

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Washington Unified School District
CDS Code:	57726940135939
LEA Contact Information:	Name: Sean J. O'Neil Position: Principal Email: soneil@wusd.k12.ca.us Phone: 916-375-7901
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,999,681
LCFF Supplemental & Concentration Grants	\$330,219
All Other State Funds	\$100,492
All Local Funds	\$2,000
All federal funds	\$0
Total Projected Revenue	\$2,102,173

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,418,011
Total Budgeted Expenditures in the LCAP	\$196,490
Total Budgeted Expenditures for High Needs Students in the LCAP	\$31,250
Expenditures not in the LCAP	\$1,221,521

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$6,990.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$9,617.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-298,969
2020-21 Difference in Budgeted and Actual Expenditures	\$2,627

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Washington Middle College High School 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>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.</p>	<p>WMCHS 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 WMCHS will receive both federal and state funds to support high needs students.</p>
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LCFF Budget Overview for Parents

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CDS Code: 57726940135939

School Year: 2021-22

LEA contact information:

Sean J. O'Neil

Principal

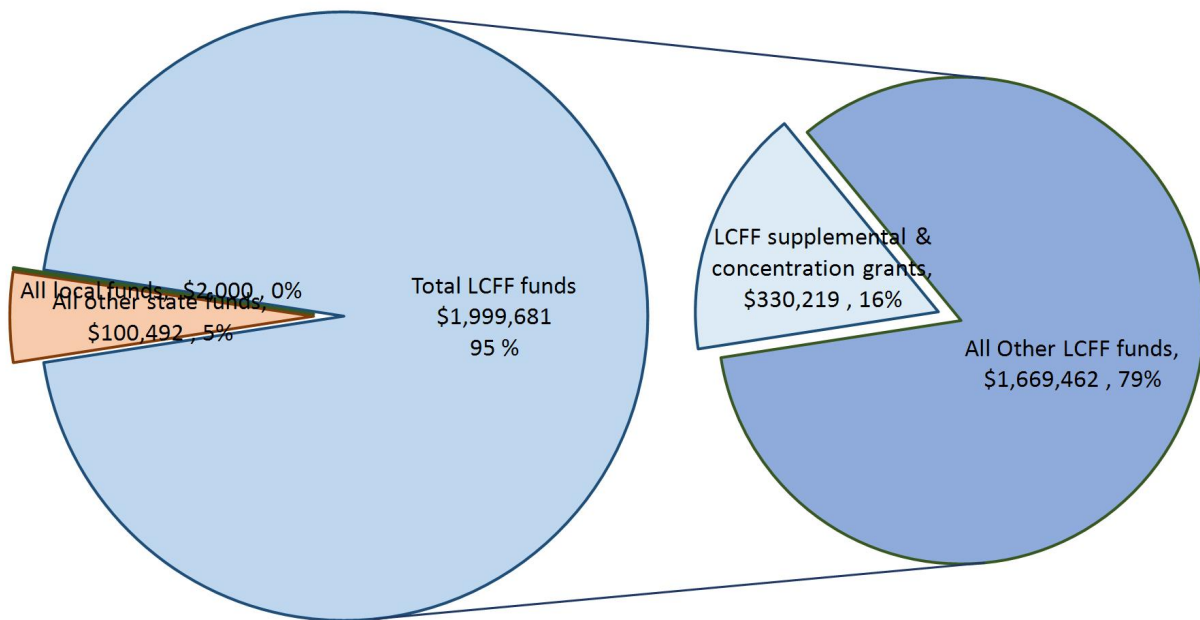
soneil@wusd.k12.ca.us

916-375-7901

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



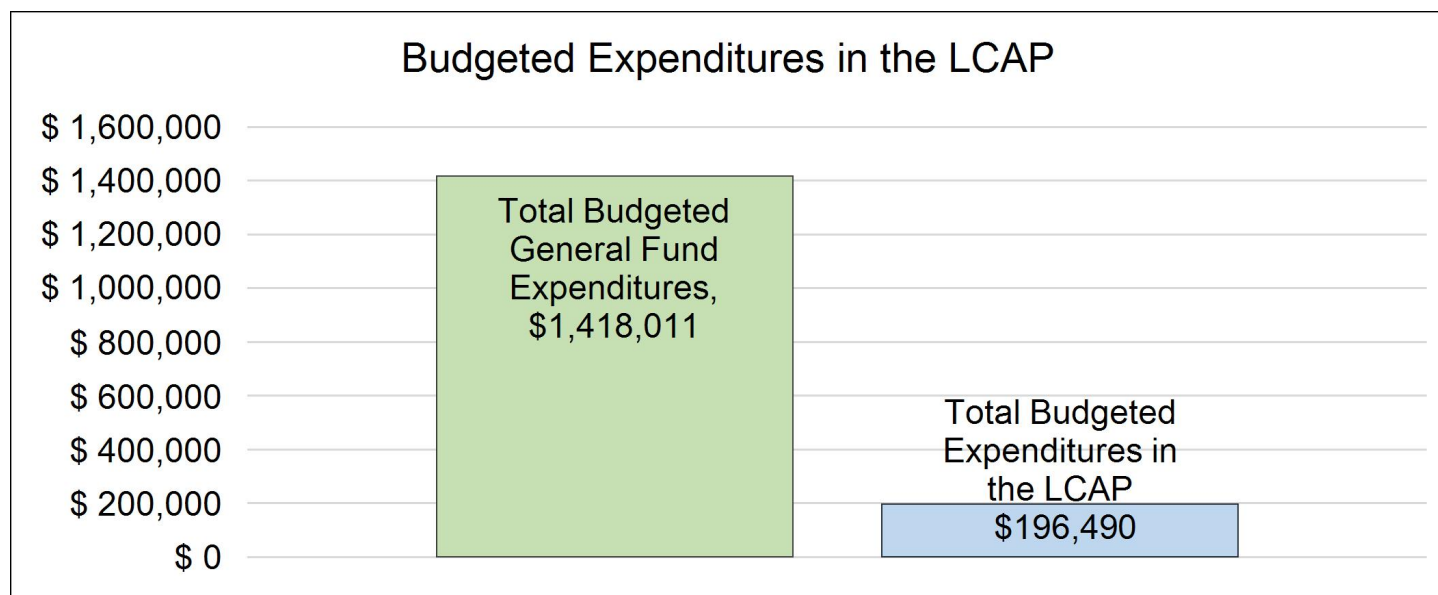
This chart shows the total general purpose revenue Washington Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Washington Unified School District is \$2,102,173, of which \$1,999,681 is Local Control Funding Formula (LCFF), \$100,492 is other state funds, \$2,000 is local funds, and \$0 is

federal funds. Of the \$1,999,681 in LCFF Funds, \$330,219 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 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 plans to spend \$1,418,011 for the 2021-22 school year. Of that amount, \$196,490 is tied to actions/services in the LCAP and \$1,221,521 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Washington Middle College High School 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.

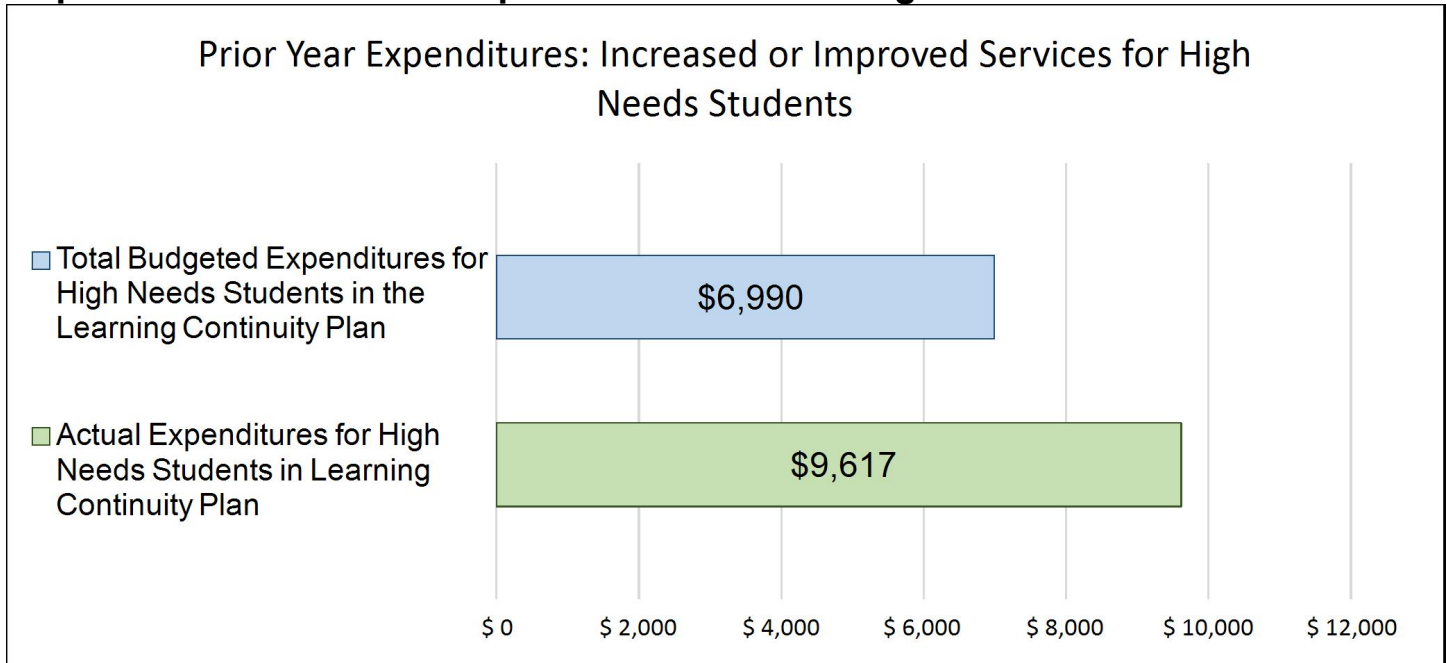
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Washington Unified School District is projecting it will receive \$330,219 based on the enrollment of foster youth, English learner, and low-income students. Washington Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Washington Unified School District plans to spend \$31,250 towards meeting this requirement, as described in the LCAP.

WMCHS 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 WMCHS will receive both federal and state funds to support high needs students.

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 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 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's Learning Continuity Plan budgeted \$6,990.00 for planned actions to increase or improve services for high needs students. Washington Unified School District actually spent \$9,617.00 for actions to increase or improve services for high needs students in 2020-21.



Washington
Middle College
High School

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	Sean J. O'Neil Principal	soneil@wusd.k12.ca.us 916-375-7901

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

WMCHS will improve student achievement through increased instructional rigor and integrated college enrollment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased average number of college credits earned per year 19-20 9th: 6 10th: 10 11th: 20 12th: 20 Baseline 9th: 0 10th: 5 11th: 9 12th: 11	During the 19-20 school year the average number of college credits earned per grade level were as follows: 9th: 6.3 10th: 10.2 11th: 12.1 12th: 11.8
Metric/Indicator Graduation Rate 19-20 98% Baseline 92.3%	During the 19-20 school year the graduation rate was 100%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Become an AVID Demonstration School	1000--5999 LCFF Supplemental and Concentration \$8,213.33	1000--5999 LCFF Supplemental and Concentration \$2,189.04

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create, evaluate, and adjust 5-7 AA/AS paths for students	1000--5999 LCFF Supplemental and Concentration \$1173.23	1000--5999 \$0
* Evaluate effectiveness of implemented curriculum, programs, & methods * Continued Professional Learning	1000--5999 Educator Effectiveness Grant \$2000	1000--5999 \$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.

Become an AVID Demonstration School - While this goal was not achieved, the funds were used for the AVID program needs in instructional, training, and planning areas. The difference in funds was due to COVID and limited after school hours and trainings being offered. The structure of WMCHS allows for training during the school day and additional funds not needed.

Create, evaluate, and adjust 5-7 AA/AS paths for students - funds not required for this action.

- * Evaluate effectiveness of implemented curriculum, programs, & methods
- * Continued Professional Learning
 - This grant ended in 17/18 and was an action from previous LCAP.

The funds listed in this LCAP were based on the 2017 LCAP and did not reflect current budgeted funds.

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

WMCHS continues to pursue the goal of becoming an AVID demonstration school. Fidelity to the AVID curriculum, continued professional development for both AVID teachers and subject-area teachers, and resource allocation to college visits and supporting programs will move us towards this goal. Staffing changes continue to create challenges on this goal.

In partnership with Sacramento City College, the SCC Pledge was created, listing two pathways to Associate Degrees via dual enrollment: an Associate Degree in Interdisciplinary Studies in either Social & Behavioral Sciences OR Math & Science. Enrollment is flexible for students who are interested in areas outside these subjects, and counseling staff is trained to support these students. There has been recurring leadership turnover at the Dean level and progress on this action has slowed: the addition of more pathways is a longer way down the road.

WMCHS continues its book study program in connection to our charter's goals. Through the first half of the 2019-20 school year, staff read and studied "Blended" (Horn & Staker), implementing blended learning strategies in the classroom and curricular program. This coincidental focus on innovative instructional models set teachers up to move almost seamlessly to pandemic-induced distance learning on March 16th, 2020 without missing a day of school.

Goal 2

WMCHS will foster relationships with all stakeholders including parents/guardians, students, Sacramento City College, staff and community members in support of student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Improved Attendance /Reduced Tardies 19-20 98% Baseline 94.45%	The overall attendance rate for WMCHS was 97.2%.
Metric/Indicator Increased number of students maintaining C or better 19-20 95% Baseline 70%	85% of WMCHS students had a cumulative GPA of 2.0 or higher at the end of the Fall 2019 semester.
Metric/Indicator Increased Enrollment 19-20 160 Baseline 28	Total enrollment for 2019-20 was 107.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to meet and support Advisory Committee	1000--5999 LCFF Supplemental and Concentration \$175.73	\$0
Monitor effectiveness of implemented processes and adjust as necessary.	1000--5999 LCFF Supplemental and Concentration \$1173.23	\$0
Monitor marketing plan and adjust as necessary.	1000--5999 LCFF Supplemental and Concentration \$1173.23	\$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.

Continue to meet and support Advisory Committee: This action did not need funding; these funds were used for attendance incentives.

Monitor effectiveness of implemented processes and adjust as necessary. -Funds not expended.

Monitor marketing plan and adjust as necessary. -Funds not expended.

Additional tracking of expenditures is need to ensure expenses are coded to WMCHS supplemental concentration funds.

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

As a result of the COVID-19 pandemic, students were given Credit/No Credit grades for the Spring 2020 semester, making it difficult to accurately calculate cumulative GPA data for Spring of 2021.

Actions listed are vague, so implementation analysis was difficult. WMCHS plans to work with WUSD to clarify future LCAP Actions/Services.

Attendance rates actually improved from Spring 2020 to Fall of 2020. Personalized intervention and contact had the most impact.

Enrollment increased from 107 for 2019-20 to 164 for the 2020-21 school year.

Goal 3

WMCHS students will attend a school that is safe, secure, healthy, nurturing, and supportive to ensure each student's full engagement and success in high school, college, careers, and life.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased Attendance 19-20 98% Baseline 94.45%	The overall attendance rate for WMCHS was 97.2%.
Metric/Indicator Increased Enrollment 19-20 160 Baseline 28	Enrollment increased from 107 for 2019-20 to 164 for the 2020-21 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Refine Seminar offering based on student feedback and achievement.	1000--5999 LCFF Supplemental and Concentration \$364.58	\$0
Refine Creation & Innovation Lab based on student feedback and achievement.	1000--5999 LCFF Supplemental and Concentration \$6694.01	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Adjust procedures and environment based on assessed effectiveness from previous years.	1000--5999 LCFF Supplemental and Concentration \$54141.48	\$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.

Refine Seminar offering based on student feedback and achievement. - Funds should be used.

Refine Creation & Innovation Lab based on student feedback and achievement. - Funds were used to implement this action.

Adjust procedures and environment based on assessed effectiveness from previous years. - Any funds not used were used for extra hours for our counselor to support student academic and social/emotional growth.

Additional tracking of expenditures is need to ensure expenses are coded to WMCHS supplemental concentration funds.

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

During most of the 2019-20 school year, Seminar was part of AVID with regards to scheduling, but we adhered to the charter's description of the content of the course. With the transition to distance learning in March 2020 we were actually able to structure Seminar more closely to its design per the charter document. This led to a complete revamp and accurate structure in the Fall of 2020, with Seminar being included as its own course for the first time since the school's inception. This was one positive to come out of distance learning: that we are much closer to the charter vision of Seminar much sooner than planned.

Another area where distance learning forced WMCHS to craft a much more structured program was regarding Creation & Innovation Lab. An entrepreneurial, project-based class that was fairly unstructured through March of 2020 became organized, paced, and almost exactly as described in the charter. Our upcoming challenge will be to address the logistics of the course once students are back on campus.

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.	1,500	\$1,500	No
Acquisition of additional sanitation supplies.	4,000	\$9,617.65	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.

Additional PPE expenditures are reported in Additional Actions.

The acquisition of additional sanitation supplies was necessary to ensure students and staff had the necessary materials and supplies to ensure a safe working environment.

Analysis of In-Person Instructional Offerings

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

Successes:

- WMCHS was successful with regards to the health and safety of students and staff. Through the use of the PPE and sanitation supplies, combined with following all local, county, and state guidelines, WMCHS had zero reported cases of COVID-19 among in-person staff or students once in-person instruction resumed.

Challenges:

- None noted

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology for Students Chromebooks have been made available for all students who need a device to access distance learning at home. WMCHS is a 1:1 site. Chromebook distribution took place at all school sites.	28,424	\$36,305.09	No
Connectivity & Equity 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.	1,000	\$0	No
Programs & Resources Technology programs and resources are need to enhance and support the core curriculum through distance learning: Zoom, Canvas, Edgenuity, Pear Deck and Screencastify	7,400	\$4,000	No
Distance Learning Professional Development 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.	8,500	\$8,500	No

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.

Chromebook expenditures were higher than budgeted as the Chromebooks were more expensive and additional Chromebooks were needed.

WiFi hotspots were provided to students from WUSD funds.

District wide licenses reduced the amount needed from Charter funds to provide programs and resources.

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 Successes:

- As a result of the existing 1:1 device plan that WMCHS had implemented since its inception in 2017, the school did not miss any days of instruction in March of 2020

Continuity of Instruction Challenges:

- Staff turnover in the areas of Math and English between the 2019-20 and 2020-21 school years provided challenges in the areas of student engagement and academics in those subjects. New staff struggled to establish relationships, especially with incoming 9th graders.

Access to Devices and Connectivity Successes:

- WMCHS already had a 1:1 Chromebook program and WUSD implemented theirs during the Fall 2020 semester, ensuring available devices and technical support for all students.
- WUSD made limited numbers of hotspots available for students without reliable internet connectivity at home. Peak WMCHS usage was 4 students.
- WMCHS maintained enough extra devices to run an exchange program for ease of troubleshooting.

Access to Devices and Connectivity Challenges:

- Local internet outages disrupted instruction multiple times throughout the year.
- Home internet bandwidth and reliability was inconsistent among students.

Pupil Participation and Progress Successes:

- Through Canvas and Zoom logs, WMCHS has significant participation data to examine.
- Some teachers adopted an "attendance as a team sport" attitude, allotting classroom time for students to contact absent peers.. This helped increase attendance and improved academic achievement in those particular classes.

Pupil Participation and Progress Challenges:

- Overall, participation and progress was less than during full in-person instruction.
- Remediation of virtual students was time consuming and less effective than in person.

Distance Learning Professional Development Successes:

- WMCHS was already using a blended learning model of instruction and the Canvas LMS system, so the switch to complete virtual was not a jarring as it might have been. Teachers already had a set of skills and tools to help them be successful.
- Teachers were able to attend more and varied trainings due to the amount of virtual workshops and events offered remotely.
- The math teacher implemented standards based grading and two different intervention/recovery programs during the 2020-21 year.

Distance Learning Professional Development Challenges:

- As much as they recognized the need for their own development, teachers also felt the negative effects of being constantly virtual. There were times when the best professional development was to get them off the computers and into a book.

Staff Roles and Responsibilities Successes:

- WMCHS shifted instruction of Seminar to the Principal and Counselor while also shifting the lead of Creation & Innovation Lab to the Principal. This allowed for focused attention to those courses' structure and content while removing what could be considered a "non-academic" burden from the teachers during this crisis. The two classes are much closer to the vision of the charter and should be easier to run when teachers resume responsibility for them in the Fall of 2021.

Staff Roles and Responsibilities Challenges:

- Administration and office staff struggled to maintain consistent office coverage throughout distance learning.

Support for Pupils with Unique Needs Successes:

- Using video conferencing tools such as Zoom and Google Meet for SST, 504, and IEP meetings made scheduling easier as well as improving attendance at these meetings. WMCHS hopes to continue this practice as needed.
- WMCHS was able to supplement the part time Counselor position with emergency funds to provide individual, consistent intervention for students struggling to stay engaged. With special attention to the freshmen in their first college classes, these extra hours proved very effective: from 8 students dropping the first 8-week college class to only 1 dropping the second 8-week course.

Support for Pupils with Unique Needs Challenges:

- Often, the students with unique needs and challenges also had technical issues such as poor connectivity.
- Building relationships virtually is difficult. This was exacerbated by staff turnover in our Education Specialist position.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Academic Support Provide students with additional academic support to address learning loss including intervention support after school hours.	2,000	\$1,383.26	No
Site Funding Site funding to support site specific research based programs and resources.	6,990	\$9,617.65	Yes
Academic Support Provide additional support through FEV tutoring.	1,250	\$0	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.

There is no substantive difference for Academic Support.

The site funding for to support additional programs and resources, includes additional expenditures including blue light glasses to support learning.

The FEV tutoring experience was paid through ESSER funds and not coded back to fund 09 based on only the WMCHS students who utilized FEV tutoring.

Analysis of Pupil Learning Loss

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

Successes:

- The WMCHS Math teacher transitioned to standards based assessment and implemented two different recovery programs during the school year. 30 students moved their math grade from failing to passing within the year.
- Each subject area, including AVID is offering skill-based credit recovery this summer.

Challenges:

- English students in grades 9-11 had 5 different teachers during 2020-21.
- WMCHS has poor baseline data: while enrollment has grown significantly, there are issues with comparing data from school sizes of 107 (2019-20) and 164 (2020-21). Staff turnover as we build the school contributes to this factor as well.
- With a teaching staff of 5, staffing resources for additional intervention is difficult to do without causing burnout.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes:

- Increase of the part time counselor position using emergency funds caused a measured increase in academic success, especially in targeted areas like 9th grade college course retention rates.
- The Seminar class, new to the schedule, was implemented and structured to support student well-being per the charter.
- PBIS rewards were implemented.
- Staff attended a "virtual well-being" self-paced retreat

Challenges:

- There is no survey data from the end of the 2019-20 school year to use as a baseline

Analysis of Pupil and Family Engagement and Outreach

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

Successes:

- Better attendance at virtual Parent Coffees
- More WMCHS parent participation at WUSD-level stakeholder meetings
- Consistent participation at two regular Advisory Committee meetings
- 9th grade enrollment for Fall of 2020 was full (70)

Challenges:

- Recruitment for 2021-22 is more difficult
- Low-contact families correlate with lower performing students

Analysis of School Nutrition

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

School nutrition was provided by Washington Unified School District.

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) 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.	1,700	1,383.26	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.

No substantive differences between total budgeted funds and estimated actual expenditures.

Overall Analysis

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

The impact of extending the Counselor hours from part time to near full-time as a means to support our neediest students was the most palpable and measurable of any intervention or technique attempted during the 2020-21 school year. Supporting this position is a key point of the new LCAP.

Regular communication and connection with our college partners has also contributed to the clarity of at least two pathways to AA degrees. Continued focus on this goal will allow us to better and more individually serve our students according to our charter document.

WMCHS is in a better position now to have useful baseline data. Standards based assessment has sparked a new focus on useful data at the subject level. The school has also been growing enrollment steadily over the last four years and is just beginning to be in a position where data percentages aren't misleading because of size. The 2020-21 11th grade class will be the first class to have public achievement data included on the CA Dashboard. Due to the small school size and the recent adjustments for COVID-19, several benchmarks are from the 2019-20 school year or will be established in the upcoming months.

The 2021 LCAP continues to focus on areas of College & Career Readiness, Culture & Climate, and Parent & Community Engagement through WMCHS's multi-tiered systems of support, but with a clearer focus on equity. A clear path to improving school-specific outcomes such as AA Degree Completion Rate is beginning to emerge. Targeting support efforts through increased Counselor hours has proven successful as one action to improve student achievement and is the cornerstone of our plan to support foster youth, English learners, and low-income students.

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

The implementation of standards based assessment in Math this year will drive a similar change in the other disciplines, including AVID. With this type of grading, students, parents, and staff can be clear about the skills that students are missing and targeted interventions can be implemented accordingly. All subjects will give clear pre-assessments based on standards that are needed for success in each course. This will then inform the types of supports each student will receive. This has a significant effect on pupils with unique needs: instead of loading them with "amounts of work," support staff for these students will be able to help them meet each standard by having clear goals and tools. Each teacher at WMCHS anticipates embedding this recovery during their regular instructional time, allowing for more intensive Tier II and III supports outside of instructional hours.

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.

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.

WMCHS is in a better position now to have useful baseline data. Reflection on the Learning Continuity and Attendance Plan makes clear that standards based assessment has sparked a new focus on useful data at the subject level. The school has also been growing enrollment steadily over the last four years and is just beginning to be in a position where data percentages aren't misleading because of size. The 2020-21 11th grade class will be the first class to have public achievement data included on the CA Dashboard. Due to the small school size and the recent adjustments for COVID-19, several benchmarks are from the 2019-20 school year or will be established in the upcoming months.

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Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	75,108.82	2,189.04
	0.00	0.00
Educator Effectiveness Grant	2,000.00	0.00
LCFF Supplemental and Concentration	73,108.82	2,189.04

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	75,108.82	2,189.04
	0.00	0.00
1000--5999	75,108.82	2,189.04

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	75,108.82	2,189.04
		0.00	0.00
1000--5999		0.00	0.00
1000--5999	Educator Effectiveness Grant	2,000.00	0.00
1000--5999	LCFF Supplemental and Concentration	73,108.82	2,189.04

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	11,386.56	2,189.04
Goal 2	2,522.19	0.00
Goal 3	61,200.07	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,500.00	\$11,117.65
Distance Learning Program	\$45,324.00	\$48,805.09
Pupil Learning Loss	\$10,240.00	\$11,000.91
Additional Actions and Plan Requirements	\$1,700.00	\$1,383.26
All Expenditures in Learning Continuity and Attendance Plan	\$62,764.00	\$72,306.91

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,500.00	\$11,117.65
Distance Learning Program	\$45,324.00	\$48,805.09
Pupil Learning Loss	\$3,250.00	\$1,383.26
Additional Actions and Plan Requirements	\$1,700.00	\$1,383.26
All Expenditures in Learning Continuity and Attendance Plan	\$55,774.00	\$62,689.26

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$6,990.00	\$9,617.65
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,990.00	\$9,617.65



Washington
Middle College
High School

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	Sean J. O'Neil Principal	soneil@wusd.k12.ca.us 916-375-7901

Plan Summary [2021-22]

General Information

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

WHAT IS A MIDDLE COLLEGE HIGH SCHOOL?

A middle college high school is a high school that offers a combination of high school and college courses as its curricular program through a process called "dual enrollment." The goal of our school will be to graduate students with 30 to 60 transferable college units and/or one or more associate degrees. Embedded in the high school program will be multiple support systems to ensure students are academically and emotionally ready and able to be successful in their college courses.

OUR MISSION

WMCHS will prepare all students, especially those who are at-risk and under-served for success in college, leading to professional careers through a blended high school and college curriculum.

WMCHS achieves this mission by offering project-based learning, a blended instructional model, dual enrollment and early college experiences, and differentiated support through a nurturing, family based school culture. WMCHS is structured on the Middle College National Consortium Design Principles with possible career pathways available to all students. WMCHS career pathways will provide students high school and college courses, internships, and hands-on experiences directly aligned to each student's pathway of choice and post-secondary plans.

OUR VISION

WMCHS is a place where all students develop character while acquiring the core knowledge and skills necessary for high school academic achievement, college admission, college graduation, and ultimately success in today's 21st century and the workforce. With unwavering high expectations for all stakeholders, WMCHS will provide a high quality blend of high school and college courses to all students. These courses will be centered on a pathway of choice. Students will take core content high school courses meeting A-G requirements and community college courses that support both the attainment of an Associates Arts Degree and career focused electives.

OUR CHARTER

On February 16, 2017 during a regularly schedule Board of Education meeting, the Washington Unified School District (WUSD) Trustees approved the renewal petition and material revision of West Sacramento Early College Prep Charter School's Charter (WSECP) to be operated as Washington Middle College High School Charter School (WMCHS)—An Innovative Dependent Charter School.

What makes the school unique is its strong partnership with Sacramento City College—West Sacramento Center allowing students to be immersed in a blended program drawing on both high school and college-level curriculum.

Students in West Sacramento have limited choices within the District when a comprehensive high school setting does not work for them. By revising the education program to a middle college high school program, West Sacramento students who have different goals for their high school years will be able to earn an associate (AA) degree in a small school setting, with personalized instruction and a guided plan aimed at helping them attain 30-60+ credits of university transferable college credits upon high school graduation making them better prepared for and more likely to finish a four-year college degree.

West Sacramento Early College Prep's current Charter expired on June 30, 2017 and the approved renewal charter petition extends WSECP's operation for an additional five-year term from July 1, 2017, through June 30, 2022. As part of the renewal request, WSECP sought approval to materially revise their education program to a middle college high school program changing its name to Washington Middle College High School—an innovative dependent charter school operated entirely by WUSD serving students in grades 9-12.

DEMOGRAPHICS

WMCHS has 164 students enrolled for the 2020-21 school year. The ethnic breakdown is:

- 60.4% Hispanic or Latino
- 25.6% White
- 6.7% Asian
- 3.7% Black
- 3.2% Other

WMCHS students are 53% female, 47% male.

5% of students are classified as English Learners.

71.3% of WMCHS students receive free or reduced lunch.

Reflections: Successes

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

WMCHS has grown over the last four years from a schoolwide population of 35 to an enrollment of 164 for the 2020-21 school year, with an expected total of 224 for the 2021-22 school year. With this in mind, a discussion and review of the dashboard and local data by stakeholders raised the following conclusions:

- WMCHS mirrors WUSD's enrollment demographic percentages pretty closely.
- The percent of FEP is increasing while the percent of EL is decreasing: better reclassification processes at the middle schools.
- With 71.3% socioeconomically disadvantaged, our 1-1 Chromebook program and college textbook purchasing are crucial to supporting those students.
- Suspensions are declining, but population size skews percentage data.
- Chronic Absenteeism decreased in 2020-21

To maintain or build upon the successes noted above WMCHS will continue to meet with staff on a weekly basis to review data and discuss the needs of students. To increase the enrollment and ensure the demographics closely match the district, continued outreach to elementary schools is needed.

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.

WMCHS had a significant drop off of enrollment from the 2017-18 freshmen over time. They started with 22 enrolled and graduated 11 students in 2021. A close review of the population and student records supports the theory that this was a result of the community continuing to see WMCHS as an alternative education program rather than a middle college focused on dual enrollment. Recruitment efforts have focused on changing this message, and subsequent enrollment growth seems to indicate as much, but this will be an area to watch over time.

LCAP Highlights

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

WMCHS has been growing enrollment steadily over the last four years and is just beginning to be in a position where data percentages aren't misleading because of size. The 2020-21 11th grade class will be the first class to have public achievement data included on the CA Dashboard. Due to the small school size and the recent adjustments for COVID-19, several benchmarks are from the 2019-20 school year or will be established in the upcoming months.

The 2021 LCAP continues to focus on areas of College & Career Readiness, Culture & Climate, and Parent & Community Engagement through WMCHS's multi-tiered systems of support, but with a clearer focus on equity. A clear path to improving school-specific outcomes such as AA Degree Completion Rate is beginning to emerge. Targeting support efforts through increased Counselor hours has proven successful as one action to improve student achievement and is the cornerstone of our plan to support foster youth, English learners, and low-income students.

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.

WMCHS is not identified as a CSI school.

Support for Identified Schools

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

WMCHS is not identified as a CSI school.

Monitoring and Evaluating Effectiveness

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

WMCHS is not identified as a CSI school.

Stakeholder Engagement

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

WMCHS parents are included in all district-level surveys, Parent Advisory Committee meetings, and public forums. These meetings occurred as follows:

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 meeting 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 finding related to the LCAP are highlighted below.

Additionally, WMCHS surveys parents yearly and students more frequently through both formal and informal polls. Recent surveys regarding program and support options during Distance Learning have guided everything from material purchases to a mid-semester change in our bell schedule to allow teachers more time to provide targeted support for individual students.

WMCHS does now have an established and consistent Advisory Committee made up of parents, school and college staff, the WUSD Assistant Superintendent, and the Dean of the Sacramento City College West Sacramento Center. The committee reviewed the school's goals and actions, providing input. WMCHS specific meetings included:

Parent Morning Coffees:

- 8/28/20
- 9/25/20
- 10/2/20
- 10/23/20
- 01/22/21
- 02/26/21
- 04/23/21

Advisory Committee Meetings

- 12/03/20
- 04/05/21

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 through out 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 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

Surveys and parent input have identified that supports for student success in high school and college courses should include a full time counselor and school secretary. With the move to the Bryte facility, there is now a secretary on site full time, however our enrollment numbers do not support a full time counselor at this time.

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.

- Additional of the EL Program Specialist
- Continued support for student intervention support before and after school
- Standards based grade

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
- Social worker support

Using supplemental funding to increase the counselor position to full time hours was a direct result of stakeholder input. Parent and student feedback since the implementation of Standards Based Grading in math has been very positive, giving WMCHS support to continue this process throughout other course offerings.

Goals and Actions

Goal

Goal #	Description
1	Washington Middle College High School 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.

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with the Washington Unified School District matching the goals in their LCAP in order to serve the area students as equitably as possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP scores	A baseline will be established with the 2021 administration of the CAASPP to 11th grade students at WMCHS. Previous years did not have enough enrollment for public release of information.				55% will be at or above proficiency in ELA 45% will be at or above proficiency in Math 35% will be at or above proficiency in Science
i-Ready Diagnostic Scores	Due to COVID, students did not take the i-Ready diagnostic in 2020-2021 and no baseline data was available. A baseline will be established in Fall 2021.				By grade 11, 55% will be at or above proficiency in ELA 45% will be at or above proficiency in Math 35% will be at or above proficiency in Science

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rates	In 2019-2020, 12 WMCHS students were reclassified.				English Learner Reclassification rates will have increased by 5% each year, reaching 16 students annually by the end of the 2023-2024 school year.
A-G Completion Rate	82% of the 2021 graduates met the A-G requirements				June 2024 100% of seniors will complete a-g's at WMCHS
Professional Learning	<p>Opportunities (hours) for Professional Learning</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</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	day, which includes professional learning for instructional technology, curriculum, instruction, induction members, special education, and English language learners.				A total of 12 mandatory professional learning hours and 80 optional professional learning hours will be offered during the 2023-2024 school year.
Students obtaining AA degree by graduation	In 2020-21, 9% of students earned their AA degree at the time of graduation.				By 2023-24, 50% of students will graduate with their AA degree.
Graduation Rate	Graduation rate 100%				Graduation rate 100%
Middle school dropout rate	Middle school dropout rate N/A				Middle school dropout rate N/A
High school drop out rate	High school drop out rate - base line to be established				High school drop out rate 0
Multiple Pathways for Success <ul style="list-style-type: none"> % of students who have passed AP CTE pathway completion rate college/career indicator 	Due to low numbers at WMCHS rates have not previously been calculated. Baseline data will be established during 2021-22				Increase baseline percentages by 5% each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL to access the CCSS and the ELD standards for purposes of gaining academic knowledge and English language proficiency	Due to low numbers at WMCHS rates have not previously been calculated. Baseline data will be established during 2021-22 or when available.				Increase baseline percentage by 5%
Every pupil in the school district has sufficient access to standards-aligned instructional materials Williams Act Audit Compliance	100% compliant				100% compliant
Programs and services developed and provided to unduplicated pupils	Targeted supports for unduplicated students includes but is not limited to: EL support, outreach, counselor and 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 WUSD Special Education Plan: Element 1	Element 1 Current district status: 2018-19 graduation rate 64.2% WMCHS will establish baseline data				Element 1 Graduation rate 77.8%
Course Access-Implementation of	Current state adopted curriculums:				All subjects and adopted materials aligned to current

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Board adopted academic content	Math, ELA, ELD, Science, and Social Science.				State Board adopted materials.

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"> • Time for teachers to review and examine data • PLC • ELD strategies to promote academic language and authentic peer collaboration • Differentiation strategies to promote intervention tools and supports for all students • AVID strategies to develop reading, writing, and critical thinking skills • Instructional technology resources to develop highly engaging learning opportunities 	\$16,000.00	Yes
2	Intervention Support	<p>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 student underperforming academically.</p> <p>Fund a 1.0 counselor. This position is multi funded. .5 general</p>	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Standards based grading	Time for teachers to examine and research based strategies and practices through an equity lens to develop a comprehensive and common grading policy: <ul style="list-style-type: none"> • Extra time for teachers (collaboration) • Professional development with outside trainer 		No
4	EL Reclassification Rates	Provide targeted Professional Development on Designated and Integrated ELD, specifically tied to the ELD Standards and ELPAC. A District-wide English Learner TOSA will be hired to support teaching and learning for EL students.		Yes
5	Supplemental Applications	Supplemental applications that support students in ELA & Math <ul style="list-style-type: none"> • Derivita • NearPod • Edgenuity • Kami • Google • Screencastify • Kahoot • Quizizz • Edpuzzle • Peardeck • WeVideo 		No
6	Refine AVID Program	All staff and administration will be trained for effective implementation of program accelerating the increase of WMCHS students meeting A-G requirements.	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Universal Academic Screener (I-Ready)	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.: <ul style="list-style-type: none"> • Extra time for teachers to monitor and examine results(collaboration) • Professional development with outside trainer for best practices 		No
9	Peer Tutoring	Implement before and after school Peer Tutoring at High School. To be overseen by teachers and students utilized as Peer Tutors.	\$6,500.00	No
10	Learning Management System	Canvas for 9-12th grade		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
2	WMCHS will provide an equitable and positive educational environment to ensure students and staff will have a safe and supportive culture and climate.

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with the Washington Unified School District matching the goals in their LCAP in order to serve the area students as equitably as possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate & Chronic Absenteeism	Attendance: 97.2% Chronic Absenteeism: baseline to be established				98.4% Decrease by chronic absenteeism by 5%
Expulsion Rate	0% 2019-20 expulsions				Expulsion Rate to remain 0%
Suspension Rate	0%				0%
Healthy Kids Survey	Baseline to be developed				Administer the HKS to all WMCHS Increase survey baseline to a min of 85% for students, staff, taking the HKS for 2021-2022

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PBIS Implementation	2020-2021 WMCHS completed tier I and tier II PBIS training with Yolo County Office of Education				WMCHS will complete tier I, II and III PBIS training as evidenced by the Tiered Fidelity Inventory rate of 85%.
Teachers appropriately assigned	100% appropriately assigned				100%
FIT Report	Good repair				Good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Teachers provided with additional hours to be trained:</p> <ul style="list-style-type: none"> • Middle College National Consortium design principles • Transformative Justice in Education • Restorative Justice/Practices • PBIS, including students with social emotional difficulties who have IEPs • Evidence Based Practices: referral for behavior intensive services for students with IEPs, e.g. Functional Behavior Analysis (FBA) and Behavioral Intervention Plans (BIPs) to address problem behaviors. 	\$6,000.00	No
2	Academic Enrichment	Through the partnership with Sacramento City College, students enroll in classes from many subject areas and will fulfill their Visual and Performing Arts, PE, Physics, and World Language requirements through their classes at SCC.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Equitable Access	Achieve equitable representation and provide effective support structures of historically underserved populations in the WMCHS school community.		No
4	Recruit & Retain Highly Qualified Staff	<p>Recruit, develop and retain highly-qualified, reflective and adaptive educators.</p> <p>Implement the use of classified staff professional learning funds to improve professional capacity of staff.</p> <p>Support administrative memberships in professional organizations providing professional learning opportunities.</p> <p>Plan for the recruitment of a diverse and skilled workforce.</p> <p>Recruitment and marketing materials will be updated.</p>	\$6,300.00	No
5	Restorative Practice	<p>Mentoring program focusing on Restorative Justice/Practices for at-risk students grades 9-12. Used as an alternative to suspension.</p> <ul style="list-style-type: none"> Restorative Practice Mentoring sessions focusing on “restorative justice” programs 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. <p>District wide support.</p>		No
6	Equity Training	Provide training on Equity to WMCHS staff. This training would guide the staff in developing an Equity Statement.	\$4,250.00	No Yes

Action #	Title	Description	Total Funds	Contributing
7	Attendance	Use of PBIS and counselor/social worker to improve attendance for all students, especially those with chronic absenteeism (home visits, call homes, Check In/Check Out)	\$4,500.00	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	WMCHS 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.

An explanation of why the LEA has developed this goal.

This goal was developed in conjunction with the Washington Unified School District matching the goals in their LCAP in order to serve the area students as equitably as possible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WUSD Parent Forum Participation	12 District Wide Parent Universities were offered during the 2020-2021: social emotional, instructional technology, student diagnostic information. WMCHS has had negligible participation because of low enrollment.				Attendance percentage by WMCHS parents at district Parent Forums will equal our percentage of 9-12 WUSD students. Parent participation in programs for individuals with exceptional needs.
Active Parent Volunteers	Zero total processed for 2020/21 school year.				Participation rates for parent volunteers will increase by 5% by the 23/24 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey	Parents did not participate in taking the Healthy Kids Survey Baseline: 0%				Administer the HKS to all WMCHS by 2023-2024 Parents Increase to 70%
Enrollment	The 2020-21 freshman class enrolled 65 students				WMCHS will have full (70) incoming freshmen classes each year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Advisory Committee	Expand the role of the Advisory Committee to include subcommittees and an increase to quarterly meetings.	\$56,140.00	No
2	Parent Education Opportunities	In addition to promoting WUSD Parent events, provide WMCHS specific trainings in Canvas, college orientations/trainings, and more.	\$1,800.00	No
3	Motivational Program for Students	Continue to refine Seminar and Creation & Innovation classes according to charter design.	\$5,000.00	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.

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
19.78%	330,219

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.

1.1 Professional Development

- 1. Topics for professional development, such as the current work around Joe Feldman's book "Grading for Equity," are chosen with a focus on foster youth, English learners, and low-income students. Looking at data such as GPA, benchmark scores, and MTSS Tier II support meeting data for these subgroups is a regular part of weekly professional learning community meetings. Site-focused professional development is chosen during these meetings.
- 2. Many of these trainings include information and techniques that end up creating positive change for all students through the act of improving first instruction.

WMCHS believes this LEA/School wide action will be effective because there are currently inequities in grading. During COVID several teachers expressed a need to revisit the grade policy and the fairness of the current policies and procedures.

The intended outcome is to build capacity of the WMCHS staff and develop a common research based language.

1.6 Refine AVID Program

- 1. While AVID is designed to target students that fall into the foster youth, English learner, and low-income categories, WMCHS is an all-AVID school. Every student is enrolled in an AVID course for all four years, and the WMCHS charter document requires AVID training and proficiency for all teachers. This training, the techniques implemented, and the accompanying mindset affect all WMCHS students.

- 2. 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.

WMCHS believes 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.

The intended outcome is to increase the number of students at WMCHS who will graduate with their AA as well as attend college in the future.

2.6 Equity Training

- 1. The focus on equity came out of an examination of schoolwide data during regular MTSS Tier II meetings. Conversations about equity necessarily involve all students. The priority actions around equity that staff identified centered on assessment. This led to our choice of book study text ("Grading for Equity" by Joe Feldman) and the implementation in Math of standards based grades.
- 2. WMCHS data shows that since the implementation of standards based assessment and grading at the end of the Fall 2020 semester, 30 students who fall into the foster, English learner, and low-income subgroups have been able to target standards that they could not demonstrate proficiency on at the end of the term. These students were placed into a Standards Competency Improvement Program with targeted second instruction and practice, then were able to demonstrate proficiency and move from what would have been an F to a passing grade of C or better in Math.

WMCHS believes this LEA/School school wide 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.

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 19.78%. The LCAP developed by Washington Middle College High School 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, WMCHS provides increased or improved services for foster youth, English Learners, and low-income students in the following ways:

- increased counseling services
- focus on AVID
- weekly seminar
- redesigning Creation & Innovation lab

During the 2020-21 school year, WMCHS increased funding for our counselor through Title I. With a 63% increase in hours and interventions specifically focused on foster youth, English learners, and low-income students, completion rates of first year college courses improved dramatically.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$149,190.00	\$40,300.00		\$7,000.00	\$196,490.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,050.00	\$185,440.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners	Professional Development	\$15,000.00			\$1,000.00	\$16,000.00
1	2	All	Intervention Support	\$35,000.00	\$38,000.00		\$2,000.00	\$75,000.00
1	3	All	Standards based grading					
1	4	English Learners	EL Reclassification Rates					
1	5	All	Supplemental Applications					
1	6	Low Income	Refine AVID Program	\$11,000.00				\$11,000.00
1	7	All	Universal Academic Screener (I-Ready)					
1	9	All	Peer Tutoring	\$6,500.00				\$6,500.00
1	10	All	Learning Management System					
2	1	All Students with Disabilities	Professional Development	\$6,000.00				\$6,000.00
2	2	All	Academic Enrichment				\$4,000.00	\$4,000.00
2	3	All	Equitable Access					
2	4	All	Recruit & Retain Highly Qualified Staff	\$4,000.00	\$2,300.00			\$6,300.00
2	5	All	Restorative Practice					
2	6	All English Learners Foster Youth Low Income	Equity Training	\$4,250.00				\$4,250.00
2	7	All	Attendance	\$4,500.00				\$4,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Advisory Committee	\$56,140.00				\$56,140.00
3	2	All	Parent Education Opportunities	\$1,800.00				\$1,800.00
3	3	All	Motivational Program for Students	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$30,250.00	\$31,250.00
LEA-wide Total:	\$30,250.00	\$31,250.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$26,000.00	\$27,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide Schoolwide	English Learners	Specific Schools: WMCHS	\$15,000.00	\$16,000.00
1	4	EL Reclassification Rates	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: WMCHS		
1	6	Refine AVID Program	LEA-wide Schoolwide	Low Income	Specific Schools: WMCHS	\$11,000.00	\$11,000.00
2	6	Equity Training	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: WMCHS	\$4,250.00	\$4,250.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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