will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning.

These three goals led to identifying the metrics and actions needed to support the district in meeting the needs of students, specifically the the identified subgroups: low income, English Learners, and foster youth.

More specifically, the following actions are a direct result of added actions of the LCAP influenced by stakeholder input:

Goal 1: College and Career Ready.

Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.

- The Parent Advisory Committee and EL Parent Advisory Committee expressed the need for additional support for students who were struggling. Both groups spoke positively of the work the intervention specialist that were working at some sites. The additional of 3 intervention specialist were added to the LCAP to support struggling students. This support will be targeted and
- Additional of the EL Program Specialist
- Continued support for student intervention support before and after school
- Standards based grade
- Summer programs

Goal 2: Culture and Climate

Washington Unified School District will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.

- Professional learning in the area of restorative practices
- Academic enrichment
- Equity training for staff

Goal 3: Parent and Community Engagement

Washington Unified School District will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning.

- Outreach specialists
- Parent education opportunities
- Motivational programs for students
- Social worker support

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | <p>Goal 1: College and Career Ready</p> <p>Multi-Tiered Systems of Support: Academic</p> <p>Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.</p> |

An explanation of why the LEA has developed this goal.

Goal 1 has been developed to address the academic needs of students. WUSD recognizes a gap in academic achievement based on race, income, language, and ability. This includes the need for additional support in the areas of professional learning as well as personnel. For the 2020 school year, WUSD student population is 65.2% Socioeconomically Disadvantaged and 17.2% English Learners. WUSD is committed to closing this gap through the necessary actions outlined in the LCAP.

## Measuring and Reporting Results

| Metric        | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---------------|---|----------------|----------------|----------------|---|
| CAASPP scores | Based on the 2018-19 CAASPP Scores as reported on the 2019 Dashboard for students in grades 3-8 and grade 11, the academic performance for English Language Arts was 16 points below standard with 3,853 students tested. |                |                |                | Based on the 2023-2024 CAASPP scores as reported on the 2024 dashboard for students in grades 3-8 and grade 11, the academic performance for English Language Arts will have improved to 4 points below standard. |



| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
|  | The academic performance for Mathematics was 52.2 points below standard with 3,848 students tested.   |                |                |                | Based on the 2023-2024 CAASPP scores as reported on the 2024 dashboard for students in grades 3-8 and grade 11, the academic performance for Mathematics will have improved to 40.2 points below standard. |
| EL Reclassification Rates  | Baseline data for 2019-20:<br>145 students in Grades K through 12 were Reclassified in the 2019-2020 school year.                                   |                |                |                | English Learner Reclassification rates will have increased by 5% each year, reaching 175 students by the end of the 2022-2023 school year.   |
| A-G Completion Rate  | 54% of seniors completed a-g's at RCHS  |                |                |                | 60% of seniors will complete a-g's at RCHS   |
| Graduation Rate<br><br>Middle school dropout rate<br><br>High school drop out rate | Student Group<br>Number of All Students 91.7% <ul style="list-style-type: none"> <li>English Learners 86.4%</li> <li>Foster Youth 100.0%</li> </ul> |                |                |                | All Students 97% <ul style="list-style-type: none"> <li>English Learners 92.4%</li> <li>Foster Youth 100.0%</li> <li>Homeless 86.0%</li> </ul>   |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|--|----------------|----------------|----------------|---|
|        | <ul style="list-style-type: none"> <li>• Homeless 80.0%</li> <li>• Socioeconomically Disadvantaged 91.2%</li> <li>• Students with Disabilities 71.8%</li> <li>• African American 90.0%</li> <li>• American Indian or Alaska Native 96.4%</li> <li>• Filipino 100.0%</li> <li>• Hispanic 91.6%</li> <li>• Native Hawaiian or Pacific Islander *0*</li> <li>• White 88.9%</li> <li>• Two or More Races *0*</li> </ul> <p>Middle school baseline to be established</p> <p>Highschool cohort dropout rate for 2019-20 was 4.3%</p> |                |                |                | <ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged 97.2%</li> <li>• Students with Disabilities 77.8%</li> <li>• African American 96.0%</li> <li>• American Indian or Alaska Native 96.4%</li> <li>• Filipino 100.0%</li> <li>• Hispanic 97.6%</li> <li>• Native Hawaiian or Pacific Islander*0*</li> </ul> <p>Middle school dropout rate to be 0.</p> <p>Highschool cohort dropout rate to decrease to less than 1%</p> |

| Metric                | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|-----------------------|---|----------------|----------------|----------------|---|
| Professional Learning | <p>Opportunities (hours) for Professional Learning (and ITLs)</p> <p>Due to COVID-19 and the transition to virtual and hybrid instruction, during the 2020-2021 school year, a combination of mandatory and optional professional learning opportunities were made available for staff. Teachers attended 16 mandatory professional learning hours, and had the opportunity for an additional 70 hours of professional learning outside of their duty day, which includes professional learning for instructional technology, curriculum, instruction, induction members, special education, and English language learners.</p> |                |                |                | <p>Two Professional Learning Days will continue to be part of the contracted calendar year.</p> <p>In addition to those days, optional after-school Professional Learning will be offered an average of three times per month in a variety of areas which includes professional learning for instructional technology, curriculum, instruction, induction members, special education, and English language learners.</p> <p>A total of 12 mandatory professional learning hours and 80 optional professional learning hours will be offered during the 2023-2024 school year.</p> |

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
| <p>Multiple Pathways for Success</p> <ul style="list-style-type: none"> <li>% of students who have passed AP</li> <li>CTE pathway completion rate</li> <li>college/career indicator</li> </ul> | <p>(Yolo, WMCHS, RCHS, CTE, AP, Virtual Program) Credit Recovery, acceleration, concurrent enrollment, after-school programs, apprenticeships, community service, internships, independent study, online courses, CTE classes, etc.</p> <p>2018-19 College/Career Indicator 42.8%<br/> 2019-20 AP Enrollment 19%. AP passage rate baseline to be established during the 2021-22 school year by AP course.<br/> 2020-21 AVID Enrollment 8%<br/> 2019-20 CTE Course Enrollment 26.8%<br/> 2019-20 CTE Pathway Completion Rate 20%</p> |                |                |                | <p>College/Career Indicator to increase by 6.2% to 50%</p> <p>AP enrollment to increase by 6% to 25%. Increase the AP passage rate by 3% each year across each AP class.</p> <p>AVID Enrollment to increase by 7% to 15%</p> <p>CTE Course Enrollment to increase by 3.2% to 30%</p> <p>CTE Pathway Completion Rate to increase by 5% to 25%</p> |
| i-Ready Diagnostic Scores  | Based on the February 2021 i-Ready scores for students in grade 3rd-  |                |                |                | i-Ready scores for students in grade 3rd-12th grade, the academic  |

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|----------------|----------------|----------------|--|
| (Action - Teachers in 3rd-12th grade will give the i-Ready diagnostic a minimum of two times per year)                  | 8th grade, the academic performance for English Language Arts was 40% of students meeting or exceeding grade level standards. The academic performance for Mathematics was 29% of students meeting or exceeding grade level standards. Due to COVID-19, 9th-12th grade students did not take the i-Ready diagnostic in 2020-2021 and no baseline data was available |                |                |                | performance for English Language Arts will have increased to 60% of students meeting or exceeding grade level standards. The academic performance for Mathematics will have increased to 49% of students meeting or exceeding grade level standards. |
| EL to access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency | As reported on the Dashboard for 2019, Baseline data indicates that ELs scored 51 points below standard on ELA and 77.5 points below standard on Math.  |                |                |                | English Learners will increase their achievement on CAASPP on average at least 5 points per year, and will be no lower than 26 points below standard on ELA and 52 points below standard on Math by the end of 2024.                                 |
| Every pupil in the school district has sufficient access to   | Williams Act Audit Compliance - random  |                |                |                | 100% Compliance.   |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|----------------|----------------|----------------|---|
| standards-aligned instructional materials<br><br>Williams Act Audit Compliance   | sample for 19-20 was 100% compliant.   |                |                |                |   |
| Programs and services developed and provided to unduplicated pupils  | Currently WUSD provides targeted supports for unduplicated students including but not limited to: EL coordinator, outreach, Foster Youth Liaison, summer school.                         |                |                |                | All unduplicated students including; low income, English learner, foster youth will have access to targeted supports. |
| Programs and services developed and provided to individuals with exceptional needs<br><br>WUSD Special Education Plan: Element 1 | Element 1<br>Current status: 2018-19 graduation rate 64.2%   |                |                |                | Element 1<br>Graduation rate 77.8%  |
| Course Access - MTSS   | WUSD has been implementing district wide culturally responsive social emotional and positive behavioral supports for achieving important social and learning outcomes. A strong focus on |                |                |                | All sites to have scheduled MTSS meetings to ensure students have access to broad course of student.                  |

| Metric   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|---|----------------|----------------|----------------|--|
|  | <p>integrating instructional and intervention strategies and supports for each tier of intervention within the Multi-Tiered System of Supports (MTSS).</p> <p>Sites MTSS meetings occur throughout the school year.</p> |                |                |                |  |
| Course Access - Implementation of State Board adopted academic content | Current state adopted curriculums: Math, ELA, ELD, CTE, Social Science.   |                |                |                | All subjects and adopted materials aligned to current State Board adopted materials. |
| A-G Completion Rate<br><br>CTE pathway completion rate                 | Data will be gathered and baseline developed during the 2021-22 school year.  |                |                |                | There will be an increase of 3% each year after baseline is developed.               |

## Actions

| Action # | Title                    | Description  | Total Funds    | Contributing |
|----------|--------------------------|--|----------------|--------------|
| 1        | Professional Development | <p>Teachers provided with additional hours to be trained in a variety of professional development topics:</p> <ul style="list-style-type: none"> <li>• Implement IAB’S three times a year in math and ELA</li> <li>• Time for teachers to review and examine data</li> <li>• PLC (especially for site leaders) ELD strategies to promote academic language and authentic peer collaboration</li> <li>• Differentiation strategies to promote intervention tools and supports for all students</li> </ul> | \$1,100,000.00 | Yes          |

| Action # | Title                           | Description  | Total Funds  | Contributing |
|----------|---------------------------------|--|--------------|--------------|
|          |                                 | <ul style="list-style-type: none"> <li>• Guided Reading strategies to promote fundamental skills for proficient reading and to identify weakness and strengthen reading skills</li> <li>• AVID strategies to develop reading, writing, and critical thinking skills</li> <li>• Instructional technology resources to develop highly engaging learning opportunities</li> </ul> |              |              |
| <b>2</b> | Intervention Support            | Provide alternative support systems to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teacher to provide targeted tutoring for students underperforming academically.   | \$300,000.00 | No           |
| <b>3</b> | Standards Based Grading         | <p>Time for teachers to examine and research based strategies and practices through an equity lens to develop a comprehensive and common grading policy:</p> <ul style="list-style-type: none"> <li>• Extra time for teachers (collaboration)</li> <li>• Professional development with outside trainer</li> </ul>  | \$120,000.00 | No           |
| <b>4</b> | ICLE/Standards Aligned Learning | <p>Continued work with ICLE on relevance and rigor and editing our established Unit Planning Organizers</p> <ul style="list-style-type: none"> <li>• ICLE training</li> <li>• SAL team planning &amp; revision time</li> </ul>   | \$300,000.00 | No           |
| <b>5</b> | EL Reclassification Rates       | <p>Provide targeted Professional Development on Designated and Integrated ELD, specifically tied to the ELD Standards and ELPAC.</p> <p>A District-wide English Learner TOSA will be hired to support teaching and learning for EL students.</p>   | \$160,000.00 | Yes          |



| Action #  | Title                            | Description   | Total Funds  | Contributing |
|-----------|----------------------------------|---|--------------|--------------|
|           |                                  |   |              |              |
| <b>6</b>  | Instructional Technology Leaders | The Instructional Technology Leaders will provide Professional Learning district-wide and at their school sites monthly. They will continue to plan the PL needed for new & existing instructional technology applications. They will work on integrating Digital Literacy Standards to the Standards Aligned Learning Units at each grade level.           | \$50,000.00  | No           |
| <b>7</b>  | Intervention Teachers            | Intervention teachers will be increased to 7 across the district. These teachers will assist schools with the highest need based upon unduplicated percentages and need.  | \$832,250.00 | No           |
| <b>8</b>  | Instructional Coaches            | Instructional Coaches will be allocated a PD budget to attend conferences/ workshops designed to support cognitive coaching. They will also deliver after school PD sessions on a wide range of topics and content areas to support teaching. Additional (optional) paid after-school coaching sessions will be offered to accommodate teachers' schedules. | \$543,120.00 | Yes          |
| <b>9</b>  | Supplemental Applications        | Supplemental applications that support students in ELA & Math (K-8) <ul style="list-style-type: none"> <li>• Lexia (title I) ~ supplemental intervention</li> <li>• Dreambox</li> <li>• Raz-Kids</li> <li>• Illuminate</li> <li>• Edgenuity</li> </ul>  | \$400,000.00 | No           |
| <b>10</b> | Building Foundations For Success | Provide career exploration and guidance through the Get Focused Stay Focused Program Implementation. Fully implement the 9th grade Building Foundations for Success course and 10- year plan. Integrate the Stay Focused 10th grade follow-up modules and 10- year plan   | \$44,000.00  | No           |

| Action # | Title                                     | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          |   | review via the English Department to implement Stay Focused 11th grade follow-up modules and 10 -year plan review for all 11th graders. Costs includes professional learning, supplies, and student materials.   |              |              |
| 11       | Strategic Summer Programs                 | Provide interventions for students behind in ELA and/or Math. Utilize Edgenuity for credit recovery to be offered in the summer to support students with their academic progress.<br><br>Summer English Learner Program  | \$635,990.00 | Yes          |
| 12       | AVID Identified Schools                   | All staff and administration will be trained for effective implementation of program accelerating the increase of WUSD students meeting A-G requirements.  | \$40,000.00  | Yes          |
| 13       | Co-Teach Model                            | The Director of Student Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, and academic counseling staff on placing students with disabilities in the least restrictive environment (LRE) and how to provide the students with equitable access to core academic classes, CTE and electives through placement in sections identified in the Master Schedule, in order to provide effective and appropriate inclusion support.<br><br>Adjustment of percentage of general educational teacher salaries to support co-teaching model | \$132,000.00 | No           |
| 14       | Advanced Placement Participation Increase | Grow the number of students transitioning to Advanced Placement courses at River City High School in order to provide opportunities for greater populations of historically underrepresented students, specifically students with Disabilities.  | \$60,000.00  | No           |

| Action # | Title  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
|          |  | <p>This will be done through outreach to the elementary schools for incoming 9th grade students as well as course planning with current students.</p> <p>AP testing costs</p>   |              |              |
| 15       | Universal Academic Screener (I-Ready)                        | <p>i-Ready is designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning by addressing learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards. In order to maximize best practices there will need to be time for staff to examine results by sub group and plan through an equity lens and develop a comprehensive instructional practice to match student needs.:</p> <ul style="list-style-type: none"> <li>• Extra time for teachers to monitor and examine results(collaboration)</li> <li>• Professional development with outside trainer for best practices</li> </ul> | \$135,725.00 | No           |
| 16       | Northern California Construction Training (NCCT) Partnership | Continue the partnership with Northern California Construction Training (NCCT) to support internship opportunities for students in construction   | \$199,814.97 | No           |
| 17       | EL Program Specialist  | The Program specialist would oversee, initial language assessments, delivery of Professional Learning and classroom instructional coaching support, as well as connecting families with WUSD's team of Home School Liaisons for academic and community resources. The Program Specialist would also serve as a co-facilitator (along with site admin) of the DI PLC group, where teachers use research-based best practices to develop lessons and inform instructional decisions.  | \$82,257.00  | Yes          |

| Action # | Title                                      | Description  | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
|          |  |  |             |              |
| 18       | Peer Tutoring                              | Implement before and after school Peer Tutoring at High School and selected middle schools. To be overseen by teachers and students utilized as Peer Tutors.   | \$5,000.00  | Yes          |
| 19       | VAPA Task Force                            | Visual and Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning by establishing a comprehensive VAPA plan fully aligned with District and Board priorities and Industry practices; clearly define VAPA with equity for all students.<br><br>Task force: VAPA teachers & Ed Services   | \$7,000.00  | No           |
| 20       | Special Education Task Force               | Create collaboration time between general education and special education teachers to address increased opportunities for SDC students to access general education/ diploma.<br><br>Task force will evaluate the process of moving all 9th-grade mild/mod students to diploma track and determine the implications of these changes for the district processes and personnel.  | \$7,000.00  | No           |
| 21       | Professional Development Special Education | Director of Special Services, Department Support Staff, and Special Education Local Plan Area (SELPA) staff will train site administration, special education staff, general education teachers, high school counselors, and MTSS teams on best practices when determining the placement of students and least restrictive environment (LRE).<br><br>Evaluate the effectiveness and procedures of the blended learning program for students at the high school level in special day classes (SDC). | \$20,000.00 | No           |

| Action #  | Title  | Description   | Total Funds  | Contributing |
|-----------|--|---|--------------|--------------|
|           |  |   |              |              |
| <b>22</b> | English Learner Supplemental Support Material    | Supplemental Curriculum to Support WUSD's over 1,200 ELs. Materials would include: Curriculum for Grades 6-8 ELD, Newcomer Literacy Kits, and Newcomer Foundational Literacy Materials  | \$52,000.00  | Yes          |
| <b>23</b> | Standards Aligned Curriculum                     | Acquire high-quality standards aligned instructional materials and resources for all students. <ul style="list-style-type: none"> <li>• Science adoption \$500,000</li> <li>• Ed Services budget \$62,900</li> </ul>  | \$562,900.00 | No           |
| <b>24</b> | Site supports for targeted students              | Allocations of funds were disbursed to sites to provide learning supports to targeted students through before/after school intervention, teacher collaboration time, supplemental materials and training opportunities. Plans will be outlines in the Single Plan for Student Achievement and directly targeted toward English Learners, foster youth and/or low income students. | \$332,588.00 | Yes          |
| <b>25</b> | ELD, ELA and Math Support at River City and Yolo | General education teacher support of ELD, ELA and Math (of EL students) in the general education classrooms.<br><br>4.5 FTE River City<br>1 FTE Yolo  | \$600,000.00 | Yes          |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 2      | <p>Goal 2: Culture and Climate</p> <p>Multi-Tiered Systems of Support: Social-Emotional</p> <p>Washington Unified School District will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.</p> |

An explanation of why the LEA has developed this goal.

Goal 2 has been developed to address the culture and climate at the school sites. WUSD recognizes the culture and climate is important to student academic and social success. This goal focusses on creating a caring and supporting environment by providing support and enrichment to students through creating a positive environment. This goal also recognizing the need to recruit and retain highly qualified staff.

## Measuring and Reporting Results

| Metric                                | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---------------------------------------|--|----------------|----------------|----------------|--|
| Attendance Rate & Chronic Absenteeism | <p>As reported on CALPADS, the baseline attendance rate for WUSD's:</p> <p>Regular Ed TK-12th Grades: 95.78%</p> <p>Chronic Absenteeism for 2019-2020: 13.2%</p> |                |                |                | <p>Regular Ed TK-12th Grades: Increase attendance rate by 1% per year</p> <ul style="list-style-type: none"> <li>98% by 2023-2024</li> </ul> <p>Reduce chronic absenteeism rate to below 10%</p> |
| Expulsion Rate                        | <p>0% 2019-20</p> <ul style="list-style-type: none"> <li>3 expulsions</li> </ul>   |                |                |                | Expulsion Rate to remain 0%  |

| Metric              | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---------------------|--|----------------|----------------|----------------|---|
| Suspension Rate     | <p>2018/19 Dashboard<br/>4% Overall</p> <ul style="list-style-type: none"> <li>• Homeless 9.5%</li> <li>• Foster Youth 9 %</li> <li>• African American 10.5%</li> <li>• Native American 5.4%</li> <li>• Socioeconomically disadvantaged 5.5%</li> <li>• Students with disabilities 6.6%</li> <li>• Asian 1.2%</li> <li>• EL 3%</li> <li>• Hispanic 4.1%</li> <li>• Pacific Islander 2%</li> <li>• White 3.7%</li> <li>• Filipino 1.2%</li> </ul> <p>2019-20 Suspension Rate 5.6%</p> |                |                |                | <p>Through the usage of PBIS and Restorative Practices/Justice Reduce percentage in specific subgroups:</p> <ul style="list-style-type: none"> <li>• Homeless 4.5%</li> <li>• Foster Youth 4%</li> <li>• African American 5.5%</li> <li>• Students w/Disabilities 4%</li> </ul> <p>Reduce Overall Suspension Rate to 4%</p> |
| Healthy Kids Survey | Due to COVID-19, WUSD did not administer the Healthy Kids Survey (HKS) during the Spring of  |                |                |                | Administer the HKS to all WUSD 5th Grade students   |



| Metric                          | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---------------------------------|---|----------------|----------------|----------------|---|
|                                 | <p>2020.</p> <p>2018/2019 ~ Baseline Data:</p> <ul style="list-style-type: none"> <li>• 7th Grade ~ 82%</li> <li>• 9th Grade ~ 91%</li> <li>• 11th Grade ~ 64%</li> <li>• NT ~ 55%</li> </ul> <p>Percent of students who feel very safe or safe at school.</p> <ul style="list-style-type: none"> <li>• 7th ~ 59%</li> <li>• 9th ~ 57%</li> <li>• 11th ~ 54%</li> <li>• NT ~ 65%</li> </ul> |                |                |                | <p>Increase survey baseline to a min of 85% for students, staff, and parents taking the HKS</p> <p>Increase the percentage rate for students feeling very safe or safe at school to above 85%</p> |
| PBIS Implementation             | 2020-2021 All sites completed tier I and tier II PBIS training with Yolo County Office of Education   |                |                |                | All sites will complete tier I, II and III PBIS training as evidenced by the Tiered Fidelity Inventory rate of 85%.   |
| Teachers appropriately assigned | During the 2019-2020 school year, 328 teachers held a full credential, 4 were without a full credential, 0 were teaching outside subject area of competence.  |                |                |                | 100% teachers appropriately assigned  |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24       |
|--|--|----------------|----------------|----------------|-----------------------------------|
|  | There were 0 teacher misassignments.   |                |                |                |                                   |
| School facilities are maintained in good repair.<br><br>FIT report | Facility Inspection Tool Overall Ratings:<br><br>Good: Bridgeway Island, Riverbank, River City High School, Southport, WMCHS, Westmore Oaks, Yolo<br><br>Fair: Elkhorn, Southport, Westfield |                |                |                | Good Overall Repair for all sites |

## Actions

| Action # | Title                          | Description   | Total Funds  | Contributing |
|----------|--------------------------------|---|--------------|--------------|
| 1        | Sly Park Student Participation | Provide the opportunity for every 6th grade student to experience outdoor, hands on learning, through overnight science camps. Encourage students to explore Science, Technology, Engineering and Math (STEM) pathways based their experience in a real world setting.<br><br>There is no cost to families. | \$140,000.00 | No           |
| 2        | Professional Development       | Teachers provided with additional hours to be trained: <ul style="list-style-type: none"> <li>Transformative Justice in Education</li> <li>Restorative Justice/Practices</li> </ul>   | \$150,000.00 | No           |

| Action # | Title                                   | Description  | Total Funds  | Contributing |
|----------|---|--|--------------|--------------|
|          |   | <ul style="list-style-type: none"> <li>• PBIS, including students with social emotional difficulties who have IEP's</li> <li>• Evidence Based Practices - referral for behavior intensive services for students with IEP's, e.g. Functional Behavior Analysis (FBA) and Behavioral Intervention Plans (BIPs) to address problem behaviors.</li> </ul>  |              |              |
| 3        | Academic Enrichment                     | <p>Visual And Performing Arts will reflect State standards in the Arts and provide enriching experiences for students to connect and apply classroom learning.</p> <p>Implement a comprehensive GATE program fully aligned with District and Board priorities and Industry practices; with equity for all students.</p> <p>Admin Support for Enrichment programs (Ed Services Secretary)</p> | \$230,000.00 | No           |
| 4        | Equitable Access                        | Achieve equitable representation and provide effective support structures of historically underserved populations in CTE pathways, Middle College High School, AVID, MESA program , computer science and STEM academies.   | \$15,000.00  | Yes          |
| 5        | Indian Education                        | Offer culturally relevant activities to participating students. Offer a summer enrichment program, with the inclusion of Native Arts and literature to eligible students.  | \$15,000.00  | No           |
| 6        | Recruit & Retain Highly Qualified Staff | Recruit, develop and retain highly-qualified, reflective and adaptive educators.   | \$557,100.00 | No           |

| Action # | Title                | Description   | Total Funds  | Contributing |
|----------|----------------------|---|--------------|--------------|
|          |                      | <p>Improve employee recognition programs focused on exceptional work with students aligned to the WUSD Mission.</p> <p>Expand Induction Program to include mentoring/onboarding of staff new to the District.<br/>(Induction \$200,100)</p> <p>Implement the use of classified staff professional learning funds to improve professional capacity of staff.<br/>(115,000)</p> <p>Support aspiring, new and developing administrator professional learning programs<br/>Support administrative memberships in professional organizations providing professional learning opportunities.<br/>(85,000)</p> <p>Plan for the recruitment of a diverse and skilled workforce.</p> <p>Recruitment and marketing materials will be updated.</p>               |              |              |
| 7        | Restorative Practice | <p>Mentoring program focusing on Restorative Justice/Practices for at-risk students grades 6-12. Used as an alternative to suspension.</p> <ul style="list-style-type: none"> <li>Saturday Restorative Practice Mentoring sessions to be facilitated by consultant focusing on “restorative justice” programs instead encourage students to reflect on their transgressions and their root causes, talk about them – usually with the victims of the behavior – and try to make amends.</li> <li>High School Mentors go to schools throughout the district-high school students mentoring elementary &amp; middle school students, pairing older students with incoming students in a school or campus environment, and out-of-school-time</li> </ul> | \$125,000.00 | No           |

| Action # | Title                           | Description  | Total Funds  | Contributing |
|----------|---------------------------------|--|--------------|--------------|
|          |                                 | programs in which older youth lead their near-peers in recreational and developmental activities.  |              |              |
| 8        | Improve Your Tomorrow Mentoring | Improve Your Tomorrow, otherwise known as IYT was created in 2013 to break the school to prison pipeline by helping young men of color get to and through college. Currently IYT mentors students at RCHS, Yolo, and RB. IYT's intentional integration of practices, content, intervention, and support services promote the mental, emotional, and spiritual well-being of young men of color. With weekly virtual hangouts, we've created safe spaces for students to gather and benefit from the social aspects they'd be getting from in-person schooling.   | \$110,000.00 | No           |
| 9        | Equity Training                 | Provide training on Equity to WUSD staff. This training would guide the staff in developing an Equity Statement.   | \$275,000.00 | Yes          |
| 12       | Home to School Transportation   | WUSD strongly believes in our responsibility to encourage and facilitate sage and equitable engagement and participation in our educational programs, field trips, athletics and extracurricular activities for all district students. In order to encourage participation and attendance and commit to the funding necessary to do so; the district is committed to providing more than the legally mandated transportation for our students and families. WUSD will accomplish this through maintaining a transportation department and provide transportation to and from school daily to all geographic regions of the district along various transportation corridors with particular attention to the single district-wide comprehensive high school (RCHS). | \$926,075.00 | Yes          |
| 13       | Playworks                       | Support site with continuing to partner with Playworks to help create a safe environment during unstructured times.  | \$15,000.00  | No           |

# Goal Analysis [2021-22]

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

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

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      | <p>Goal 3: Parent and Community Engagement</p> <p>Washington Unified School District will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning.</p> |

An explanation of why the LEA has developed this goal.

Goal 3 was developed in recognition that WUSD is a community supported by one another. The Mission statement clearly states the district is characterized by a community promoting family involvement, strong partnerships, and school pride. WUSD is committed to working with parents and community in authentic ways to support student learning.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Parent participation in programs for individuals with exceptional needs | 12 District Wide Parent Universities were offered during the 2020-2021: social-emotional, instructional technology, student diagnostic information |                |                |                | <p>Increase District Wide Parent Universities to a minimum of 16 for the 2023-2024 school year: i.e</p> <ul style="list-style-type: none"> <li>• Social Emotional</li> <li>• Instructional technology</li> <li>• Student diagnostic information</li> <li>• meeting the needs of students with</li> </ul> |

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|---|----------------|----------------|----------------|--|
|   |   |                |                |                | exceptional needs  |
| Active Parent Volunteers  | 45 total processed for 2020-21 school year.   |                |                |                | Participation rates for parent volunteers will increase by 5%  |
| Healthy Kids Survey   | Baseline for parent participation will be established during the 2021-22 school year.   |                |                |                | Parent participation will exceed 70%   |
| DELAC (District English Learner Advisory Committee) Participation | Baseline data for 2020-21: Average attendance at bi-monthly DELAC Meetings was 32 participants (including district & site administrators, Home School Liaisons, and parents). |                |                |                | DELAC Participation rates will have increased by 5% each year, reaching 50 participants by the end of the 2022-2023 school year. |

## Actions

| Action # | Title                                      | Description   | Total Funds    | Contributing |
|----------|--|---|----------------|--------------|
| 1        | Personnel Support-Administrators & support | Provide additional administrative, support to high needs school sites impacted by poverty and social emotional needs.<br><br>Site Admin & support | \$2,363,556.00 | No           |
| 2        | Personnel Support - Counselors             | Provide counseling support to students. Counselors provide academic and social emotional support.   | \$546,916.00   | Yes          |



| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
|          |   |   |              |              |
| <b>3</b> | Personnel Support - Youth Outreach Specialist                     | <p>The district will fund 8 Youth Outreach Specialists.</p> <p>1 of the 8 will be dedicated to Foster Youth and Homeless throughout the district.</p> <p>(Additional outreach will be funded from ESSER funds to support learning loss 2.0 FTE)</p> | \$986,089.00 | Yes          |
| <b>4</b> | District Wide CABA Project 2 Inspire for Spanish-speaking parents | Offer two 12-week sessions  | \$16,000.00  | No           |
| <b>5</b> | Home School Liaisons and Parent Participants to attend CABA       | Home School Liaisons will work with parents to select sessions on primary language literacy, the road to college, and being an active participant in your child's education   | \$5,000.00   | No           |
| <b>6</b> | Parent Education Opportunities                                    | District wide parent/guardian education programs to enhance parent/school engagement. Such as Positive Discipline or Love & Logic.  | \$32,000.00  | No           |
| <b>7</b> | Motivational Program for Students                                 | District wide motivational speaker who focuses on motivation and fitness for TK-8 students. This program includes a family engagement program.  | \$25,612.00  | No           |

| Action # | Title                                  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
| 8        | Personnel Support-Social Worker        | Provide education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs.<br><br>Social Workers                                  | \$618,620.00 | Yes          |
| 9        | Personnel Support-Home School Liaisons | Provide additional administrative, education specialist and emotional health support to high needs school sites impacted by poverty and social emotional needs.<br><br>Home School Liaisons | \$317,814.00 | Yes          |
| 10       | Fingerprinting                         | Cost of fingerprinting for low income families  | \$30,000.00  | Yes          |

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 19.47%                                     | 12,719,077   |

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

### Required Descriptions

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

The subgroup demographics below identify the numbers of students identified as Foster Youth (and homeless), English Learners and Low Income.

WUSD currently has 146 students identified as homeless youth and 58 identified as foster youth.

| School                    | Homeless | Foster Youth |
|---------------------------|----------|--------------|
| Bridgeway Island          | 48       | 4            |
| Elkhorn                   | 6        | 3            |
| Riverbank                 | 5        | 4            |
| Stonegate                 | 30       | 1            |
| Southport                 | 4        | 9            |
| Westfield                 | 26       | 5            |
| Westmore Oaks             | 16       | 5            |
| River City High School    | 10       | 23           |
| Washington Middle College | 0        | 0            |
| Yolo                      | 1        | 4            |
| Total                     | 146      | 58           |

Washington Unified School district has 1,226 students who are identified as English Learners (EL) This includes:

| School                    | EO    | IFEP | RFEP  | EL    |
|---------------------------|-------|------|-------|-------|
| Bridgeway Island          | 761   | 54   | 130   | 118   |
| Elkhorn                   | 232   | 33   | 105   | 201   |
| Riverbank                 | 330   | 26   | 105   | 243   |
| Stonegate                 | 668   | 26   | 83    | 83    |
| Southport                 | 594   | 30   | 60    | 79    |
| Westfield                 | 168   | 17   | 41    | 266   |
| Westmore Oaks             | 366   | 23   | 47    | 149   |
| River City High School    | 1,261 | 80   | 746   | 153   |
| Washington Middle College | 77    | 7    | 75    | 8     |
| Yolo                      | 41    | 0    | 7     | 3     |
| Total                     | 4,498 | 296  | 1,399 | 1,303 |

Number of languages spoken - 130

WUSD currently has 4552 students who qualify for free meals and 763 who qualify for reduced meals.

| School                       | Fee  | Reduced |
|------------------------------|------|---------|
| Bridgeway Island             | 372  | 83      |
| Elkhorn Village              | 412  | 62      |
| Riverbank                    | 573  | 82      |
| Stonegate                    | 319  | 75      |
| Southport                    | 333  | 92      |
| Westfield                    | 403  | 50      |
| Westmore Oaks                | 449  | 58      |
| River City High School       | 1527 | 238     |
| Washington Middle College HS | 102  | 19      |
| Yolo                         | 62   | 4       |
| Total                        | 4552 | 763     |

The following actions related to goal 1 are being provided to an entire school, or across the entire school district. The needs of foster youth, English learners, and low-income students were considered first, and these actions are effective in meeting the goals for these students.

#### Goal 1: College and Career Ready

##### Multi-Tiered Systems of Support: Academic

Washington Unified School District will provide equitable access to educational opportunities for all students by supporting high quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.

##### Professional Development (1.1)

- In reviewing the data regarding Professional Learning there were several areas of need in addition to supporting our identified subgroups. These areas include: standards based grading, instructional technology PL, and Equity. This PL will support the identified subgroups and all students.
- After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This has an impact on graduation eligibility, A-G eligibility, and student reported need for additional support during the student forums. In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into grading and research based interventions.

The district believes this will be effective because the data indicates performance gaps related to student progress and result in increased knowledge of the WUSD staff in identified areas of need. Several of the professional development offerings will focus on the needs of the identified subgroups of students: low-income, EL and foster youth. Staff has indicated through surveys that there is a need for additional professional learning including support with meeting the social emotional needs of students. The professional development will also result in a common vocabulary and understanding of research based educational practices.

#### Instructional Coaches (1.8)

- In reviewing the CAASPP proficiency across the district students scored 16 points below standard in ELA and 52.2 points below standard in math. Instructional coaches support across the LEA with data based needs. Support for Sites will be determined by the specific needs of their site data.

The district believes this will be effective based on research. Providing students access to a high-quality education begins first and foremost with an effective teacher in every classroom. To move closer toward ensuring all classrooms have a quality educator, state and federal governments have invested in professional development (PD) programs, typically including workshops and presentations given to teachers to further their skills and content knowledge. (Quintero, D. 2019. Instructional coaching holds promise as a method to improve teachers' impact.) The district believes instructional coaches will result in personalize professional development at school sites that supports staff in meeting the needs of their students.

#### Strategic Summer Programs (1.11)

- Keystone species units that are highly engaging have been developed for the EL summer program. Students look forward to the summer EL program. The format of the summer program provides additional PD for staff.
- Credit recovery is necessary to meet the HS graduation metric

The district believes this will be effective because feedback from previous summer programs has been positive. Summer programs are an effective way to address pupil learning loss and result in bridging the academic gap and creating additional learning loss from summer.

#### AVID Identified Schools (1.12)

- An examination of data including high school and college GPA shows that foster youth, English learners, and low-income students perform better academically in their college courses than they do in their high school courses. The AVID focus on techniques for success in college that are implemented across the school are having a positive impact.

The district believes this will be effective because this LEA/School wide action will be effective because Advancement Via Individual Determination (AVID) is an in-school academic support program for grades seven through twelve. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle--B, C, and even D students--who have the desire to go to college and the willingness to work hard. There is a direct coloration with AVID and the connection to college. This action will result in an increase the number of students who graduate from high school and attend college.

#### Peer Tutoring (1.18)

- Based on the student reported need during the student forums a need for connecting with other students was identified. Unduplicated students will be encouraged to participate as peer mentors for the tutoring of other students.

The district believes this will be effective because students have requested this support from peers during the student focus groups. The intended result of this action is students reporting feeling more connected to school and peers as well as increased attendance, thus reducing chronic absenteeism.

#### Site supports for targeted students (1.24)

- Each school site in the district uses a variety of data sources to determine site specific needs. The school sites outline their site needs in their SPSAs. The SPSAs include data and a plan for how they will address the needs of identified subgroups of students including low-income, EL, and foster youth. All expenditures are reviewed and approved for the site School Site Councils.

The district believes this will be effective because it allows sites to use site specific data to meet the site goals which are aligned to the LCAP. This will result in meeting the LCAP goals.

The following actions related to goal 2 are being provided to an entire school, or across the entire school district. The needs of foster youth, English learners, and low-income students were considered first, and these actions are effective in meeting the goals for these students.

#### Goal 2: Culture and Climate

##### Multi-Tiered Systems of Support: Social-Emotional

Washington Unified School District will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.

#### Equitable Access (2.4)

##### Equity Training (2.9)

-In reviewing CAASPP data as well as feedback from stakeholders there is a need to address equitable access for all students.

Representation across CTE pathways, GATE and additional programs should match the district enrollment.

-Equity training has been a focus of WUSD for several years. WUSD is committed to continuing the work. The Equity training will be LEA wide and include administrators, certificated, and classified staff. The board priorities highlight the commitment to equity.

The district believes these actions will be effective because the quality of education that students receive directly correlates to their quality of

life years down the road (OECD Observer Staff. Ten Steps to Equity in Education. Organization for Economic Co-operation and Development, January 2008, pp. 1-8) . Equity in schools is the answer to supporting every student, not just those from disadvantaged backgrounds. When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves (Scholastic Team. Barriers to Equity in Education | Teachers and Principals School Report. Retrieved from [scholastic.com: http://www.scholastic.com/teacherprincipalreport/barriers-to-equity.htm](http://www.scholastic.com/teacherprincipalreport/barriers-to-equity.htm)). The intended outcome is to develop an equity statement, build knowledge of staff, and have better informed equity practices.

#### Home to School Transportation (2.12)

-River City High School is the only comprehensive high school in WUSD. Transportation is required to ensure students have a safe route to and from school.

The district believes this will be effective because there is 1 comprehensive high school in the district. This requires those who live far from the high school to need transportation. This directly supports efforts to reduce chronic absenteeism.

The following actions related to goal 3 are being provided to an entire school, or across the entire school district. The needs of foster youth, English learners, and low-income students were considered first, and these actions are effective in meeting the goals for these students.

#### Goal 3: Parent and Community Engagement

Washington Unified School District will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication, developing additional avenues for involvement and feedback to support student learning.

#### Counselors (3.2)

#### Youth Outreach Specialist (3.3)

#### Social Workers (3.8)

#### Home School Liaisons (3.9)

- The personnel support for Goal 3 are to support LEA and School wide. In reviewing . The home school liaisons focus on engagement. In reviewing the Dashboard there are additional subgroups that require support. In reviewing the chronic absenteeism rate for All Students was 10.5% and in the orange level. Subgroup in red: foster youth. Subgroups in orange: students with disabilities, Hispanic, pacific islander, socioeconomically disadvantage. A dedicated outreach liaison has been dedicated to supporting foster youth and homeless.
- A review of ELPAC and PAC feedback indicates a gap in supporting unduplicated students and parents of other student groups, this is particularly true of parents who speak a language other than English. These personnel actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for parent and community engagement.

The district believes this will be effective because the support personnel provide targeted support to students. While each position has a specific role, they all support students social emotional and academic needs. It is necessary to provide this support across the LEA and/or school site as the needs for the students through the MTSS referral process shows support is needed for students not identified as low income, EL or foster youth. This action and services will result in increased attendance, access to academic options, social emotional support and increased family and community engagement.



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

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 19.47%. The LCAP developed by Washington Unified recognizes the needs of English Learners, foster youth and students eligible for free and reduced lunch (unduplicated students) comprising over 68% of our student population.

In order to meet the specific needs of the identified subgroups, WUSD provides increased or improved services for foster youth, English Learners, and low-income students in the following ways:

West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas. Ongoing costs of existing support staff providing services principally directed toward low-income, foster and English Learner students are included. Based on input from sites personnel, and the risks associated with foster care, the district funds a full time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources. for the coming year, this position will solely focus on foster youth and homeless. Previously Youth Outreach Specialist and one social worker were grant funded. The LCAP increases these positions to base positions. With the use of additional grant (AB 86 funds) additional Youth Outreach Specialist and Social workers will be added. These services are principally directed at serving the needs of Low-income, Foster Youth, and English Learners, they are available to all students who could benefit from the services. Outreach efforts are principally directed at providing district-wide and school-wide services to unduplicated students.

Sites are using a variety of methods to meet the needs of their students, specifically for foster youth, English learners, and low income students. All teachers have the flexibility built in their instructional day to provide additional intervention support to students. Additional funds have been allocated to sites to support site based interventions based on needs. These interventions are outlined in the school Single Plan for Student Achievements (SPSA) which are aligned to the district goals.

Primary language support is provided to families for written communication and during meetings. WUSD recognizes the importance of communicating with families in their primary language. Our home school liaisons speak a variety of languages and routinely reach out to families.

EL summer school is provided to students for 19 days over the summer. Lessons are designed to be highly engaging and built around a keystone species. The EL summer program runs concurrently with the Extended Year Program.

Support with EL reclassification, and EL Program Specialist, and English Learner support materials are also increased services for EL students. These actions are targeted toward EL students however support multiple schools.

Using research based strategies and taking into consideration the expenditures incurred therein, we both qualitatively and quantitatively meet the increased or improved service percentage of 19.47%.

## Total Expenditures Table

| LCFF Funds      | Other State Funds | Local Funds | Federal Funds  | Total Funds     |
|-----------------|-------------------|-------------|----------------|-----------------|
| \$10,656,220.00 | \$811,533.02      |             | \$2,753,673.95 | \$14,221,426.97 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$7,694,176.97  | \$6,527,250.00      |

| Goal | Action # | Student Group(s)               | Title   | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|--------------------------------|---|--------------|-------------------|-------------|---------------|----------------|
| 1    | 1        | English Learners<br>Low Income | Professional Development  | \$600,000.00 |                   |             | \$500,000.00  | \$1,100,000.00 |
| 1    | 2        | All                            | Intervention Support  |              |                   |             | \$300,000.00  | \$300,000.00   |
| 1    | 3        | All                            | Standards Based Grading   | \$70,000.00  |                   |             | \$50,000.00   | \$120,000.00   |
| 1    | 4        | All                            | ICLE/Standards Aligned Learning                                 | \$300,000.00 |                   |             |               | \$300,000.00   |
| 1    | 5        | English Learners               | EL Reclassification Rates                                       | \$30,000.00  | \$110,000.00      |             | \$20,000.00   | \$160,000.00   |
| 1    | 6        | All                            | Instructional Technology Leaders                                | \$50,000.00  |                   |             |               | \$50,000.00    |
| 1    | 7        | All                            | Intervention Teachers   |              |                   |             | \$832,250.00  | \$832,250.00   |
| 1    | 8        | English Learners<br>Low Income | Instructional Coaches   | \$179,530.00 |                   |             | \$363,590.00  | \$543,120.00   |
| 1    | 9        | All                            | Supplemental Applications                                       | \$300,000.00 |                   |             | \$100,000.00  | \$400,000.00   |
| 1    | 10       | All                            | Building Foundations For Success                                | \$44,000.00  |                   |             |               | \$44,000.00    |
| 1    | 11       | English Learners<br>Low Income | Strategic Summer Programs                                       | \$415,990.00 |                   |             | \$220,000.00  | \$635,990.00   |
| 1    | 12       | Low Income                     | AVID Identified Schools   | \$40,000.00  |                   |             |               | \$40,000.00    |
| 1    | 13       | Students with<br>Disabilities  | Co-Teach Model  | \$132,000.00 |                   |             |               | \$132,000.00   |
| 1    | 14       | All                            | Advanced Placement Participation<br>Increase                    | \$60,000.00  |                   |             |               | \$60,000.00    |
| 1    | 15       | All                            | Universal Academic Screener (I-<br>Ready)                       |              | \$135,725.00      |             |               | \$135,725.00   |
| 1    | 16       | All                            | Northern California Construction<br>Training (NCCT) Partnership | \$65,000.00  | \$112,981.02      |             | \$21,833.95   | \$199,814.97   |
| 1    | 17       | English Learners               | EL Program Specialist   | \$82,257.00  |                   |             |               | \$82,257.00    |

| Goal | Action # | Student Group(s)                               | Title  | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1    | 18       | Low Income                                     | Peer Tutoring                                    | \$5,000.00     |                   |             |               | \$5,000.00     |
| 1    | 19       | All  | VAPA Task Force                                  | \$7,000.00     |                   |             |               | \$7,000.00     |
| 1    | 20       | Students with Disabilities                     | Special Education Task Force                     | \$7,000.00     |                   |             |               | \$7,000.00     |
| 1    | 21       | Students with Disabilities                     | Professional Development Special Education       | \$20,000.00    |                   |             |               | \$20,000.00    |
| 1    | 22       | English Learners                               | English Learner Supplemental Support Material    | \$52,000.00    |                   |             |               | \$52,000.00    |
| 1    | 23       | All  | Standards Aligned Curriculum                     | \$562,900.00   |                   |             |               | \$562,900.00   |
| 1    | 24       | English Learners<br>Foster Youth<br>Low Income | Site supports for targeted students              | \$332,588.00   |                   |             |               | \$332,588.00   |
| 1    | 25       | English Learners                               | ELD, ELA and Math Support at River City and Yolo | \$600,000.00   |                   |             |               | \$600,000.00   |
| 2    | 1        | All  | Sly Park Student Participation                   | \$140,000.00   |                   |             |               | \$140,000.00   |
| 2    | 2        | All<br>Students with Disabilities              | Professional Development                         | \$150,000.00   |                   |             |               | \$150,000.00   |
| 2    | 3        | All  | Academic Enrichment                              | \$110,000.00   |                   |             | \$120,000.00  | \$230,000.00   |
| 2    | 4        | English Learners<br>Foster Youth<br>Low Income | Equitable Access                                 | \$15,000.00    |                   |             |               | \$15,000.00    |
| 2    | 5        | Native American Students                       | Indian Education                                 |                |                   |             | \$15,000.00   | \$15,000.00    |
| 2    | 6        | All  | Recruit & Retain Highly Qualified Staff          | \$400,100.00   | \$157,000.00      |             |               | \$557,100.00   |
| 2    | 7        | All  | Restorative Practice                             | \$125,000.00   |                   |             |               | \$125,000.00   |
| 2    | 8        | All  | Improve Your Tomorrow Mentoring                  |                |                   |             | \$110,000.00  | \$110,000.00   |
| 2    | 9        | English Learners<br>Foster Youth<br>Low Income | Equity Training                                  | \$200,000.00   |                   |             | \$75,000.00   | \$275,000.00   |
| 2    | 12       | Low Income                                     | Home to School Transportation                    | \$926,075.00   |                   |             |               | \$926,075.00   |
| 2    | 13       | All  | Playworks  | \$15,000.00    |                   |             |               | \$15,000.00    |
| 3    | 1        | All  | Personnel Support-Administrators & support       | \$2,363,556.00 |                   |             |               | \$2,363,556.00 |

| Goal | Action # | Student Group(s)                               | Title   | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 3    | 2        | English Learners<br>Foster Youth<br>Low Income | Personnel Support -Counselors   | \$546,916.00 |                   |             |               | \$546,916.00 |
| 3    | 3        | Foster Youth<br>Low Income                     | Personnel Support - Youth<br>Outreach Specialist                        | \$690,262.00 | \$295,827.00      |             |               | \$986,089.00 |
| 3    | 4        | English Learners                               | District Wide CAFE Project 2<br>Inspire for Spanish-speaking<br>parents |              |                   |             | \$16,000.00   | \$16,000.00  |
| 3    | 5        | English Learners                               | Home School Liaisons and Parent<br>Participants to attend CAFE          |              |                   |             | \$5,000.00    | \$5,000.00   |
| 3    | 6        | All  | Parent Education Opportunities  | \$32,000.00  |                   |             |               | \$32,000.00  |
| 3    | 7        | All  | Motivational Program for Students                                       | \$20,612.00  |                   |             | \$5,000.00    | \$25,612.00  |
| 3    | 8        | Low Income                                     | Personnel Support-Social Worker   | \$618,620.00 |                   |             |               | \$618,620.00 |
| 3    | 9        | English Learners                               | Personnel Support-Home School<br>Liaisons                               | \$317,814.00 |                   |             |               | \$317,814.00 |
| 3    | 10       | Low Income                                     | Fingerprinting  | \$30,000.00  |                   |             |               | \$30,000.00  |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds    |
|--------------------------|------------------|----------------|
| <b>Total:</b>            | \$5,682,052.00   | \$7,266,469.00 |
| <b>LEA-wide Total:</b>   | \$2,857,686.00   | \$3,948,513.00 |
| <b>Limited Total:</b>    | \$794,257.00     | \$924,257.00   |
| <b>Schoolwide Total:</b> | \$2,030,109.00   | \$2,393,699.00 |

| Goal | Action # | Action Title                                  | Scope                                    | Unduplicated Student Group(s)                  | Location                         | LCFF Funds   | Total Funds    |
|------|----------|---|--|--|----------------------------------|--------------|----------------|
| 1    | 1        | Professional Development                      | LEA-wide                                 | English Learners<br>Low Income                 | All Schools                      | \$600,000.00 | \$1,100,000.00 |
| 1    | 5        | EL Reclassification Rates                     | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                      | \$30,000.00  | \$160,000.00   |
| 1    | 8        | Instructional Coaches                         | Schoolwide                               | English Learners<br>Low Income                 | All Schools                      | \$179,530.00 | \$543,120.00   |
| 1    | 11       | Strategic Summer Programs                     | LEA-wide                                 | English Learners<br>Low Income                 | All Schools                      | \$415,990.00 | \$635,990.00   |
| 1    | 12       | AVID Identified Schools                       | Schoolwide                               | Low Income                                     | All Schools                      | \$40,000.00  | \$40,000.00    |
| 1    | 17       | EL Program Specialist                         | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                      | \$82,257.00  | \$82,257.00    |
| 1    | 18       | Peer Tutoring                                 | Schoolwide                               | Low Income                                     | Specific Schools:<br>High School | \$5,000.00   | \$5,000.00     |
| 1    | 22       | English Learner Supplemental Support Material | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                      | \$52,000.00  | \$52,000.00    |
| 1    | 24       | Site supports for targeted students           | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | All Schools                      | \$332,588.00 | \$332,588.00   |

| Goal | Action # | Action Title                                     | Scope                                    | Unduplicated Student Group(s)                  | Location                                 | LCFF Funds   | Total Funds  |
|------|----------|--|--|--|--|--------------|--------------|
| 1    | 25       | ELD, ELA and Math Support at River City and Yolo | Limited to Unduplicated Student Group(s) | English Learners                               | Specific Schools: River City & Yolo      | \$600,000.00 | \$600,000.00 |
| 2    | 4        | Equitable Access                                 | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                              | \$15,000.00  | \$15,000.00  |
| 2    | 9        | Equity Training                                  | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                              | \$200,000.00 | \$275,000.00 |
| 2    | 12       | Home to School Transportation                    | Schoolwide                               | Low Income                                     | Specific Schools: River City High School | \$926,075.00 | \$926,075.00 |
| 3    | 2        | Personnel Support - Counselors                   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools: River City High School | \$546,916.00 | \$546,916.00 |
| 3    | 3        | Personnel Support - Youth Outreach Specialist    | LEA-wide                                 | Foster Youth<br>Low Income                     | All Schools                              | \$690,262.00 | \$986,089.00 |
| 3    | 8        | Personnel Support-Social Worker                  | LEA-wide                                 | Low Income                                     | All Schools                              | \$618,620.00 | \$618,620.00 |
| 3    | 9        | Personnel Support-Home School Liaisons           | LEA-wide                                 | English Learners                               | All Schools                              | \$317,814.00 | \$317,814.00 |
| 3    | 10       | Fingerprinting                                   | Limited to Unduplicated Student Group(s) | Low Income                                     | All Schools                              | \$30,000.00  | \$30,000.00  |

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

**Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

| Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for Year 3 (2023-24)  |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2021–22</b> . | Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2021–22</b> . |

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year



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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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