

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

|   |   |
|---|---|
| <b>Local Educational Agency (LEA) Name:</b> | West Park Elementary School   |
| <b>CDS Code:</b>                            | 10-62539-6112387  |
| <b>LEA Contact Information:</b>             | Name: R-G Vigil<br>Position: Superintendent<br>Email: ralph_v@wpsd.org<br>Phone: 559.233.6501 |
| <b>Coming School Year:</b>                  | 2021-22   |
| <b>Current School Year:</b>                 | 2020-21   |

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

| <b>Projected General Fund Revenue for the 2021-22 School Year</b> | <b>Amount</b> |
|---|---------------|
| <b>Total LCFF Funds</b>   | \$4,286,051   |
| <b>LCFF Supplemental &amp; Concentration Grants</b>               | \$1,134,205   |
| <b>All Other State Funds</b>                                      | \$564,360     |
| <b>All Local Funds</b>  | \$416,805     |
| <b>All federal funds</b>  | \$2,209,687   |
| <b>Total Projected Revenue</b>                                    | \$7,476,903   |

| <b>Total Budgeted Expenditures for the 2021-22 School Year</b>         | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted General Fund Expenditures</b>                        | \$6,078,407   |
| <b>Total Budgeted Expenditures in the LCAP</b>                         | \$3,264,667   |
| <b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> | \$1,255,560   |
| <b>Expenditures not in the LCAP</b>                                    | \$2,813,740   |

| <b>Expenditures for High Needs Students in the 2020-21 School Year</b>                     | <b>Amount</b> |
|--|---------------|
| <b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b> | \$730,000     |
| <b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>             | \$730,000     |

| <b>Funds for High Needs Students</b>                                   | <b>Amount</b> |
|--|---------------|
| <b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b> | \$121,355     |
| <b>2020-21 Difference in Budgeted and Actual Expenditures</b>          | \$0           |

| <b>Required Prompts(s)</b>  | <b>Response(s)</b>  |
|---|---|
| <b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b> | West Park Elementary spent base funds in the area of technology for Home Extended Learning for all students and a transition back into regular school sites pandemic mitigation measures that impacted work from home conditions, learning from home conditions, school site conditions for classroom cleaning, air filter upgrades, classroom shields, masks, gloves, non-touch temperature check devices, social distancing measures, signage, and spray devices. |

**The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.**

Students and staff were less available at the site for regular school services and services were adjusted to meet the conditions of the pandemic mitigation efforts.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Elementary School

CDS Code: 10-62539-6112387

School Year: 2021-22

LEA contact information:

R-G Vigil

Superintendent

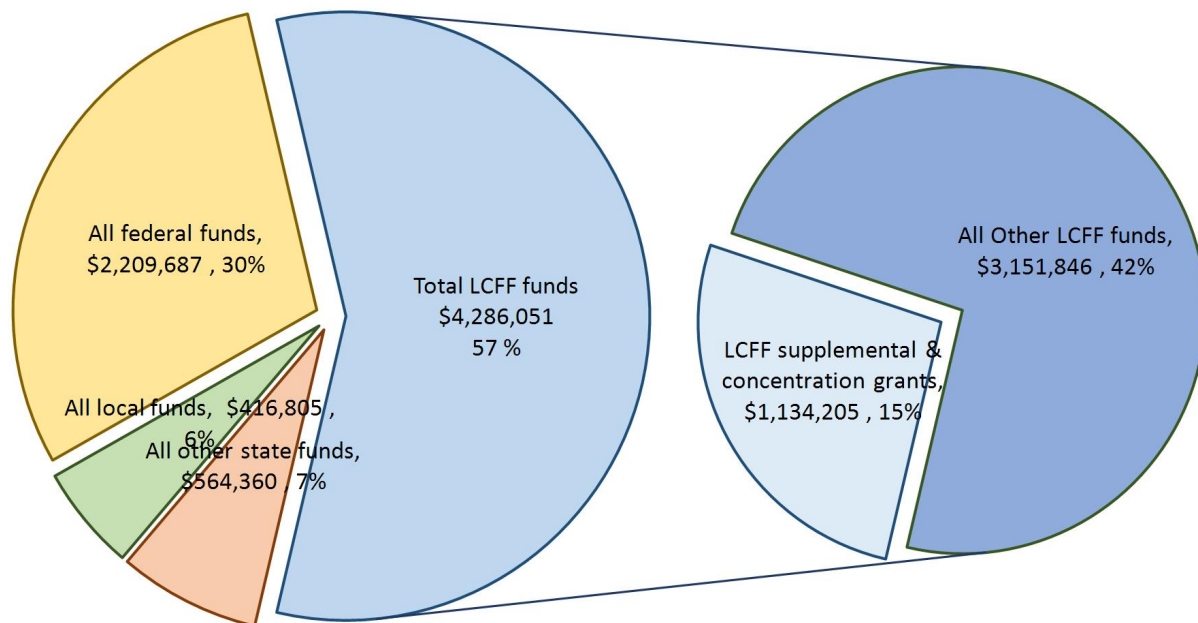
ralph\_v@wpesd.org

559.233.6501

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



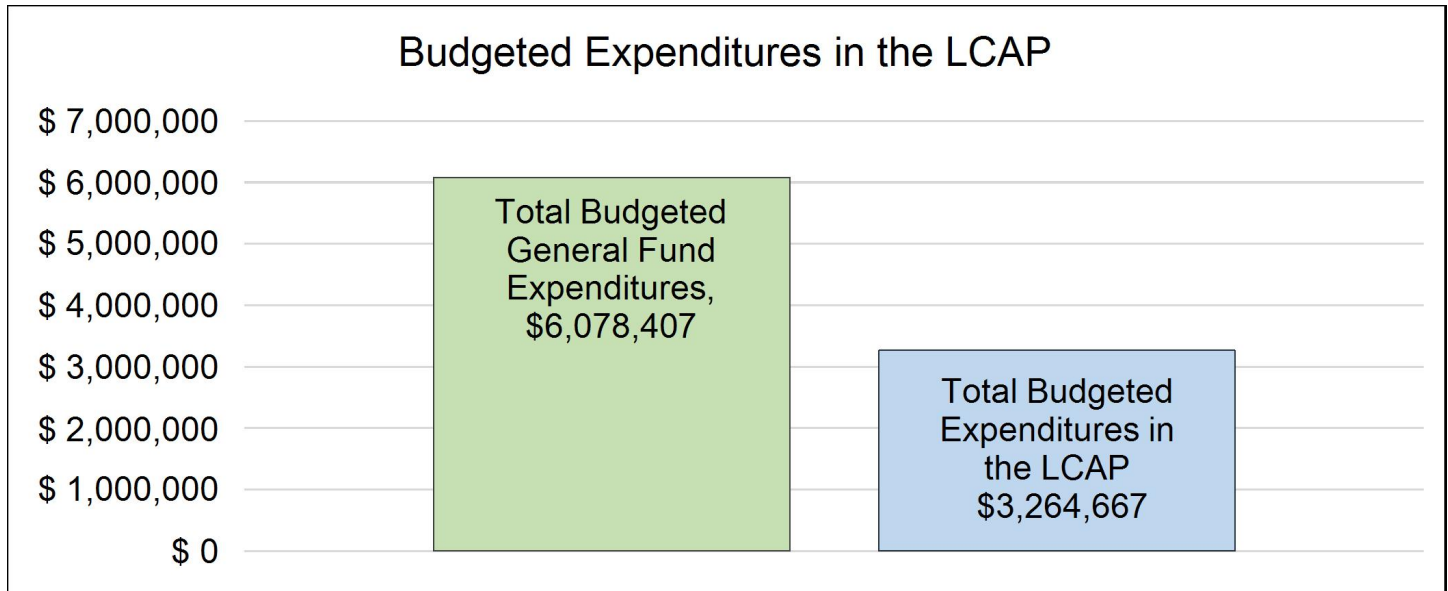
This chart shows the total general purpose revenue West Park Elementary School expects to receive in the coming year from all sources.

The total revenue projected for West Park Elementary School is \$7,476,903, of which \$4,286,051 is Local Control Funding Formula (LCFF), \$564,360 is other state funds, \$416,805 is local funds, and \$2,209,687

is federal funds. Of the \$4,286,051 in LCFF Funds, \$1,134,205 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 West Park Elementary School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

West Park Elementary School plans to spend \$6,078,407 for the 2021-22 school year. Of that amount, \$3,264,667 is tied to actions/services in the LCAP and \$2,813,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

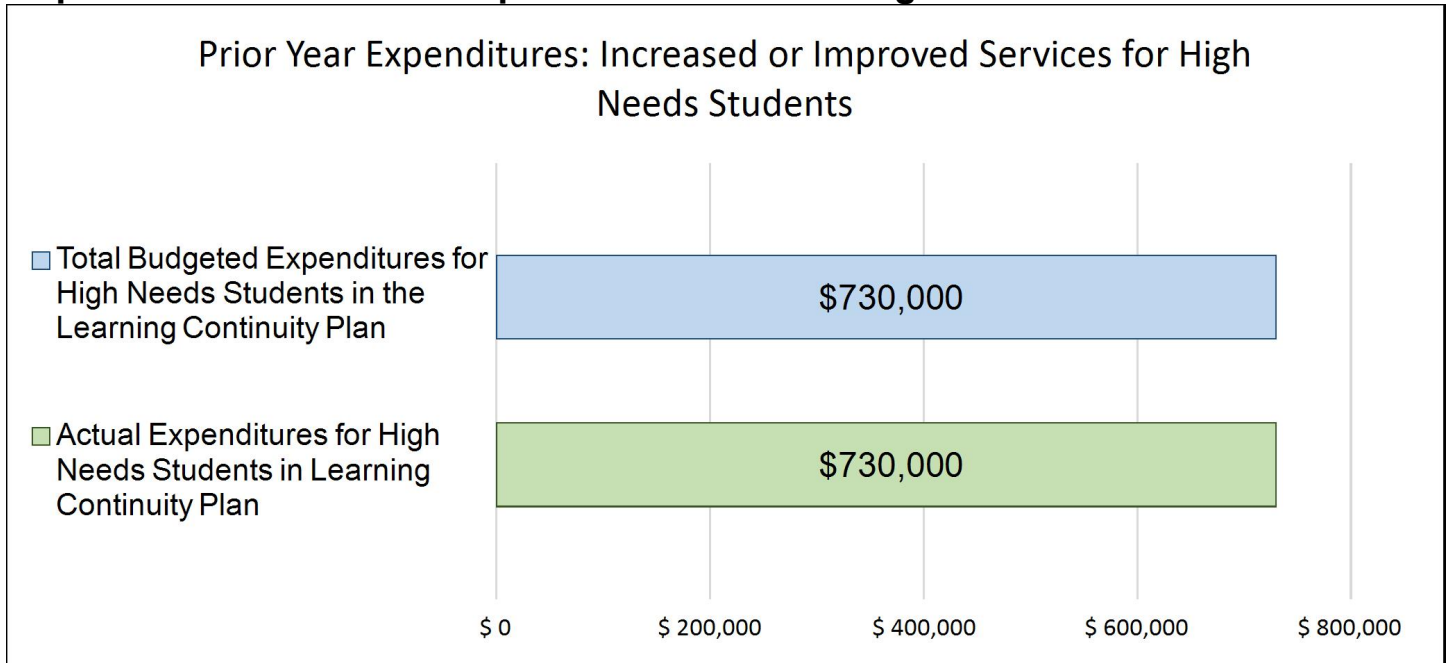
West Park Elementary spent base funds in the area of technology for Home Extended Learning for all students and a transition back into regular school sites pandemic mitigation measures that impacted work from home conditions, learning from home conditions, school site conditions for classroom cleaning, air filter upgrades, classroom shields, masks, gloves, non-touch temperature check devices, social distancing measures, signage, and spray devices.

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

In 2021-22, West Park Elementary School is projecting it will receive \$1,134,205 based on the enrollment of foster youth, English learner, and low-income students. West Park Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Elementary School plans to spend \$1,255,560 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what West Park Elementary School 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 West Park Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, West Park Elementary School's Learning Continuity Plan budgeted \$730,000 for planned actions to increase or improve services for high needs students. West Park Elementary School actually spent \$730,000 for actions to increase or improve services for high needs students in 2020-21.

Students and staff were less available at the site for regular school services and services were adjusted to meet the conditions of the pandemic mitigation efforts.

# 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                  |
|-----------------------------|-----------------------------|----------------------------------|
| West Park Elementary School | R-G Vigil<br>Superintendent | Ralph_v@wpsd.org<br>559.233.6501 |

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

GOAL 1: We will improve student achievement scores on the state assessments, through offering a broad course of study, professional development (PLC's PD's) for all staff, targeted academic resources (Common Core/NGSS/ELD Standards) and supplemental through technology and text), school scheduling, academic interventions, and service agreements; in order to effectively measure student academic achievement and English Learner reclassification.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:     School Benchmarks

## Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p><b>Metric/Indicator</b><br/>           State Standard assessment as measured by ELA CAASP Score distance from level 3</p> <p><b>19-20</b><br/>           Reduce the gap below level 3 by increasing student ELA performance on the CAASP</p> <p><b>Baseline</b><br/>           -46.1 points below level 3</p> | <p>Due to COVID 19 National Pandemic, the State of California was granted a waiver for the SBAC Assessments. No SBAC assessments were administered in 2019-2020.</p> <p>This metric target was NOT MET.<br/>           Students in grades 3-8 have not taken the SBAC (ELA) given they were waived by the California Department of Education (CDE) due to the COVID-19 pandemic for the Spring of 2020. The most recent SBAC data available is from the Spring 2019 administration. According to the CA Dashboard, results for ELA indicate that students who tested decreased by 4.5 points from the Spring 2018 test administration (52.9 points below standard), and are now in the orange area.</p> <p>Training is being provided to teachers and support staff who will be administering the SBAC (ELA) to their grade level students in Spring of 2021. Preparations are being made to have students take and complete the SBAC tests this year. The test results will</p> |



| Expected  | Actual   |
|---|--|
|   | be considered unreliable due to the testing variables facing both teachers and students.   |
| <p><b>Metric/Indicator</b><br/>State Standard assessment as measured by Math CAASP Score distance from level 3</p> <p><b>19-20</b><br/>Reduce the gap below level 3 by increasing student Math performance on the CAASP</p> <p><b>Baseline</b><br/>-78 points below level 3</p>   | <p>Due to COVID 19 National Pandemic, the State of California was granted a waiver for the SBAC Assessments. No SBAC assessments were administered in 2019-2020.</p> <p>This metric target was NOT MET<br/>Students in grades 3-8 have not taken the SBAC (Math) given they were waived by the California Department of Education (CDE) due to the COVID-19 pandemic for the Spring of 2020. The most recent SBAC data available is from the Spring 2019 administration. According to the CA Dashboard, results for Math indicate that students who tested decreased by 3.9 points from the Spring 2018 test administration (83.3 points below standard), and are now in the orange area.</p> <p>Training is being provided to teachers and support staff who will be administering the SBAC (Math) to their grade level students in April 2021. Preparations are being made to have students take and complete the SBAC tests this year. The test results will be considered unreliable due to the testing variables facing both teachers and students.</p> |
| <p><b>Metric/Indicator</b><br/>EL Access to state and ELD standards as measured by annual measuring tool (ELA)</p> <p><b>19-20</b><br/>Maintain access to state and ELD standards annual measuring tool for ELA</p> <p><b>Baseline</b><br/>2016: 100% Access to state and ELD standards annual measuring tool (ELA)</p> | <p>West Park Elementary School Curriculum access is 100% ELD ELA standards for EL students . The EL portion of he curriculum is imbedded in the adopted text and materials. The schedule provides allocated EL instruction time for all EL students. Supplements are incorporated as an added support for EL students.</p> <p>This metric target was MET.<br/>The schedule provides the time for direct ELD instruction.</p>   |
| <p><b>Metric/Indicator</b></p>  | <p>West Park Elementary School Curriculum access is 100% ELD Math standards for EL students . The EL portion of he curriculum</p>  |

| Expected   | Actual   |
|--|--|
| <p>EL Access to state and ELD standards as measured by annual measuring tool (Math)</p> <p><b>19-20</b><br/>Maintain access to state and ELD standards annual measuring tool for Math</p> <p><b>Baseline</b><br/>2016: 100% Access to state and ELD standards annual measuring tool (Math)</p> | <p>is imbedded in the adopted text and materials. The schedule provides allocated EL instruction time for all EL students. Supplements are incorporated as an added support for EL students.</p> <p>This metric target was MET.<br/>The schedule provides the time for direct ELD instruction.</p> <p>Renaissance Data:<br/>Each school year, students at WPE’s take the Renaissance assessments (STAR Math) three times per year. Doing so provides teachers and administration opportunities to analyze data trends, as well as plan for and implement instructional support for students. Due to the COVID-19 pandemic, teachers were not able to administer the Spring 2020 STAR Math tests (to their grade level students). The following STAR Math data/results are from the 2020 Fall and Winter test administrations:</p> <p>Fall 2020 STAR Math Results:<br/>Above Grade-Level: 71%<br/>At Grade-Level: 15%<br/>Below Grade-Level: 14%</p> <p>Fall 2019 STAR Math Results:<br/>Above Grade-Level: 3%<br/>At Grade-Level: 7%<br/>Below Grade-Level: 89%</p> <p>Winter 2019 STAR Math Results:<br/>Above Grade-Level: 7%<br/>At Grade-Level: 11%<br/>Below Grade-Level: 81%</p> |
| <p><b>Metric/Indicator</b><br/>EL as measured by ELPAC annual growth data</p> <p><b>19-20</b></p>  | <p>West Park provides annual ELPAC measures. In Spring 2019 27.5% of the students demonstrated progress toward EL proficiency. In Spring of 2020, COVID-19 pandemic restricted</p>   |

| Expected   | Actual   |
|--|--|
| <p>Demonstrate positive growth on ELPAC Assessment</p> <p><b>Baseline</b><br/>N/A</p>  | <p>students from daily school attendance to Extended Home Learning and no other testing has been administered. In 2018, over 34% of students demonstrated progress toward EL proficiency. The ELPAC criteria has also been adapted since 2019.</p> <p>This metric Target is considered unmeasurable.</p>   |
| <p><b>Metric/Indicator</b><br/>EL reclassification as measured by prior year number of re-designated students</p> <p><b>19-20</b><br/>Increase % of student proficiency advancement.</p> <p><b>Baseline</b><br/>In 2016-2017; 11.4% (as identified through Dataquest) of students advanced 1 proficiency level.</p>  | <p>0% of EI students were reclassified for the 2019-20 school year. ELPAC was a metric that was required for the reclassification and like many state assessment it was suspended due to the COVID-19 Pandemic.</p> <p>This Metric target was NOT MET.</p>   |
| <p><b>Metric/Indicator</b><br/>Access to broad course of study as reviewed by teacher or master schedule</p> <p><b>19-20</b><br/>Maintain 100% of student access of broad course of study as indicated through the master schedule.</p> <p><b>Baseline</b><br/>2016-2017 100% of the students accessed a broad course of study as indicated through the master schedule.</p> | <p>100% of West Park Elementary students received access to a broad course of study as evidenced by the master schedule.</p> <p>Due to the CCOVID-19 Pandemic; on-line instruction accompanied teacher made packets aligned with course adopted materials and textbooks.</p> <p>This metric target was MET.</p>  |
| <p><b>Metric/Indicator</b><br/>Grade Level Reading</p> <p><b>19-20</b><br/>Improve 3-8 grade student grade level reading as measured by reading assessment tool.</p> <p><b>Baseline</b><br/>2016-2017 WPE grades 3-8 grew .7 grade points in Reading</p>   | <p>West Park Elementary has done site assessment with Renaissance Data (STAR ELA ) to measure grade level reading. The most current data is valid for the current condition in which the student is assessing, but may not be reliable for comparative analysis given the Extended Home Learning strategies the school has incorporated to address COVID-19 mitigation. These assessments are generally done three times a year to project reading progress.</p> |

| Expected  | Actual  |
|---|---|
|   | <p>In the Fall and Winter of 2019; West Park Elementary showed an overall +0.2 increase in reading.</p> <p>This metric target was MET.<br/>The schedule provides the time for direct ELD instruction.</p> <p>Renaissance Data:<br/>Each school year, students at WPE's take the Renaissance assessments (STAR Reading) three times per year. Doing so provides teachers and administration opportunities to analyze current year data trends, as well as plan for and implement instructional support for students. The following STAR Reading data/results are from the 2020 Fall and Winter test administrations:</p> <p>Fall 2020 STAR Reading Results:<br/>Above Grade-Level: 5%<br/>At Grade-Level: 12%<br/>Below Grade-Level: 83%</p> <p>Fall 2019 STAR Reading Results:<br/>Above Grade-Level: 2%<br/>At Grade-Level: 3%<br/>Below Grade-Level: 96%</p> <p>Winter 2019 STAR Reading Results:<br/>Above Grade-Level: 3%<br/>At Grade-Level: 8%<br/>Below Grade-Level: 89%</p> |
| <p><b>Metric/Indicator</b><br/>Intervention % 6-8</p> <p><b>19-20</b><br/>Decrease the percentage of 6-8 graders identified to receive intervention.</p> <p><b>Baseline</b></p> | <p>West Park Elementary School has established intervention criteria for students that have scored below standard on the SBAC or demonstrates two grade behind on interim assessments.</p> <p>Due to the lack of Tate assessments and a change in internal assessments (not reliable); this metric has been unmeasurable.</p>   |

| Expected   | Actual  |
|--|---|
| 83% of 6-8 grade students were identified to access intervention.  |   |
| <p><b>Metric/Indicator</b><br/>Properly Credentialed teachers with no misassignments or vacancies as measured by credentials or SARC review</p> <p><b>19-20</b><br/>1 - 100% properly credentialed teachers 2 – No misassignments among credentialed teachers. 3 – No vacancies</p> <p><b>Baseline</b><br/>0 misassignments</p>  | <p>West Park only had one missed assignment in 2019-20. The condition was created through program design between PE and intervention. The credentialing assignment was corrected with a new hire for the 2020-21 school year.</p> <p>This metric target was not MET.</p>  |
| <p><b>Metric/Indicator</b><br/>Sufficient core instructional materials as measured by annual board resolution of “Sufficiency of Instructional Materials” or SARC report</p> <p><b>19-20</b><br/>Maintain 100% sufficiency of instructional materials</p> <p><b>Baseline</b><br/>2016-2017 Sufficiency of Instructional Materials have been maintained as per Board Resolution and William’s Act inspection.</p> | <p>Board approval of core instructional materials in July 2020 reflect that all students have adopted core subject materials available at both home and school. Due to the pandemic closure during the Spring 2020, technology support was provided in the Fall of 2020 for all students to support grade level packets designed by teachers using text adopted materials for core subjects and emphasizing ELA and Math. All access of materials are verified through William’s Act inspection.</p> <p>This metric target was MET.</p>   |
| <p><b>Metric/Indicator</b><br/>State standards implemented as measured by 1) narrative summary or reflection tool.</p> <p><b>19-20</b><br/>Maintain 100% of state standards implementation.</p> <p><b>Baseline</b><br/>2016-2017 100% of state standards implemented as identified through board resolution.</p>   | <p>West Park Elementary students receive a broad course of study as designed around core subjects and state requirements. As noted in the local indicator reflection tool from Spring 2020, in 2019-20 school year, there was access to all core subjects, PE, art, technology, and intervention within the school schedule. The SBAC assessment was suspended.</p> <p>Due to the pandemic, the schedule shifted Extended Home Learning for the 2020-21 school year, access was made available to all students and assessments were modified to meet the design of on-line and in-person attendance.</p> <p>All materials were distributed and accounted for through Williams Act inspection.</p> |

| Expected  | Actual   |
|---|--|
|   | This metric target was MET.  |
| <p><b>Metric/Indicator</b><br/>Other Pupil Outcomes of a Broad Course of Study – Physical Fitness Testing Grade 5</p> <p><b>19-20</b><br/>Improve the Health Fitness Zone of 5th grade students through the PFT</p> <p><b>Baseline</b><br/>2016-2017 100% of 5th grade students are assessed through the PFT.</p> | <p>PFT was suspended in 2020. West Park 5th grade students have been measured through local assessments items. The 2018-19 scores reflect</p> <p>The 2019 assessments reflected the following scores. There were no scores established in 2020.</p> <p>Aerobic capacity 30.6% were in healthy zone (HFZ)<br/>Body Composition 52.8% as HFZ<br/>Abdominal strength 66.7%. HFZ<br/>Trunk extension strength 97.2 (HFZ)<br/>Upper body strength 77.8% HFZ<br/>Flexibility 72.2% HFZ</p> |

### Actions / Services

| Planned Actions/Services        | Budgeted Expenditures   | Actual Expenditures  |
|---------------------------------|---|--|
| Provide HQ staff for the school | 1000-1999: Certificated Personal Salaries<br>2000-2999 Classified Personnel<br>3000-3999: Employee Benefits<br>00000 LCFF \$2,672,943 | 1000-1999: Certificated Personal Salaries<br>2000-2999 Classified Personnel<br>3000-3999: Employee Benefits<br>00000 Base \$1,330,942<br><br>1000-1999 Certificated Personal Salaries<br>2000-2999 Classified Personnel<br>3000-3999: Employee Benefits<br>09000 Supplemental and Concentration \$626,197<br><br>Personnel Salaries (Incl Benefits)<br>14000 EPA \$289,350 |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures  | Actual<br>Expenditures   |
|--|---|--|
| <p>The unduplicated pupils have the lowest performance on CAASPP/SBAC; to address this need, West Park Elementary will implement the transition to common core and support of a rigorous and relevant curriculum through supplemental instructional materials, resources and benchmarks assessments.</p> <p>It is our expectation that providing these resources will support our unduplicated students to understand state standards and increased CAASPP scores. These resources include text and multiple relevant technologies in the classroom or computer labs. All resources will be provided to teachers and students for academic progress.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of improving instruction by providing supplemental materials and relevant curriculum. This will maximize the potential of all learners including EL's, foster youth, and low economic identified students.</p> | <p>4000-4999 Books Supplies and Materials<br/>5000-5999 Services and Other Operating Expenditures<br/>00000 Supplemental and Concentration \$130,000</p> <p>4000-4999 Books Supplies and Materials<br/>5000-5999 Services and Other Operating Expenditures<br/>63000 Lottery<br/>00000 Supplemental and Concentration \$295,134</p> | <p>C/S 4000-4999 Books Supplies and Materials<br/>C/S 5000-5999 Services and Other Operating Expenditures<br/>LCFF: 4000-4999 Books Supplies and Materials<br/>LCFF: 5000-5999 Services and Other Operating Expenditures<br/>63000 Lottery<br/>00000 Base \$87,459</p> <p>C/S 4000-4999 Books Supplies and Materials<br/>C/S 5000-5999 Services and Other Operating Expenditures<br/>LCFF: 4000-4999 Books Supplies and Materials<br/>LCFF: 5000-5999 Services and Other Operating Expenditures<br/>63000 Lottery<br/>00000 LCFF \$190,168</p> <p>Academic Resources 09000 Supplemental and Concentration \$122,559</p> <p>Services and Operating Expenses 09000 Supplemental and Concentration \$141,350</p> <p>Materials and Services 6000-6999: Capital Outlay Lottery \$10,603</p> |
| <p>The unduplicated pupils have the least exposure to targeted instruction and intervention support; to address this need West Park Elementary will provide intervention support in mathematics/English language arts to meet needs for Common Core Standards and Benchmark measures. It is our expectation that providing this action/service will result in increased CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification.</p>   | <p>1000 – 1999 Certificated Salaries<br/>2000-2999 Classified Salaries<br/>3000-3999 Employee Benefits<br/>4000-4999 Books, Supplies and Materials<br/>09000 Supplemental and Concentration \$85,000</p>  | <p>C/S: 1000 – 1999 Certificated Salaries<br/>C/S: 2000-2999 Classified Salaries<br/>C/S: 3000-3999 Employee Benefits<br/>LCFF – 4000-4999 Books,</p>  |



| Planned Actions/Services   | Budgeted Expenditures   | Actual Expenditures  |
|--|---|--|
| <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of improving intervention support for these student groups.</p>   | <p>1000 – 1999 Certificated Salaries<br/> 2000-2999 Classified Salaries<br/> 3000-3999 Employee Benefits<br/> 4000-4999 Books, Supplies and Materials<br/> 00000 Supplemental and Concentration \$78,300</p>  | <p>Supplies and Material<br/> 09000 Supplemental and Concentration \$0<br/> C/S: 1000 – 1999 Certificated Salaries<br/> C/S: 2000-2999 Classified Salaries<br/> C/S: 3000-3999 Employee Benefits<br/> LCFF – 4000-4999 Books, Supplies and Materials<br/> 00000 Base \$0</p>   |
| <p>The unduplicated pupils have the least exposure to new educational trends, strategies, and resources, to address this need, West Park Elementary will provide training/ PD to our certificated and classified staff to support their lessons and interactions with students as applied through PLC’s and measured through benchmarks. It is our expectation that providing this will result in increased CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rate. Purchase of state approved materials to support collective professional training to support the classroom instruction will allow improved student engagement.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal by providing PD workshops for staff to support them when working with these students.</p> | <p>1000-1999: Certificated Personal Salaries<br/> 2000-2999 Classified Personnel<br/> 3000-3999: Employee Benefits<br/> 4000-4999 Books, Supplies and Materials<br/> 5000- 5999 Services and Other Operations<br/> 09000 Supplemental and Concentration \$340,134</p> | <p>C/S 1000-1999: Certificated Personal Salaries<br/> C/S 2000-2999 Classified Personnel<br/> C/S 3000-3999: Employee Benefits<br/> LCFF: 4000-4999 Books, Supplies and Materials<br/> LCFF: 5000= 5999 Services and Other Operations<br/> 09000 Supplemental and Concentration \$33,945<br/> C/S 1000-1999: Certificated Personal Salaries<br/> C/S 2000-2999 Classified Personnel<br/> C/S 3000-3999: Employee Benefits<br/> LCFF: 4000-4999 Books, Supplies and Materials<br/> LCFF: 5000= 5999 Services and Other Operations<br/> 5000-5999: Services And Other Operating Expenditures Base \$19,442</p> |



| Planned<br>Actions/Services   | Budgeted<br>Expenditures   | Actual<br>Expenditures  |
|---|--|---|
| <p>The unduplicated students have the least exposure to high quality books and resources, to address this need, West Park Elementary will purchase supplemental resources to support students with nonfiction texts for school, classroom, and home use to increase CASSPP scores.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of providing classroom library books for students to access to school and home use.</p> | <p>4000-4999 Books, Supplies and Materials 5000 – 5999 Services and Other Operating Expenditures 09000 Supplemental and Concentration \$15,000</p> | <p>C/S: 4000-4999 Books, Supplies and Materials<br/>C/S: 5000 – 5999 Services and Other Operating Expenditures 09000 Supplemental and Concentration \$23, 870</p> |

## Goal Analysis

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

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

## Goal 2

Goal 2: We will provide enhanced school operations that will improve school attendance, staff evaluations, labor support, maintain transportation services, sustain effective facility and infrastructure (i.e. technology infrastructure, yard and maintenance services), purchasing acquisition protocols, food services, and operation service agreements (i.e. architectural, construction, etc).

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Attendance

### Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p><b>Metric/Indicator</b><br/>           Facilities maintained as measured by annual FITs/William’s Act, or SARC review</p> <p><b>19-20</b><br/>           Maintain good or better on the FIT Tools</p> <p><b>Baseline</b><br/>           2015-2016<br/>           2016-2017<br/>           Facility measures through both the FIT tool and the William’s Act inspection were good</p> | <p>The FIT report for the 2019-2020 school year was rated Good.</p> <p>This metric target was MET.</p>  |
| <p><b>Metric/Indicator</b><br/>           Attendance as measured by district average attendance</p> <p><b>19-20</b><br/>           Improve Average attendance by attaining 96% or better attendance.</p> <p><b>Baseline</b></p>   | <p>Due to COVID 19 Pandemic, attendance recording was adjusted. West Park maintained internal calculations through AERIES. 2019-20 P2 calculation recorded 93.72 average; below the targeted 96%.</p> <p>Internal ADA calculations was 347.95; less than the baseline.</p> <p>This metric target was NOT MET.</p> |

| Expected  | Actual   |
|---|--|
| <p>2016-2017 West Park Elementary P2 Average Attendance was 94.7% with an ada of 354.39</p>   |  |
| <p><b>Metric/Indicator</b><br/>Chronic Absenteeism as measured by % students with 10% or more of absenteeism</p> <p><b>19-20</b><br/>Decrease the % of chronic absenteeism by 2%</p> <p><b>Baseline</b><br/>2016-2017 Chronic Absenteeism as measured by % of students with 10% or more absenteeism was 14.4% Ref (CalPADs)</p> | <p>2019-2020 Chronic Absenteeism was 7.76% ; a decrease of 6.64%.</p> <p>This metric target was MET.</p> |

### Actions / Services

| Planned Actions/Services  | Budgeted Expenditures   | Actual Expenditures   |
|---|---|---|
| <p>We will ensure and support student attendance in rural regions by providing transportation. Due to rural setting, 100% of students are transported.</p>  | <p>07230 Transportation-Home<br/>7000-7439: Other Outgo LCFF<br/>\$265,417</p>  | <p>LCFF: 07230 Transportation-Home<br/>7000-7439: Other Outgo<br/>LCFF \$265,011</p>  |
| <p>The unduplicated pupils have the lowest attendance rate, and infrastructure for home contacts and systems to communicate with parents will be enhanced to encourage attendance.</p> <p>West Park expects to increase attendance and parent engagement.</p>   | <p>4000-4999 Books, Supplies, and Materials<br/>5000-5999 Services and Other Operating Expenditures<br/>09000 Supplemental and Concentration \$10,000</p> | <p>C/S: 4000-4999 Books, Supplies, and Materials<br/>C/S: 5000-5999 Services and Other Operating Expenditures<br/>09000 Supplemental and Concentration \$10,603</p> |
| <p>The unduplicated pupils have the least exposure to recognition opportunities related to academic and positive behavior rewards to address this need West Park Elementary will provide activities and opportunities for students to participate in academic recognitions and positive social activities. Data will be collected to be reviewed by teachers and administration to make necessary adjustments in policy, schedules, facilities, academics, and identified student needs.</p> <p>West Park expects increase scores on the assessments and decrease in discipline issues.</p> | <p>4000-4999 Books, Supplies, and Materials<br/>5000-5999 Services and Other Operating Expenditures<br/>09000 Supplemental and Concentration \$24,500</p> | <p>C/S: 4000-4999 Books, Supplies, and Materials<br/>C/S: 5000-5999 Services and Other Operating Expenditures<br/>09000 Supplemental and Concentration \$41,335</p> |

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|-----------------------------|--------------------------|------------------------|
|                             |                          |                        |

## Goal Analysis

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

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

## Goal 3

GOAL 3: We will sustain an effective school culture in which organizational communication is supported, parent involvement is implemented, student discipline is articulated, staff and student recognition is implemented, student handbooks are articulated, and student activities and student service contracts are supportive of positive outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Parent Involvement, Discipline

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p><b>Metric/Indicator</b><br/>Suspension Rate</p> <p><b>19-20</b><br/>Maintain suspension rate to be less than 5%</p> <p><b>Baseline</b><br/>2016-2017 Suspension Rate was 4.6%</p> | <p>Although there was no CA Dashboard, West Park followed the previous year dashboard calculations (# of students suspended for an aggregate total of one full day in current year divided by cumulative enrollment).</p> <p>The suspension rate would have shown 2.73% meeting the metric target of less than 5 %.</p> <p>This metric target was MET.</p> |
| <p><b>Metric/Indicator</b><br/>Expulsion Rate</p> <p><b>19-20</b><br/>Maintain expulsion rate less than 1.5%</p> <p><b>Baseline</b><br/>2016-2017 Expulsion Rate was 0%</p>          | <p>West Park had no expulsion activity for. School year 2019-20.</p> <p>This metric target was MET.</p>  |
| <p><b>Metric/Indicator</b><br/>M.S Drop Out Rate</p>   | <p>West Park Elementary reflects a 0% drop out rate as reported through CalPADS for the school year of 2019-20.</p>  |

| Expected  | Actual  |
|---|---|
| <p><b>19-20</b><br/>Maintain MS drop out rate less than 1.5%</p> <p><b>Baseline</b><br/>2016-2017 MS Drop Out rate was 0%</p>   | <p>This metric target was MET.</p>  |
| <p><b>Metric/Indicator</b><br/>School Climate Survey: % responses to school connectedness</p> <p><b>19-20</b><br/>To increase % of survey responses for school connectedness to 63% for grade K-5 and 53% for grades 6-8</p> <p><b>Baseline</b><br/>The percentage of survey responses for school connectedness that were collected in 2016-2017 were (K-5) 50% (6-8) 30%</p> | <p>2019-20 West Park Elementary School survey indicated that parent and student engagement (connectedness) reflected</p> <p>78 % said yes I feel part of the WPE school<br/>22% said no, I don't feel part of the WPE school</p> <p>The metric target was MET</p>   |
| <p><b>Metric/Indicator</b><br/>School Climate Survey: % responses feel very safe at school</p> <p><b>19-20</b><br/>To increase % of survey responses for school safety to 63% for grade K-5 and 53% for grades 6-8</p> <p><b>Baseline</b><br/>The percentage of survey responses for school safety that were collected in 2016-2017 were (K-5) 50% (6-8) 30%</p>              | <p>2019-20 West Park Elementary School survey indicated that parent and student safety reflected</p> <p>82.9% said they felt safe at school.<br/>17.1% they had issues with school safety</p> <p>This metric target was MET.</p>  |
| <p><b>Metric/Indicator</b><br/>Parent Engagement</p> <p><b>19-20</b><br/>Increase overall % of parent engagement as measured by meeting and activity sign-in sheets, and surveys.</p> <p><b>Baseline</b><br/>2016-2017 Parent engagement was not measured</p>   | <p>West Park Elementary has many opportunities for parent engagement including, ELAC, SSC, Board Meetings, Teacher/Parent conferences, and school activities. Since the pandemic, communication avenues for parents have increased to weekly parent updates via ZOOM technology, Board attendance, G-mail and GOOGLE calls directly to teachers and an increase in Parent Square (electronics announcement) communications.</p> <p>Overall % of parent engagement improved by 19.9% (add data from 2018-2019)</p> <p>This metric target was MET</p> |

## Actions / Services

| Planned<br>Actions/Services  | Budgeted<br>Expenditures   | Actual<br>Expenditures   |
|--|--|--|
| <p>The unduplicated pupils have the least exposure to behavior/discipline strategies and interventions; to address this need West Park Elementary will support students with administrative and support staff who will provide behavioral intervention and support students/parents/staff with the PBIS/discipline systems. It is our expectation that providing this action/service will result in increased parental engagement and decreased suspension rate.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of providing behavioral interventions and staff to work with these groups.</p>   | <p>C/S 1000-1999: Certificated Personal Salaries<br/>C/S 2000-2999 Classified Personnel<br/>C/S 3000-3999: Employee Benefits<br/>C/S: 5000-5999 Services an Other Operating Services<br/>09000 Supplemental and Concentration \$25,000</p> | <p>C/S 1000-1999: Certificated Personal Salaries<br/>C/S 2000-2999 Classified Personnel<br/>C/S 3000-3999: Employee Benefits<br/>C/S: 5000-5999 Services an Other Operating Services<br/>09000 Supplemental and Concentration \$0</p>  |
| <p>The unduplicated pupils have the least exposure to relevant educational technologies at home; to address this need West Park Elementary will provide parents with support and opportunities with the integration of technology in their child's learning and involve them in the digital educational process through workshops, conferences, or family nights. It is our expectation that providing our parents of these populations with technology conferences/family nights will result in increased parental engagement and increased understanding of technology integration and academic expectations across several disciplines.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of supporting parents of these student groups.</p> | <p>4000-4999 Books, Supplies, and Materials<br/>5000-5999 Services and Other Operating Expenditures<br/>09000 Supplemental and Concentration \$26,365</p>  | <p>C/S 4000-4999 Books, Supplies, and Materials<br/>C/S 5000-5999 Services and Other Operating Expenditures<br/>LCFF 4000-4999 Books, Supplies, and Materials<br/>09000 Supplemental and Concentration \$41,665<br/><br/>C/S 4000-4999 Books, Supplies, and Materials<br/>C/S 5000-5999 Services and Other Operating Expenditures<br/>LCFF 4000-4999 Books, Supplies, and Materials<br/>00000 LCFF \$6,365</p> |
| <p>The unduplicated pupils have the least opportunity to communicate with their parents about their education (class, homework, programs), to address this need West Park Elementary will provide English Language and technology courses to parents. This action is principally directed toward the unduplicated students and effective in meeting the needs of our students and our goals.</p>   | <p>Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p>  | <p>Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,544</p>  |

| Planned<br>Actions/Services  | Budgeted<br>Expenditures  | Actual<br>Expenditures   |
|--|---|--|
| <p>West Park expects to increase CAASPP scores and student academic performance as a result of parent’s increased ability to connect with their child about school and learning.</p>   |   |  |
| <p>Unduplicated students have higher suspension rates than district average. West Park Elementary will maximize positive reinforcement and provide behavior and academic incentives, activities, and increased participation in PBIS behavior efforts. It is our expectation that positive reinforcement and behavior incentives will increase attendance rates and reduce suspension rates for our unduplicated students.</p>   | <p>Services and Other Expenditures<br/>5000-5999: Services And Other<br/>Operating Expenditures<br/>Supplemental and Concentration<br/>\$25,000</p>                           | <p>Services and Other Expenditures<br/>5000-5999: Services And Other<br/>Operating Expenditures<br/>Supplemental and Concentration<br/>\$10,609</p>  |
| <p>Unduplicated students generally have limited resource access.</p> <p>West Park will enhance the computer labs and the library to improve access to twenty-first century technological learning opportunities. The computer lab will also be a location used to provide intervention and supports to the most needy students. This will provide resources for student’s opportunities for extra-curricular support and increased academic engagement.</p> <p>This action is principally directed toward the unduplicated student population to help the LEA achieve its goal of providing enhanced academic performance.</p> | <p>4000-4999 Books, Supplies and<br/>Materials<br/>5000-5999 Services and Other<br/>Operating Expenditures<br/>09000 Supplemental and<br/>Concentration \$30,000</p>          | <p>C/S: 4000-4999 Books, Supplies<br/>and Materials<br/>C/S: 5000-5999 Services and<br/>Other Operating Expenditures<br/>09000 Supplemental and<br/>Concentration \$40, 079</p>  |
| <p>Unduplicated students generally do not have access to technology resources that support academics. We will maintain and improve technology and hardware through updates to wiring infrastructure, increases to technology equipment and access. We expect students to improve their academic performance and activity participation with access to library resources and standard based related trips (both real and virtual). This will also allow students to receive extra experiences that they may not have received through the regular program.</p>  | <p>5000-5999 Services and Other<br/>Operating Expenditures 5000-<br/>5999: Services And Other<br/>Operating Expenditures<br/>Supplemental and Concentration<br/>\$182,613</p> | <p>Infrastructure Services/Upgrades<br/>5000-5999: Services And Other<br/>Operating Expenditures LCFF<br/>\$132, 613</p> <p>Equipment and service expansion<br/>5000-5999: Services And Other<br/>Operating Expenditures</p> |



| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures                     |
|-----------------------------|--------------------------|--|
|                             |                          | Supplemental and Concentration<br>\$80,052 |

## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| <p>The school is monitored through site access providing one entrance by foot and one entrance by vehicle. West Park Elementary has class sizes that vary from 15 - 21 students. Social distancing changes (reduced to three feet) allows for a classroom to carry 14 students.</p> <p>All classrooms and offices are earmarked for students to attend with safety measures including separation of seating, necessary plexiglass barriers, signage and markings in the hallways, and extra and regular cleaning. These measures also accommodate 50% - 85% student attendance, small group, one-one interactions for instructional support. All staff will be guided with sanitization training and expectations. Each occupied space will be provided with face masks, face shields, and identified wash stations. No touch thermometers will be available to all who need to vett attendees at the site. Charcoal air filters with ultra violet light are placed in all facility air conditioners to filter indoor air in classrooms and offices. Snacks will be adapted to be served into the classrooms requiring equipment to store the delivery. Regular meals are distributed weekly through a drive-through protocol, which provides all students a breakfast and a lunch to be eaten at home.</p> | <p>\$85,000</p>      | <p>\$105,000</p>              | <p>No</p>    |

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.

The only substantive difference is the scheduling of academic packets and meal pick-ups. Extra assistance was required for the distribution and packaging of meals along with the academic packets. Additional staff was brought in to execute this plan which is reflected in the increased costs.

## **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:**

The successes of staying consistent with program design assisted teachers to prepare lessons for returning students. The articulation and understanding what students face in their current learning environment made a difference in teacher response to learning.

### **Challenges:**

Technical conditions during instruction would interrupt the fluidity of instruction to make computer or connectivity re-sets.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| <p>To best support socioeconomic disadvantaged students, English Learners, Foster Youth, homeless, and students with disabilities who have the greatest risk of learning loss due and social-emotional needs due to the impacts of the COVID-19 Pandemic. West Park Elementary will provide additional one-one or small group support towards academics and Social Emotional Learning (SEL). Support will be provided through electronic means, including telephone, Chromebook, tablets, on-line services and resources for staff interactions. Priority services are based on local metrics derived through PLC meetings that address all student needs in response to the pandemic , and to support closure of the achievement gaps; especially in the core subject areas - ELA, Math, and English Language acquisition. This action increases the level of support in the student's home to close the opportunity and achievement gap by providing equitable resources to these groups and the staff that serves them; such as - head sets, google phone numbers, Chromebook and tablets, hot-spots, academic prepared backpacks with school resources (whiteboards, dry-erase markers, notebooks, journals, paper, pencils, pens, project kits). Through these supports students will have increased social-emotional success through positive adult and peer interactions that will increase students overall academic achievement.</p> | 350,000              | 350,000                       | Yes          |
| <p>Through data gathered in teacher Professional Learning Communities (PLCs) a need has been identified to support student need during the COVID 19 pandemic, and to support closure of the achievement gaps; especially in the core subject areas - ELA, Math, and English Language acquisition. In order to support these needs equitable resources will be added to increases the level of support in the student's home to close the opportunity and achievement gap. These resources include head sets, google phone numbers, Chromebook</p>   | 150,000              | 150,000                       | Yes          |

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| and tablets, hot-spots, academic prepared backpacks with school resources (whiteboards, dry-erase markers, notebooks, journals, paper, pencils, pens, project kits). By providing these recourses to students and the staff that serves them will provide the opportunity for daily live interactions and tools needs to increase connectivity and student achievement. |                      |                               |              |

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

There were no substantive differences.

### 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: Teachers were able to use core adopted curriculum in order to provide high quality educational opportunities and instruction during distance learning for our students. Teachers were able to engage with students and families through phone calls, home visits, and material deliveries, and online tutorial. West Park was able to expand the communication for school updates using online platforms; including weekly Zoom meetings for families. These meetings provided input opportunities for all stakeholders.  
 Challenges: Student and families ability to access to technology and wifi at home. West Park was able to provide support through packet work and other means necessary to ensure continuity of instruction.

**Access to Devices and Connectivity:**  
 Successes: West Park was able to provide all students with a Chromebook and wifi hotspot to support student learning and connectivity. 100% of students were provided with devices and connectivity.  
 Challenges: Due to area infrastructure, students and families had difficulty connecting to the internet even though hotspots were provided. We were able to make sites available to students and families who could not connect to the internet at home.

**Pupil Participation and Progress:**  
 Successes: West Park created weekly thematic units to support student engagement and enrichment opportunities. Weekly themes increased student participation. Communication was done through the weekly exchange process. Students would come to campus

weekly to pick up packets and meals. Parents were able to provide weekly feedback through surveys and phone calls with both the school staff and teachers.

Challenges: Limited student transportation was a challenge. We were able make home visits in order to delivery food and packets.

#### Distance Learning Professional Development:

Successes: West Park teachers were able to attend the FCSS virtual distance learning training. Teachers worked collaboratively to support students and were able to identify individualized student needs to support learning. Teachers engaged in meaningful PLC and came together as a team to support students during distance learning and to design high quality lessons.

Challenges: Most trainings were held via Zoom and during student learning time. Not all staff was able to attend all professional development sessions. Teleworking made collaboration and access to resources more challenging.

#### Staff Roles and Responsibilities:

Successes: Teachers and Staff showed flexibility for their support of student learning and social emotional wellbeing. Teachers and staff made home visits, phone calls, and provided other supports as necessary for the school community.

Challenges: Adjusting to the attendance format during distance learning made it difficult to ensure all needs were meet. Ongoing adjustments regarding the state regulations for attendance became time consuming. Weather conditions provided challenges for weekly packet and food distribution.

#### Support for Pupils with Unique Needs:

Successes: Teachers were able to easily identify students who needed intervention. Teachers were more aware of students home experiences and were able to provide both academic and social emotional supports as necessary.

Challenges: Teachers and students having to adjust to new delivery methods. Ongoing training was needed to support families in how to use digital platforms and create learning spaces.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| <p>In support for our unduplicated students who may be at risk of learning loss due to to the COVID-19 pandemic school closures, the district will provide additional supplemental instruction through virtual means, extended staff time, new temporary staff support, The supplemental instruction will be provided by ELD teacher, reading corps tutors, and paraprofessional call center setting. Extended time of the IT Department and curricular support staff provides the necessary provisions for parent and students needing access and guidance for bridging resources between the home and school. All of these additional supports will allow students to have access to extended learning opportunities, tutoring, technology and curricular supports in order to provide equitable resources and supports to reduce learning loss.</p> | 230,000              | 230,000                       | Yes          |
| <p>In response to district student engagement data gathered during school closures, as a result of COVID-19 Pandemic, shows a need for increased support to engage students during distance learning. The district PBIS coordinator will provide home visits, and family outreach for non-attendees or students not engaging in completing their assignments. This additional supports will allow for increased reengagement and social-emotional supports for our most at-promise student groups.</p>   | 75,000               | 75,000                        | No           |
| <p>Extended Home Learning: Due to COVID-19 school closure additional supports and resources are needed for teachers to provide support during this transition. Teacher training includes; Google Classroom, Google Meets, and virtual lesson delivery. Teacher professional development is on-going through our technology department. Licensed Google phone numbers are provided to all staff engaging with home calls to students and parents. Assessment</p>  | 90,000               | 90,000                        | No           |

| Description  | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| resources, such as software license, are analyzed and added to provide baseline information for teachers. Extending ESGI, adding Imagine Learning, and FRECKLE are examples of necessary supplemental assessments for Extended Home Learning strategies. |                      |                               |              |

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

There was no substantive differences.

### 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:**

West Park has a robust assessment system to ensure teachers are aware of student learning and progress. Teachers work collaboratively to develop short formative and on-going assessments of student learning. West Park uses STAR Math and Reading as well as ESGI to track student learning and progress. Students needing additional support were provided with intervention as needed. Students in K-3 were provided with Reading Corp to provide students with additional literacy support. Students in grades 4-8 were provided with additional support and tutorials as necessary. Students had access to support from para educators as well as the after school program. Overall STAR data showed students made growth based on the district established baseline. Student who attended Ready Corp with a 70% or higher attendance rate made significant progress.

**Challenges:** Students and families had limited access to wifi and stable connectivity at home. Students were faced with a variety of learning environments which made learning and virtual assessment difficult.



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

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

Successes: West Park was able to establish weekly themes which provided excitement and incentives for engaging in learning during the 2020-21 school year. Students received additional incentives during the weekly exchange process. All-4-Youth Counseling and the district PBIS coordinator were able to work collaboratively with teachers to identify students who needed additional mental health supports. Students were provided with counseling and whatever resources were needed to support overall student well-being. Home visits were very positive for families to feel connected to the school community.

Challenges: During distance learning it became difficult to easily identify mental health needs. Many families within the community lost loved ones to COVID-19. Peer communication was limited during distance learning and social media created an atmosphere of fear amongst many families.

## 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:

West Park was committed to providing students with engaging opportunity to learning and thrive during distance learning. The district provided themes and incentives to promote student engagement and excitement. Weekly packet and food pick up allowed for in-person communication and feedback to be provided. West Park hosted weekly Zoom meetings to invite stakeholders to participate in ongoing feedback and increase their knowledge of opportunities provided by the district. Technology and wifi were provided to all families to promote engagement and the ability for ongoing communication from home. West Park was able to provide support and communication for all families in their home language.

Challenges: Families had limited connection to wifi due to capacity of wifi towers within our community. Increased use of technology and online platforms were difficult for some of our students and families to use. COVID-19 caused a lot of change to many home situations in terms of job loss, health, and other living conditions.

## Analysis of School Nutrition

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

Successes:

West Park Elementary applied for the various meal grants and were able to extend existing meal grants to serve the students and families in our region. West Park Elementary has 93 % of its students qualifying for free and reduced meals and operate with provision 2 USDA qualifications align all students to receive breakfast and lunch. In some cases meals were provided through other organizations and programs to our community. Approximately 3500 weekly meals were prepared and distributed through the West Park Elementary kitchen. A new plate sealer resulted in adjusting the overall processing protocol to effectively meet the needs of our students. The distribution process was implemented in the parking lot as a drive through process on Mondays from 10:00 am to 1:00 pm; parents would pick-up five breakfasts and lunches for each child attending school. As parents drove through the parking lot, an academic packet exchange took place and an opportunity to converse with the teacher. We were also able to communicate school wide messages and promote weekly themes that assisted in student engagement.

#### Challenges:

During the shutdown, not all parents had transportation to pick-up meals and academic packets, so we deployed delivery service as needed. Due to the COVID-19 Pandemic, many of the West Park Elementary's associated vendors were short handed, therefore there were delays in deliveries, changes in menu content, or no service at all. When these occurrences presented themselves, adaptations to local purchases or personnel working outside their role would provide support.

# 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 | West Park Elementary has extended efforts to serve all students due to the COVID-19 School closures and implementing Extended Home Learning. Some of the cafeteria equipment, storage and serving containers and materials, printed information for families for storage and home food prep; and extended hours and added staff to assist in distribution and POS implementation for number counting and service records. | 85,000               | 85,000                        | 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.

Although there was no change in the expense of the allocation amount, the program was adjusted to bringing back about 60% of the students in alignment with the transition plan.

## 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.

Lessons learned from implementing in-person learning and distance learning include:  
 Distance learning: Google Classroom/Google Meets are the platforms established by all teachers for incorporating supplemental academic support. These platforms are supported through training and technical assistance from our IT department. A google phone number is given to each employee to allow for more fluid phone call communication between student and teacher adding another dimension of academic support and instruction. materials including packets and internet services monitoring student attendance through electronic means and phone calls. Many of the digital platforms have increased the connection to families and provided additional learning platforms and opportunities for students and families that we will continue. Stakeholder input regarding some of the successes of distance learning will be taken into account when developing the goals and actions of the 2021-2021 LCAP.

SEL implementation to check on student mental and physical health: The PBIS Coordinator position at West Park Elementary provided outreach to students and families to assist in referrals to social services, school psychologists, provide student incentives, identify concerns and bridge the communication between students and school. Partnership with Fresno Superintendent of Schools provided a Social Worker that can accept referrals and provide the school with family connections to community resources. Home visits, medical consultations, and counseling sessions are the continuous services provided to families. Paraprofessionals worked in a "call center" capacity call homes to provide support for academic questions. They are scripted to ask how the student is doing as a matter of providing direction to the student on how to communicate concerns to their teacher.

Google classroom platform, parents and teachers were able to interchange e-mail, parent square, text information to keep an open line of communication. Continual outreach through phone calls, electronic devices, home visits, packet exchanges, and written postings on the school's website were made to all students, including English Learners, Low social-economic students, 504 students, Foster Youth, and homeless students. Ongoing mental health support and SEL learning opportunities are important to continue as we move forward into our 2021-24 LCAP.

Health safety considerations: West Park will continue to work with FCSS and the health department to sure we are following the most up to date safety and health protocols.

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

West Park Elementary will continue to monitor and assess students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and will provide targeted intervention for these students. West Parkers teachers led by the Administration and supported by the Data Analyst work to identify the level of learning loss and monitor the progress of each student. Learning loss addressed and assessed especially for students with unique needs include measures of benchmarks throughout the school year using renaissance (STAR Reading and Math), illuminate, and ESGI. These assessment tools are accessible by teachers and the Data Analyst review assessment measures and results to allow teachers to determine re-teaching, differentiation, and intervention.

There are extra supports Response To Intervention with reading Corp and we are trying to access Math Corp. There will be direct support of all supplemental resources to address English Learners, student from socio economic disadvantaged subgroups, students with disabilities, foster youth and homeless students. Resources for out of school support will include on-line access for tutorials and homework assistance.

During school breaks -intercessions will target students with academic needs to attend for small group assistance and targeted learning strategies for classroom success.

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.

The substantive differences were identified and explained in each of the appropriate sections above.

# 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.

After reflecting on the 19-20 LCAP and 20-21 LCP it is important to continue to provide support to our students based on both academic and social emotional needs. A majority of teachers through survey and meetings prefer on-site instruction for the upcoming school year and to hire separate online instructors for non-classroom based programs, parents have indicated that they prefer their children to be on-site for class instruction, yet still want an option to learn from home. if the pandemic mitigation elements are still impacting schools, other staff varies in their uncertainty of school operations - working from home can not be done for all employees and the need of student services are effected by public health guidelines that may require training. We will continue to support teachers and staff, particularly the teachers newer to the profession in Explicit Direct Instruction (EDI), Depth of Knowledge (DOK), and exploratory learning in the context of providing student services and instruction.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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



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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

| <b>Total Expenditures by Offering/Program</b>                      |                         |                       |
|--|-------------------------|-----------------------|
| <b>Offering/Program</b>  | <b>2020-21 Budgeted</b> | <b>2020-21 Actual</b> |
| <b>In-Person Instructional Offerings</b>                           | \$85,000.00             | \$105,000.00          |
| <b>Distance Learning Program</b>                                   | \$500,000.00            | \$500,000.00          |
| <b>Pupil Learning Loss</b>   | \$395,000.00            | \$395,000.00          |
| <b>Additional Actions and Plan Requirements</b>                    | \$85,000.00             | \$85,000.00           |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b> | \$1,065,000.00          | \$1,085,000.00        |

| <b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b> |                         |                       |
|--|-------------------------|-----------------------|
| <b>Offering/Program</b>  | <b>2020-21 Budgeted</b> | <b>2020-21 Actual</b> |
| <b>In-Person Instructional Offerings</b>   | \$85,000.00             | \$105,000.00          |
| <b>Distance Learning Program</b>   |                         |                       |
| <b>Pupil Learning Loss</b>   | \$165,000.00            | \$165,000.00          |
| <b>Additional Actions and Plan Requirements</b>  | \$85,000.00             | \$85,000.00           |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b>                           | \$335,000.00            | \$355,000.00          |

| <b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b> |                         |                       |
|--|-------------------------|-----------------------|
| <b>Offering/Program</b>  | <b>2020-21 Budgeted</b> | <b>2020-21 Actual</b> |
| <b>In-Person Instructional Offerings</b>   |                         |                       |
| <b>Distance Learning Program</b>   | \$500,000.00            | \$500,000.00          |
| <b>Pupil Learning Loss</b>   | \$230,000.00            | \$230,000.00          |
| <b>Additional Actions and Plan Requirements</b>  |                         |                       |
| <b>All Expenditures in Learning Continuity and Attendance Plan</b>                       | \$730,000.00            | \$730,000.00          |

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title      | Email and Phone                   |
|-------------------------------------|-----------------------------|-----------------------------------|
| West Park Elementary School         | R-G Vigil<br>Superintendent | Ralph_v@wpesd.org<br>559.233.6501 |

## Plan Summary [2021-22]

### General Information

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

West Park Elementary School is a single school TK - 8 school district established in 1885. The district sets in a rural 25 square mile region southwest of the city of Fresno in Fresno County. There is a five seat governance school board and operational and academic services are supported through Fresno Superintendent of Schools. The school has an enrollment of approximately 355 students accounting for various student subgroups - (Hispanic-Latino 81%, English Learners 43%, Foster Youth 1.9%, Socioeconomic disadvantaged 92.9%, with disabilities 7%, Asian 12%, and white 7%). West Park Elementary school remains an underperforming school with progress identified in certain measurable sectors among identified subgroups. The LCAP identifies the areas of need for all students and for unduplicated student subgroups. The resources at West Park Elementary School are managed and supported by the district office which sustains the cafeteria services, maintenance operations and transportation, technology, and human resources. Student numbers in a class are maintained at approximately 20 students per teacher, with supports from a PBIS Coordinator, Learning Director, Special Education services and EL teacher. The facility is good condition and is qualified for a modernization project awaiting for Proposition 51 state funding from the state since 2018. Technology provided to students allow for one-to-one devices for all students at both home and school. Staff is provided with on-going staff development and are encouraged to attend necessary training to enhance student learning. Parents are provided with several forums for communication and are encouraged to engage with their child's education plan and activities.

### Reflections: Successes

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

Progress the district is proud of based on the 2019 Dashboard is the significant improvement of the English learner student group on the performance indicator for Suspension rate. This group moved from "red" as reflected on the 2018 Dashboard to "yellow" as reflected on the 2019 Dashboard. To maintain this success with our English learner suspension, the district will add counseling support with bilingual

counselors and will work to increase the support from All for Youth in collaboration with FCSS. We will also continue to implement the bilingual PBIS coordinator as well as more bilingual teachers to assist with better home-to-school communication.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 Dashboard, which is the most current, reflects Orange for the overall student group in the areas of Chronic Absenteeism, ELA, and Math and reflects Red for the overall student group in Suspension Rate. The current dashboard reflects no state indicator for which any student group is two or more levels below the overall student group. As a CSI-identified school, the actions will be aligned to address the metrics of student performance.

In order to address the overall student performance in the area of Chronic Absenteeism, the district re-assesses the SARB process and implement updated systems for the process. We will also revisit the training process for ensuring all staff involved have updated training on the SARB process. We will increase resources to support students demonstrating chronic absenteeism. Examples include an attendance review team and increase attendance incentives for students.

In order to address the overall student performance in the area of Suspension rate, the district will expand the PBIS process and include SEL elements in that include full implementation and training of the program "Second Step"

In order to address the overall student performance in the area of English Language Arts, the district will provide professional development around anchor standards in each grade level so lesson plans are anchored in these standards. We will ensure uninterrupted ELA instruction time so there are no interruptions from math or ELA instructional blocks. With respect to PLCs, teachers are being trained on GIFT (Good initial first Teaching) and spiraled reteaching through the lesson planning and instruction process.

In order to address the overall student performance in the area of Mathematics, the district will provide professional development around anchor standards in each grade level so lesson plans are anchored in these standards. We will ensure uninterrupted during ELA instruction time so there are no interruptions from math or ELA instructional blocks. With respect to PLCs, teachers are being trained on GIFT (Good initial first Teaching) and spiraled reteaching through the lesson planning and instruction process.

For both math and ELA, the district will implement tutorial supports outside of the regular school day and for TK-3 we are initiating reading Corp, an one-on-one tutoring approach for supporting students learning to read.

# LCAP Highlights

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

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

- Goal 1 will focus on the academic progress and performance of all students, including unduplicated student subgroups (Socio-Economic Disadvantaged, Foster Youth, and English Learners). This goal will also emphasize teacher qualifications, assessment preparation, interventions, aligned materials (text, applications, and materials) to the state standards (ELA, Math, Social Science, Science).
- Goal 2 will emphasize a focus on School Culture which will entail stakeholder engagement, communication strategies, student support for involvement, attendance, school rules and expectations as they align with school safety.
- Goal 3 will have a focus on facility and operations addressing the maintenance of facilities and the expansion of school infrastructure and upgrading equipment to meet 21st century expectations.

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

West Park Elementary School District used the following process to support the school in conducting the local needs assessment: Management Meetings, Staff meetings, Community meetings (Parent ZOOM meetings, SSC and ELAC), data gathering and analysis, and stakeholder surveys.

West Park Elementary School District has collected the following data for the needs assessment: Parent Surveys, Student Surveys, Staff Surveys, Comparative Assessment Data (STAR Math and Reading, ESGI assessments (primary grades k-2), Illuminate assessments (grades 3-8), and state level data from the California Dashboard and SBAC results.

The data we examined informed the CSI School Plan in this way:

Through the various site committee meetings with the various stakeholder groups, we identified that the subgroups of Low Socioeconomics and Hispanic were static in academic performance. Specifically in reading fluency, math calculations, and attendance, The results discussed identified student level performance.

The stakeholder groups engaged in the process of conducting the needs assessment included parents, students, teachers, and management; specifically (Learning Director, Superintendent, Data Analyst, Technology Director, and PBIS Coordinator), The feedback from these groups informed the CSI plan as follows:

There is a need to examine resource text/academic software alignment in both core and supplemental academic resources, identify site resource support through School Study teams, address training needs to implement resources, and develop resources for student support engaging intensive EDI applications.

The process used by the West Park Elementary School District to support/guide the school site staff in the identification and selection of evidenced –based interventions included in the plan was to work with Fresno County Superintendent of Schools Curriculum support staff to engage in discussion of what is supported and being used in the region. Also utilized were text vendor representatives to identify the structure of text and delivery methodology (i.e. Best First Instruction strategies). “Learning List,” a non –partisan resource review company provides a standards –resource alignment report that identifies standards with the curricular resource being applied for instruction. The discussion also led to other outside resources including any applicable software program to meeting the needs of student academic progress. To address any attendance issues; incentive plans were discussed and reviewed through PBIS resources.

The West Park Elementary School District used the following process to match the selected interventions with the identified needs:

Data Analysis through the Curriculum and Instruction Committee is discussed at teachers meetings and the data presented is synthesized with the Professional Learning Community level groups. The information is also presented at community meetings specifically School Site Council meetings (SSC), English Learner Advisory Council (ELAC), and Parent Zoom meetings to determine performance concerns, support solutions, and how to display information to students for best response results. Through technical advisory from FCSS curriculum department, intervention models are discussed and reviewed for implementation strategies. The priorities are set by the identified need identified as common through the various committees. Assessing what the school is already doing and analyzing further supports through instructional training, aligned materials, and student incentives gave precedent to selected intervention strategies.

The rationale for the selected interventions were discussed and prioritized as support for the essential ability to read and understand directions and content as reflected in the review of benchmark results and state level assessments. Henceforth, “Reading Fluency” was identified as an essential need. Student incentives that encouraged reading and decoding were discussed as a direction to encourage student interest. We also analyzed supplemental areas of the school (Library, ELD sources, and tutorials) to provide students with stronger academic supports.

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



Other evidential factors in the plan are reflected in school meeting notes and agendas that directly address student needs and gaps of access. Outreach monitoring of students with school resources is a school function of the PBIS Coordinator. The purpose is to assure all students identified as TIER II and III are receiving the necessary support toward academic progress.

Upon assessing reading throughout the school it was discovered that the resource inequities were identified in the library with a lack of appropriate and challenging grade-level reading materials. Supplemental tutorial resources were reviewed and it was discovered that a request for more tutorial access was being requested in the areas of decoding for reading and calculations for mathematical word problems. The PBIS Coordinator and the Librarian reviewed the reading incentives for students to assess student rewards for reading achievement. The District examined its budget and reviewed the investment in reading support materials both through the library and in the classroom. Discussions are reflecting EL needs fluctuate from grade to grade level and support applications for reading can be directed more effectively among student grades.

Other discussions revealed:

Based on the latest California Dashboard, West Park did not improve the goal expectations in ELA or Math for subgroups for the following subgroups: Hispanic and Low Socioeconomic students and remain in "Orange."

Surveys data will identify the sentiments and gaps of student academic performance among stakeholders. Fresno County Superintendent of Schools supports will assist in the analysis of process and monitoring. ESGI/Illuminate/ELPAC scores will be analyzed by the Curriculum and Instruction team and communicated to teachers for data review and analysis.

The resource inequities are being addressed by implementation of the CSI Pan as evidenced by the use of targeted academic materials (i.e. Imagine Learning, EL aligned curriculum and supplements), tutorial support during school hours and after school hours, and extended student incentive/recognition for reading progress.

The Learning Director working through structured Professional Learning Communities will support the program to begin redesigning intervention so that the focus will sequence First Best Initial Teaching, Re-teaching, and then intervention. This model will define the delivery for instruction and the focus on the training support through FCSS.

Benchmark assessments will be redesigned to reflect a growth model. Benchmarks will be designed through the use of ICA (Interim Concentrated Assessments).

Professional Development and Professional Learning Communities for teacher and support staff to review and improve pedagogical practice; including assessment development and analysis. Differentiated assistance provided through FCSS will support the data review through the California Dashboard as to review subgroup and school-wide information on student performance.

There is a plan to upgrade library resources with the direction of grade level reading materials that will be purchased with the increase of materials of student interest and academic challenge.

There will be an increase access to technology devices and an upgrade of access points throughout the school to help support assessments and instruction. The Technology Director will provide training in the use of software related supplements to engage both teachers and students in the process of lesson delivery and student learning.

### **Monitoring and Evaluating Effectiveness**

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

West Park Elementary School District will use the following process to monitor the implementation of the CSI School Plan:

- 1-Collect Assessment data both local and state for student progress reporting by the Learning Director and Data Analyst.
- 2-Administrative review of lesson plans will be gathered and summarized.
- 3-Meeting agendas and minutes will be collected to review discussions and stakeholder input.

West Park Elementary School District will use the following data/metrics to monitor the implementation of the CSI School Plan:

- 1 – Renaissance (STAR Reading and Math) will provide site measures for teacher targeted areas that address interventions. STAR assessments are delivered as a benchmark three times a year for grades 3-8.
- 2 - ESGI and Illuminate will provide benchmark measures aligned with curriculum standards for primary grades
- 3 - SBAC assessments derived from the school standards adopted ELA and Math materials and is measured by the state CAASP.
- 4 - LPAC assessments and re-designations will be reviewed to determine student capacity to sustain the core curricular standards. This will be reviewed through formative and summative measures twice a year.
- 5 – Program specific measures that identify student progress with the supplemental/intervention support will be added to the metrics (specifically added reading programs – Reading Corp). These results are measured every six weeks.
- 6 – School Site Council, English Learner Advisory Council and Parent ZOOM Meeting agendas and minutes.
- 7- Stakeholder survey results vary in time of distribution and collection (Quarterly and Annually).

West Park Elementary School District will use the following process for evaluating the implementation of the CSI School Plan. The Learning Director and the Data Analyst will analyze the data/metric results derived through assessments and surveys. The information is presented to the Curriculum and Instruction Council for further discussion and planning review. Part of the process is setting the calendar agenda for the assessments, result gathering and analysis, and reporting dates (which usually align with the dates of the stakeholder meetings).

West Park Elementary School District will use the identified metric results to evaluate the implementation of the CSI School Plan. The site Learning Director will be responsible to communicate the results and measures of student performance among teachers and district level Curriculum and Instruction Council to guide the decisions that will lead to design of program intervention and instructional delivery.

West Park Elementary School District will use the following process for monitoring the effectiveness of the interventions to improve student outcomes. Data Analyst will establish assessment and result review calendars to assist the Learning Director in assessing the information

necessary to identify the effectiveness of interventions through the program design analysis. Currently, ESGI and Illuminate assess reading (grades k-8) performance measures for all students as an indicator to reading progress. Benchmarks are established to assess students three times a year. Students performing below grade level are supported through Tier I and Tier II intervention programs and materials.

West Park Elementary School District will use the following data metrics to evaluate the effectiveness of the interventions such as the six-week data collection of the Reading Corp tutorial program which will be analyzed in relation to the student's benchmark reading measure.

West Park Elementary School District will use the following data/metrics to evaluate the effectiveness of the interventions to improve student outcome by collecting reading measures from supplemental/intervention programs every six-weeks, reviewing the number of students receiving incentive rewards for reading growth, and comparing intervention data with benchmark data.

# Stakeholder Engagement

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

The West Park Elementary School administration holds a variety of meetings for stakeholder input towards the LCAP and various school plans. The school management team meets a minimum of twice a month, the Curriculum and Instruction committee meets twice a month, ELAC/SSC meets, WPECA (Teacher Association) and Leadership Meetings have occurred twice a month through this pandemic time, regular surveys were done to measure the pulse of the community and the staff regarding professional development and future school expectations. Surveys to families (including students) measured the sense of returning to school under COVID-19 terms, quality of learning, quality of food services, and support needs.

LCAP stakeholder meetings were publicly held: May 3, May 13 and May 26 for parents, teachers, classified staff, and students and community members.

Parent Surveys were conducted specifically for input in the LCAP development as well as on engagement and school safety in February, April, and May

Management Bi-monthly Meetings: February, March April, May for the principal is N/A, administrator/superintendent, learning director, classified management, technology director, cafeteria manager, CBO, Human Resource manager, and data analyst.

Teacher Weekly Staff Meeting: March, April, May

All Staff Survey was conducted in March and May specifically to obtain input on LCAP development and professional development needs.

Student Survey was conducted in May

SELPA consultations on incorporating actions for students with disabilities were conducted through SELPA meetings monthly throughout the spring

WPECA teacher union was included in the monthly association/administration meetings monthly throughout the spring

There is no classified union or association.

PAC and DELAC reviewed the draft LCAP during the May 27th meeting. Both groups supported parent education, technology, and English classes so they can support their children at home. They supported safety conditions in the area around the school. These parent groups expressed a desire for clear communication protocols from the school. The superintendent responded in writing to the PAC and DELAC in June.

Public Comment Period will run from June 8 through June 16. The draft LCAP upon request at the school site and on the website.

The Public Hearing happened on June 21 and the governing board adopted the LCAP at a public meeting on July 12. The local indicators were presented to the governing board as an informational item at this same meeting. The district budget was adopted at this same meeting on July 12.

(Add the following along with the previous)

Due to the technical adjustments and required updates to the LCAP prompt responses, A second public hearing was held at a public hearing of the governing board on September 7, 2021, and adoption of the LCAP was completed at a public governing board meeting on September 13, 2021.

A summary of the feedback provided by specific stakeholder groups.

The feedback that has been given: A majority of teachers through surveys and meetings prefer on-site instruction for the upcoming school year and to hire separate online instructors for non-classroom based programs, parents have indicated that they prefer their children to be on-site for class instruction, yet still want an option to learn from home if the pandemic mitigation elements are still impacting schools, other staff varies in their uncertainty of school operations.

Employees expressed through surveys that working from home can not be done for all employees and the need of student services are affected by public health guidelines that may require training. Many employees, particularly the teachers newer to the profession were not clear on Explicit Direct Instruction (EDI), Depth of Knowledge (DOK), and exploratory learning in the context of providing student services and instruction.

(add the following)

Feedback from students indicated they would like more homework assistance and a larger variety of school activities.

Feedback from the classified employees indicated they want to keep the equipment maintained, have continued opportunities to engage in professional development and felt good about the current status of the LCAP.

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

As Goals have been identified - the following stakeholder input was influenced per goal:

Goal #1: (Academic Objectives)

Parent. Identified tutorial assistance (both at -school and electronic)

Student. Students identified homework help is the most needed for their academic success.

Staff. Supplemental program assistance grades k-8 (ie Reading Corps and Math Corps), paraprofessional assistance for on-line contact

Goal #2: (School Culture)

Parent: Parents identified a need for culture recognition in curriculum, Parent Teacher Club (PTC) for an opportunity for parent that can't contribute directly in the classroom, consistent electronic communication platform, and parent English Language and Technology classes would assist them in supporting their child with academic support.

Student. Students identified field trips - both virtual and in-person, are most important to improve their awareness of environment, resources, and opportunities.

Staff. Staff identified "student and staff" recognitions, student friendly signage, and

Goal #3: (Facilities Operation)

Parent: Parents feel that enhanced outdoor facility would be most needed by students such as benches on the yard

Student. students would like to see newer play equipment

Staff. Staff would like to see the site with a (face lift) in areas of the school, Accelerated Learning, Social Emotional Learning, and new expectations of student measures are elements of discussion that are taking place to understand where students are performing and where the school needs to guide them in alignment to state standard measures. This has both teacher and parents stakeholders agreeing on support measures that extend beyond the school day. Also it introduces internal resources to allow students to acquire support from targeted support programs - ie Reading Corps.

Since many aspects of state assessments have been altered or waived, new baselines will be established to address student performance as stated by administrating staff.

Parent input on what is needed by the school has been influenced by the Home Extended Learning model implemented due to the COVID-19 pandemic. The event alone has made parents aware of the learning environment and support needed for their children enrolled at West Park Elementary. There is also an awareness for parent support for resources necessary to assist in the education of their child.

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | We will improve student academic achievement scores on the identified assessments, by offering a broad course of study, professional development (PLC's, PD's, observations) for all staff, targeted academic resources (Common Core/NGSS/ELD Standards) and supplemental resources through technology and text, school scheduling, academic interventions, and service agreements; in order to effectively measure all student academic achievement, including English Learners and students with disabilities. |

An explanation of why the LEA has developed this goal.

This goal is developed to ensure program commitment to student academic progress that is supported by the elements of the work done by staff for all students, including unduplicated subgroups. This goal is critical to the role the school must maintain to meet the California public education legal and regulatory requirements. The professional development and continuous staff development allow for staff to maintain current practices effective to supporting student learning. This goal provides the general guidelines and directions for the school's program to implement the activities for students provided through federal, state and local resources.

The academic performance of students is in need to reflect progress through the CA dashboard. The expectation of student academic performance is a challenge due to the continuous adjustments of assessment design and shifts in program schedule due to the current pandemic conditions that have led to "on-line" instruction and distance learning. Academic progress has to be re-established by way of current and consistent state assessments and internal school benchmarks in order to provide valid and reliable data in which to design lessons and effective delivery strategies of the lessons intended to improve student learning.

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

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|----------------|----------------|----------------|---|
| Appropriately assigned and fully credentialed teachers. | Misassignments: 0%<br>Vacancies: 0%<br>Data Year: 2020-21<br>Data Source: HR Department |                |                |                | 0% Misassignments<br>0% Vacancies<br>Data Year: 2023-2024<br>Data Source: HR Department |

| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
| Access to standards aligned instructional materials  | <p>Core materials aligned: 100%<br/>Students with access: 100%</p> <p>Data Year: 2020-2021<br/>Data Source: Annual Williams Act Inspection</p> |                |                |                | <p>Core materials aligned: 100%<br/>Students with access: 100%</p> <p>Data Year: 2023-2024<br/>Data Source: Annual Williams Act Inspection</p> |
| Implementation of standards for all students and enable ELs access to CCSS and ELD standards | <p>ELD materials aligned: 100%<br/>Students with access: 100%</p> <p>Data Year: 2020-2021<br/>Data Source: Annual Williams Act Inspection</p>  |                |                |                | <p>ELD materials aligned: 100%<br/>Students with access: 100%</p> <p>Data Year: 2023-2024<br/>Data Source: Annual Williams Act Inspection</p>  |
| Smarter Balanced ELA   | <p>Smarter Balanced ELA TBD once results become available<br/>Data Year: 2020-2021<br/>Data Source: Dataquest</p>                              |                |                |                | <p>Smarter Balanced ELA: 5% increase each year<br/>Data Year: 2023-2024<br/>Data Source: California Dashboard 2024</p>                         |



| Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--|--|----------------|----------------|----------------|---|
| Smarter Balanced Math                                  | Smarter Balanced Math TBD once results become available<br>Data Year: 2020-2021<br>Data Source: Dataquest  |                |                |                | Smarter Balanced Math: 5% increase each year<br>Data Year: 2023-2024<br>Data Source: California Dashboard 2024                                      |
| EL students making progress toward English Proficiency | EL Students making Progress: 27.5%<br>Data Year: 2020-2021<br>Data Source: California Dashboard Fall 2019  |                |                |                | EL Students making Progress Over 25%<br>Data Year: 2023-2024<br>Data Source: California Dashboard Fall 2023   |
| EL Reclassification Rate                               | EI Reclassification rate 3.2%<br>Data Year: 2019-2020<br>Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates)<br>No reclassification in 2020-2021 because ELPAC was not administered due to National Pandemic. |                |                |                | EI Reclassification rate above 10%<br>Data Year: 2023-2024<br>Data Source: Data Source: Dataquest (Annual Reclassification (RFEP) Counts and Rates) |
| Broad course of study                                  | Student with access to broad course of study: 100%   |                |                |                | Student with access to broad course of study: 100%  |

| Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|--------|--|----------------|----------------|----------------|---|
|        | Data Year: 2020-2021<br>Data Source: California Dashboard 2021 |                |                |                | Data Year: 2023-2024<br>Data Source: California Dashboard fall 2024 |

## Actions

| Action # | Title  | Description   | Total Funds    | Contributing |
|----------|--|---|----------------|--------------|
| 1        | Qualified instructional core program   | The district will provide a high-quality core program to all students. The significant elements of the program include but are not limited to core staffing and administration, core textbooks and supplies, routine maintenance, nutrition services, transportation, deferred maintenance, and facilities.   | \$1,928,607.00 | No           |
| 2        | Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development | The district’s unduplicated students and student groups are all performing lower than expected to meet state requirements. Research and educational best practices indicate that well-prepared and effective teachers and paraprofessionals have a very significant impact on student learning outcomes. In order to meet this need, the district will provide professional development to all teachers and paraprofessionals focused on the core elements of ELA, Math, and English language development for English learners. This professional development will focus on providing appropriately scaffolded and well-designed lessons that meet the needs of our diverse unduplicated students. There will also be a focus on the vertical alignment of instruction focused on essential standards as well as follow-up & in-class coaching by experts and instructional feedback provided throughout the year to support teachers with the implementation of the strategies and content learned by students. Included in this action are instructional stipends to support professional development activities. Providing the described well-developed, ongoing professional learning and coaching support to our staff has been shown to provide student | \$51,600.00    | Yes          |

| Action # | Title                         | Description   | Total Funds | Contributing |
|----------|-------------------------------|---|-------------|--------------|
|          |                               | <p>access to standards and allow for the school and district to analyze student progress.</p> <p>We will continue providing professional development activities to our teachers and paraprofessionals because our CAASPP 17-19 data show growth in ELA for EL and low-income students. Growth in the area of Math has not yet been realized, but we feel this will be addressed with the extra time allocated in the master schedule. The master schedule was adjusted to provide an additional 20 minutes beyond the original 30 minutes prior to delivering instruction in the core classes.</p> <p>Continued growth in the future in these academic areas is expected as measured by the CAASPP or local measures.</p> <p>CAASPP SCORES</p> <p>ELA</p> <p>EL met Standard SED met Standard FY met Standard</p> <p>2017 11.36% 26.95% 0%</p> <p>2018 11.63% 29.04% 14.3%</p> <p>2019 Not Assessed during pandemic</p> <p>MATH</p> <p>EL met Standard SED met Standard FY met Standard</p> <p>2017 8.14% 18.14% 0%</p> <p>2018 2.33% 15.79% 14.3%</p> <p>2019 Not Assessed during pandemic</p> |             |              |
| 3        | Integrated and Designated ELD | <p>The district's unduplicated students and student groups are all performing lower than expected on the ELPAC summative assessment of English language acquisition. Students should become the English language proficient within 5 years. Designated and Integrated ELD will be provided to all English learner students. It will be taught by appropriately credentialed teachers and supported by qualified bilingual paraprofessionals</p> <p>This ELD will be provided on a daily basis with designated instruction provided in smaller-group deployed instructional settings with a certificated teacher and a paraprofessional's support. This action</p>   | \$78,000.00 | Yes          |

| Action #    | Title   | Description  | Total Funds | Contributing |             |       |             |       |      |                              |  |  |
|-------------|---|--|-------------|--------------|-------------|-------|-------------|-------|------|------------------------------|--|--|
|             |   | <p>includes supplies and technology and hotspots, software programs (i.e. Imagine learning), and Chromebooks, all focused on meeting the needs of English learners levels 1 and 2.</p> <p>The provision of well-developed designated and integrated ELD taught using research-based instructional delivery best practices is intended to support English learners' language acquisition which allows them to better access the core instruction in ELA and Math.</p> <p>This action has been effective in increasing English learner math, from 2017-2019 as demonstrated by the following data:</p> <p>CAASPP EL Students Met standard</p> <table border="1"> <tr> <td>ELA</td> <td>MATH</td> </tr> <tr> <td>2017 11.36%</td> <td>8.14%</td> </tr> <tr> <td>2018 11.63%</td> <td>2.33%</td> </tr> <tr> <td>2019</td> <td>Not Assessed due to Pandemic</td> </tr> </table>   | ELA         | MATH         | 2017 11.36% | 8.14% | 2018 11.63% | 2.33% | 2019 | Not Assessed due to Pandemic |  |  |
| ELA         | MATH  |  |             |              |             |       |             |       |      |                              |  |  |
| 2017 11.36% | 8.14%   |  |             |              |             |       |             |       |      |                              |  |  |
| 2018 11.63% | 2.33%   |  |             |              |             |       |             |       |      |                              |  |  |
| 2019        | Not Assessed due to Pandemic                        |  |             |              |             |       |             |       |      |                              |  |  |
| 4           | Supplemental Instructional and Assessment Resources | <p>The district's unduplicated student ELA and Math CAASPP scores need to increase to the desired, green performance level on the California Dashboard. Additionally, the school has been identified for Comprehensive Support and Improvement (CSI) by the California Department of Education based upon the low academic performance of our students.</p> <p>Using supplemental instructional and assessment resources in supporting instruction and learning can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students because they allow the teacher to fully develop lessons that are targeted to meeting the needs of specific students, in a short period of time, to make student learning most effective and relevant.</p> <p>In order to meet this need for increased student learning, the district will provide supplemental resources that provide the data needed to support effective instruction and provide leveled reading and math</p> | \$63,500.00 | Yes          |             |       |             |       |      |                              |  |  |

| Action # | Title   | Description  | Total Funds | Contributing |      |      |        |        |      |        |        |      |     |                                  |  |  |
|----------|---|--|-------------|--------------|------|------|--------|--------|------|--------|--------|------|-----|----------------------------------|--|--|
|          |   | <p>guided and independent practice for students as well as automated assessment data to support ongoing leveled instruction that is scaffolded to meet individual unduplicated student needs. These resources include but are not limited to the following: Illuminate (an assessment management tool) and Renaissance Reading and Math (an assessment and instruction tool) and Text and technology application materials.</p> <p>Use of the described supplemental resources is intended to support the growth of unduplicated students' ELA and Math learning by supporting increased access the core instruction in ELA and Math and providing ongoing formative data for teachers to use in support of instructional decision-making that impacts scaffolding, lesson development, and intervention support.</p> <p>This action has been effective as shown by the English Language Arts and Math data, from 2017-2019 as demonstrated by the following data:</p> <p>CAASPP SED Students Met standard</p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>26.95%</td> <td>18.14%</td> </tr> <tr> <td>2018</td> <td>29.04%</td> <td>15.79%</td> </tr> <tr> <td>2019</td> <td>N/A</td> <td>N/A Not Assessed due to Pandemic</td> </tr> </tbody> </table> |             | ELA          | MATH | 2017 | 26.95% | 18.14% | 2018 | 29.04% | 15.79% | 2019 | N/A | N/A Not Assessed due to Pandemic |  |  |
|          | ELA   | MATH   |             |              |      |      |        |        |      |        |        |      |     |                                  |  |  |
| 2017     | 26.95%  | 18.14%   |             |              |      |      |        |        |      |        |        |      |     |                                  |  |  |
| 2018     | 29.04%  | 15.79%   |             |              |      |      |        |        |      |        |        |      |     |                                  |  |  |
| 2019     | N/A   | N/A Not Assessed due to Pandemic   |             |              |      |      |        |        |      |        |        |      |     |                                  |  |  |
| 5        | Supplemental support for at-risk students incorporated with project based lessons | <p>Lesson enrichment to incorporate cultural experiences and relevance in the classroom lessons and during all co-curricular activities is a need of our low-income and English learner students because of their lack of opportunity and access to a variety of real-world experiences.</p> <p>The unduplicated students need to have instruction that is relevant to their daily lives and their understanding of their commitment to their education. This connection can be provided through lessons that are well-developed and contain supplemental materials, activities, and resources that help students bridge the gap between their world and the larger world.</p>   | \$80,000.00 | Yes          |      |      |        |        |      |        |        |      |     |                                  |  |  |

| Action # | Title                    | Description  | Total Funds | Contributing |
|----------|--------------------------|--|-------------|--------------|
|          |                          | <p>West Park Elementary will provide materials, supplies, and resources to staff that allow them to maximize the level of differentiated lessons that provide a well rounded context that students can connect with and are most relevant and successful in supporting their learning outcomes within the context of their life experiences while providing them with access to the core instructional program. The district will also provide supplemental academic support programs such as Support programs such as Reading Corps and Math Corps that address skill sets that will allow all students to access enrichment activities and interests. Using these resources, teachers design PBL Project Based Learning lessons, blended subject lessons, interventions, differentiated lessons, and extended lessons to deliver enhanced lessons supporting base skills, cultural knowledge, career interest, world experiences, health and nutrition, visual and performing arts, social responsibilities, and self worth. These lessons will incorporate supplemental text, resources, realia, presenters from the community, etc.</p> <p>Students that are provided with instructional activities that are significant to their interest and comprehensible helps them maintain engaged learning. Elements of self worth are developed through confidence of knowledge and subject awareness that can provide critical thinking avenues for depth of knowledge understanding leading to increased CAASPP or local math and LEA assessments for the English learner, low-income, and foster youth students.</p> |             |              |
| 6        | Student Tutorial Support | <p>The California Dashboard data show the district's unduplicated students' English Language Arts (ELA) and Math scores must increase to reach the Green level, which is the minimum performance goal for all students.</p> <p>Parent and student requests, in addition to assessment data indicate that supplemental instructional support from fully credentialed teachers could increase student learning and achievement.</p> <p>In order to meet this need for supplemental instructional support, the district will provide the opportunity for qualified staff to provide</p>   | \$45,500.00 | Yes          |

| Action # | Title         | Description  | Total Funds | Contributing |
|----------|---------------|--|-------------|--------------|
|          |               | <p>academic support to students and their families after school hours via phone and video-based platforms. Such program supplements include but are not limited to Reading Corp and Math Corp for primary grades. Increased instructional support is intended to help students with independent practice of the skills and concepts learned each day, support the growth of unduplicated students' ELA and Math learning, and support increased parental participation in their child's learning. This action is intended to further student academic performance in ELA and Math.</p> <p>Past assessment data indicates this action has been effective.<br/> CAASPP SED Students Met standard<br/> ELA MATH<br/> 2017 26.95% 18.14%<br/> 2018 29.04% 15.79%<br/> 2019 Not Assessed due to Pandemic</p>  |             |              |
| 7        | Intersessions | <p>The California Dashboard data show the district's unduplicated students' English Language Arts (ELA) and Math scores must increase to reach the Green level, which is the minimum performance goal for all students.</p> <p>Parent and student requests, in addition to assessment data indicate that supplemental instructional support from fully credentialed teachers could increase student learning and achievement.</p> <p>Intersession instruction provided in-between regular instructional sessions will bridge instructional gaps, keep students actively engaged in the learning process, and provide opportunities for significant intensive remediation, as needed based on individualized student needs.</p> <p>The district will provide instructional intersessions as follows: one week in the fall; one week in the winter, and one week in the spring for a total of three weeks of intersession instruction during the regularly scheduled academic/school year.</p> <p>Providing the supplemental instructional time will increase student learning such that the student standardized and local assessments will show continued growth over time in the areas of math and ELA.</p> | \$64,000.00 | Yes          |

| Action # | Title                                      | Description  | Total Funds  | Contributing |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
|----------|--|--|--------------|--------------|------|------|------|------|------|------|-----|------|------|------|------|------|------|------|-----|----|-----|------|------|----|------|------|--|--|
|          |  | <p>The following information reflects Renaissance ELA and Math grade level performance for the following subgroups:</p> <p>2017-2018 2018-2019 2019-2020</p> <p>EL</p> <table> <tr> <td>ELA</td> <td>-0.5</td> <td>-0.6</td> <td>-0.9</td> </tr> <tr> <td>Math</td> <td>-0.7</td> <td>-0.9</td> <td>-1.4</td> </tr> </table> <p>2017-2018 2018-2019 2019-2020</p> <p>SES</p> <table> <tr> <td>ELA</td> <td>-1.3</td> <td>-1.5</td> <td>-1.8</td> </tr> <tr> <td>Math</td> <td>-1.4</td> <td>-1.3</td> <td>-1.8</td> </tr> </table> <p>2017-2018 2018-2019 2019-2020</p> <p>FY</p> <table> <tr> <td>ELA</td> <td>--</td> <td>0.4</td> <td>-0.2</td> </tr> <tr> <td>Math</td> <td>--</td> <td>-0.2</td> <td>-0.8</td> </tr> </table>   | ELA          | -0.5         | -0.6 | -0.9 | Math | -0.7 | -0.9 | -1.4 | ELA | -1.3 | -1.5 | -1.8 | Math | -1.4 | -1.3 | -1.8 | ELA | -- | 0.4 | -0.2 | Math | -- | -0.2 | -0.8 |  |  |
| ELA      | -0.5                                       | -0.6   | -0.9         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | -0.7                                       | -0.9   | -1.4         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| ELA      | -1.3                                       | -1.5   | -1.8         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | -1.4                                       | -1.3   | -1.8         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| ELA      | --   | 0.4  | -0.2         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | --   | -0.2   | -0.8         |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| 8        | Math and Reading Instructional Specialists | <p>The district's unduplicated students and student groups are all performing lower than expected to meet state requirements. Research and educational best practices indicate that well-prepared instruction with content focus from effective teachers has a very significant impact on student learning outcomes. Lessons will be designed and delivered using the most current, effective instructional methodology and content. In order to meet this need to increase academic performance, the district will provide two math and two ELA instructional specialists who will provide direct support to all teachers focused on ensuring well-designed, content-rich lessons in ELA and Math are delivered in a pedagogically sound and effective manner. This support will consist of co-planning during PLC time, support with lesson design; real-time instructional coaching and modeling of best practices, and the incorporation of instructional rounds to improve the effectiveness of all teachers.</p> | \$280,000.00 | Yes          |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |



| Action # | Title                                 | Description  | Total Funds  | Contributing |
|----------|---------------------------------------|--|--------------|--------------|
|          |                                       | <p>Research has shown a very significant positive effect size in improving student learning when instruction is well designed to meet the unique needs of all students through carefully and strategically designed and delivered lessons and content.</p> <p>As a result of support from instructional specialists, the academic and assessment outcomes for students as revealed by state standardized and/or local assessments will show annual growth in ELA and math.</p> <p>The following information reflects Renaissance ELA and Math grade level performance for the following subgroups:</p> <p>2017-2018 2018-2019 2019-2020<br/> EL<br/> ELA -0.5 -0.6 -0.9<br/> Math -0.7 -0.9 -1.4</p> <p>2017-2018 2018-2019 2019-2020<br/> SES<br/> ELA -1.3 -1.5 -1.8<br/> Math -1.4 -1.3 -1.8</p> <p>2017-2018 2018-2019 2019-2020<br/> FY<br/> ELA -- 0.4 -0.2<br/> Math -- -0.2 -0.8</p> |              |              |
| <b>9</b> | Paraprofessional Support for students | The district's unduplicated student ELA and Math CAASPP scores need to increase to the desired, green performance level on the California Dashboard. Additionally, the school has been identified for Comprehensive Support and Improvement (CSI) by the California  | \$160,000.00 | Yes          |

| Action # | Title | Description   | Total Funds | Contributing |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
|----------|-------|---|-------------|--------------|------|------|------|------|------|------|-----|------|------|------|------|------|------|------|-----|----|-----|------|------|----|------|------|--|--|
|          |       | <p>Department of Education based upon the low academic performance of our students.</p> <p>We know from research and experience that students most at-risk benefit significantly from small group and one-on-one instructional support with adults in the classroom. These experiences provide the individualized support that is needed for many students to fully understand the concepts and/or skills being taught.</p> <p>The district will provide nine "5-hour" per day paraprofessionals who will provide direct instructional support to students in the classroom under the supervision and guidance of appropriately credentialed teachers.</p> <p>Incorporating paraprofessionals into the instructional approach significantly improves learning outcomes for the most at-risk students, particularly English learners, and low-income students because of the increased instructional support the students receive.</p> <p>As a result of support from instructional specialists, the academic and assessment outcomes for students as revealed by state standardized and/or local assessments will show annual growth in ELA and math.</p> <p>The following information reflects Renaissance ELA and Math grade level performance for the following subgroups:</p> <p>2017-2018 2018-2019 2019-2020</p> <p>EL</p> <table data-bbox="537 1019 1102 1089"> <tr> <td>ELA</td> <td>-0.5</td> <td>-0.6</td> <td>-0.9</td> </tr> <tr> <td>Math</td> <td>-0.7</td> <td>-0.9</td> <td>-1.4</td> </tr> </table> <p>2017-2018 2018-2019 2019-2020</p> <p>SES</p> <table data-bbox="537 1203 1121 1273"> <tr> <td>ELA</td> <td>-1.3</td> <td>-1.5</td> <td>-1.8</td> </tr> <tr> <td>Math</td> <td>-1.4</td> <td>-1.3</td> <td>-1.8</td> </tr> </table> <p>2017-2018 2018-2019 2019-2020</p> <p>FY</p> <table data-bbox="537 1386 1094 1456"> <tr> <td>ELA</td> <td>--</td> <td>0.4</td> <td>-0.2</td> </tr> <tr> <td>Math</td> <td>--</td> <td>-0.2</td> <td>-0.8</td> </tr> </table> | ELA         | -0.5         | -0.6 | -0.9 | Math | -0.7 | -0.9 | -1.4 | ELA | -1.3 | -1.5 | -1.8 | Math | -1.4 | -1.3 | -1.8 | ELA | -- | 0.4 | -0.2 | Math | -- | -0.2 | -0.8 |  |  |
| ELA      | -0.5  | -0.6  | -0.9        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | -0.7  | -0.9  | -1.4        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| ELA      | -1.3  | -1.5  | -1.8        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | -1.4  | -1.3  | -1.8        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| ELA      | --    | 0.4   | -0.2        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |
| Math     | --    | -0.2  | -0.8        |              |      |      |      |      |      |      |     |      |      |      |      |      |      |      |     |    |     |      |      |    |      |      |  |  |

| Action # | Title                                    | Description   | Total Funds | Contributing |      |      |      |      |      |      |             |     |
|----------|--|---|-------------|--------------|------|------|------|------|------|------|-------------|-----|
| 10       | Daily Supplemental Instructional Minutes | <p>The district’s unduplicated student ELA and Math CAASPP scores need to increase to the desired, green performance level on the California Dashboard. Additionally, the school has been identified for Comprehensive Support and Improvement (CSI) by the California Department of Education based upon the low academic performance of our students.</p> <p>We know from research and experience that students most at-risk benefit significantly from supplemental small group and one-on-one instructional support with adults in the classroom. This support is even more effective when it is specifically designed to target identified students' academic or socio-emotional needs. Additional instructional time will provide the individualized support that is needed for many students to fully understand the concepts and/or skills being taught. The district will provide 30 additional instructional minutes each day that is beyond the base instructional day.</p> <p>Incorporating additional instructional time into the daily schedule significantly improves learning outcomes for the most at-risk students, particularly English learners, and low-income students by providing more learning time for students who need additional initial instruction and/or guided practice as they approach mastery of the skill or concept.</p> <p>As a result of support from increased instructional time, the academic and assessment outcomes for students as revealed by state standardized and/or local assessments will show annual growth in ELA and math.</p> <p>The following information reflects Renaissance ELA and Math grade level performance for the following subgroups:</p> <p>2017-2018 2018-2019 2019-2020</p> <p>EL</p> <table border="0"> <tr> <td>ELA</td> <td>-0.5</td> <td>-0.6</td> <td>-0.9</td> </tr> <tr> <td>Math</td> <td>-0.7</td> <td>-0.9</td> <td>-1.4</td> </tr> </table> <p>2017-2018 2018-2019 2019-2020</p> <p>SES</p> | ELA         | -0.5         | -0.6 | -0.9 | Math | -0.7 | -0.9 | -1.4 | \$99,560.00 | Yes |
| ELA      | -0.5                                     | -0.6  | -0.9        |              |      |      |      |      |      |      |             |     |
| Math     | -0.7                                     | -0.9  | -1.4        |              |      |      |      |      |      |      |             |     |

| Action # | Title | Description                   | Total Funds | Contributing |
|----------|-------|-------------------------------|-------------|--------------|
|          |       | ELA -1.3 -1.5 -1.8            |             |              |
|          |       | Math -1.4 -1.3 -1.8           |             |              |
|          |       | 2017-2018 2018-2019 2019-2020 |             |              |
|          |       | FY                            |             |              |
|          |       | ELA -- 0.4 -0.2               |             |              |
|          |       | Math -- -0.2 -0.8             |             |              |

## 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.

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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      | We will sustain an effective school culture in which organizational communication is supported, parent involvement is implemented, student discipline is articulated, staff and student recognition is implemented, student handbooks are articulated, and student activities and student support contracts result in positive outcomes. |

An explanation of why the LEA has developed this goal.

West Park Elementary stakeholders have been through a number of transitions beginning with the turnover of Governance and leadership coupled with the transitional change of pandemic re-scheduling. Many of the measures were disrupted due to an adjustment to an on-line course delivery and in-person adaptation of schedule and limited engagement at the facility. There is a desire and a need among stakeholders for re-establishing parent involvement; re-establishing a vision and mission, maintaining good practices and demonstrating efficacy and consistency within the practices. Moreover, the desire for re-establishing in-school routines and develop practices to promote engagement and student esteem is essential to the direction of the school's purpose among community stakeholders.

## Measuring and Reporting Results

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Parental Engagement in programs for unduplicated students and students with exceptional needs | Parents that feel they have input and participation:<br>K-5: 78%<br>6-8: 82%<br>Data Year: 2019-2020<br>Data Source: Local Parent Survey |                |                |                | Parents that feel they have input and participation:<br>K-5: over 75%<br>6-8: over 75%<br>Data Year: 2023-2024<br>Data Source: Local Parent Survey |
| Attendance Rate   | Attendance Rate:<br>94.7%<br>Data Year: 2020-2021<br>Data Source: SIS P2   |                |                |                | Attendance Rate:<br>above 95%<br>Data Year: 2023-2024<br>Data Source: SIS P2   |

| Metric  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
| Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure | Maintain one to one devices and update every 3 years: 100%<br>Data Year: 2020-2021<br>Data Source: Technology Inventory and Account usage data from IT |                |                |                | Maintain one to one devices and update every 3 years: 100%<br>Data Year: 2023-2024<br>Data Source: Technology Inventory and Account usage data from IT |
| Chronic Absenteeism   | Chronic Absenteeism: 7.01%<br>Data Year: 2020-2021<br>Data Source: CalPADS   |                |                |                | Chronic Absenteeism: below 5%<br>Data Year: 2023-2024<br>Data Source: CalPADS  |
| Suspension Rate   | Suspension Rate: 4.6%<br>Data Year: 2020-2021<br>Data Source: CalPADS  |                |                |                | Suspension Rate: below 5%<br>Data Year: 2023-2024<br>Data Source: CalPADS  |
| Expulsion Rate  | Expulsion Rate: 0%<br>Data Year: 2020-2021<br>Data Source: CalPads   |                |                |                | Expulsion Rate: less than 1%<br>Data Year: 2023-2024<br>Data Source: CalPads   |
| M.S Drop Out Rate   | Middle school dropout rate: 0%<br>Data Year: 2020-2021<br>Data Source: CalPads   |                |                |                | Middle school dropout rate: less than 1%<br>Data Year: 2023-2024<br>Data Source: CalPads   |
| Broad Course of Study   | Grade level field trips: 2<br>Grade level projects: 2  |                |                |                | Grade level field trips: 2<br>Grade level projects: 2  |

| Metric                                    | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|---|--|----------------|----------------|----------------|--|
|   | Data Year: 2018-2019<br>Data Source: Student Handbook/Annual Report  |                |                |                | Data Year: 2023-2024<br>Data Source: Student Handbook/Annual Report  |
| Sense of safety and School Connectedness: | Students' sense of safety:<br>K-5:<br>6-8:<br>Students sense of connectedness:<br>K-5:<br>6-8:<br>Data Year: 2020-2021<br>Data Source: Local student survey. |                |                |                | Students' sense of safety:<br>K-5: over 80%<br>6-8: over 80%<br>Students sense of connectedness:<br>K-5: over 80%<br>6-8: over 80%<br>Data Year: 2023-2024<br>Data Source: Local student survey. |

## Actions

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1        | Student and Parents Positive Attendance Support | <p>The district’s unduplicated student attendance needs to increase to the identified levels in our LCAP metrics.</p> <p>Supplemental support designed to monitor and intervene when a student is absent will be provided in a very timely manner and on a routine basis to remind and inform parents and students of the value of attending school regularly and help parents understand how to schedule routine doctor and dental appointments outside of regular school hours.</p> <p>In order to provide this increased support to unduplicated students and their families, the district will continue to utilize the following tools and practices including but not limited to: A Community Liason, an effective Student Attendance Review Board (SARB) process that focuses on supporting parents, increased emails and letter communication regarding attendance and absences, regular</p> | \$68,400.00 | Yes          |

| Action # | Title                                  | Description   | Total Funds  | Contributing |
|----------|--|---|--------------|--------------|
|          |  | <p>recognition of positive student attendance, and use of parent phone calls and meeting with families and students, as needed.</p> <p>Supplemental reinforcement of positive attendance directed toward supporting parents and students is intended to inform, educate, and change family decision-making practices such that attendance will increase for unduplicated students.</p> <p>This action is meant to provide support for all student attendance including unduplicated subgroups to improve and to result in improved attendance. We have a small foster student population and minor changes have dramatic effects on the data which is why the data for foster youth is not as reliable as for the other student groups. The data below demonstrate the effectiveness of this action since 2017.</p> <p>Attendance</p> <p>2017-18</p> <p>SED 95.67 %</p> <p>EL 95.5 %</p> <p>FY 99.07 %</p> <p>2018-19</p> <p>SED 96.1 %</p> <p>EL 95.37 %</p> <p>FY 98.33 %</p> <p>2019-20</p> <p>SED 97.13 %</p> <p>EL 97.02 %</p> |              |              |
| 2        | Positive Behavior Interventions (PBIS) | <p>Our unduplicated student groups are suspended at the highest rates and that trend has increased over the past few years.</p> <p>Research shows that effectively implementing a positive behavior support system in schools has a significant positive impact- including on student achievement, suspension and expulsion rates, and attendance. This is due to several factors. The design is grounded in a schoolwide system that is developed and implemented by everyone at the school, including students, which fosters ownership and true implementation for the adults and ownership and adherence for the students. The Content focuses on frequent positive messaging that is</p>   | \$106,200.00 | Yes          |



| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>consistently implemented- “catching students doing it right” and branding and using a logo and slogan which fosters ownership and positive reinforcement. The methods can vary depending on the age and need of the students. The program provides many ideas and opportunities for collaboration with other LEAs.</p> <p>The school will implement a PBIS system that is student-centered and focused on character development and positive reinforcement in a very consistent manner. Implementation includes costs of stipends for the additional work and meetings, costs for materials and supplies, branding and messaging, sub costs for quarterly PBIS days, and educational incentives for students. Most importantly we will now implement monthly PBIS coaching that should address the previous root cause for not making the anticipated progress we anticipated. The district has a PBIS coordinator hired in 2020 that we anticipate will make a significant impact on this action’s effectiveness.</p> <p>With PBIS, students learn about appropriate behavior just as they learn about math or English — an effective strategy across all age groups. Providing a highly structured, research-based, school teacher and student-developed positive behavior system teaches kids about behavior expectations and strategies so that they gradually implement these self-regulation and social skills leading to improved behavior and decreased suspension rates. The focus of PBIS is prevention; not punishment.</p> <p>The school’s suspension rate has increased annually from 2017 through 2019. We believe this is due to several factors, including the staff who are responsible for implementing and overseeing the program have been unavailable. Additionally, systems and protocols need to be established for PBIS to be successfully implemented schoolwide.</p> <p>However, this action has been updated to include regular coaching moving forward. We expect to see gradual decreases in office referrals and suspensions.</p> |             |              |

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3        | School-wide Surveys - stakeholder engagement  | <p>The unduplicated students and their families are the most at risk of not receiving valuable communication from the district regarding learning, safety, engagement, and other issues of importance to them due to the challenges often faced by low-income families and those that don't speak English as their primary language.</p> <p>The use of technology tools to help increase the district's communication with all stakeholders, families, and students will be of significant benefit to the community and students and assist with the overall goal of academic and social-emotional success for all students by facilitating and expanding opportunities for clear communication from school to home and vice versa.</p> <p>We will utilize our IT staffing to support staff with additional training as needed.</p> <p>Electronic platforms for parent communication- phone call automation systems, upgraded google platform communication and outreach tools, Parent Square, etc. will be used to enhance communication with parents and be used for conducting the variety of surveys the district administers annually.</p> <p>We expect to see increases in home-to-school communication and participation rates of parents engaging in school-related activities as reflected by annual parent engagement surveys.</p> | \$25,000.00 | Yes          |
| 4        | Increasing Unduplicated students' Parental Involvement in School and Related Activities | <p>Student academic performance Dashboard data and parental survey data demonstrate parent's need for support with how they can become increasingly engaged in their child's education especially families of need or with EL challenges. Specifically, parents indicate the desire to continue receiving support from the school in the following areas: facilitation of a parent club, ongoing parent volunteer opportunities, parent classes supporting parental participation in student learning through learning basic English, and gaining basic technology skills. Parental learning opportunities such as classes, meetings, and a variety of volunteer opportunities will help parents increase</p>  | \$50,000.00 | Yes          |

| Action # | Title | Description  | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
|          |       | <p>engagement and better understand how to positively impact their child’s educational experience in order to positively impact their child’s learning experience and support closing achievement gaps. The district will facilitate a parent club and ongoing parent volunteer opportunities, and provide parent classes supporting parental participation in student learning, classes for learning basic English, the provision of guest speakers, and gaining basic technology skills to support their child’s learning and related technology use. Furthermore, this action will support parental understanding of how to become more engaged in their child’s education through the use of technology to access school-related events of interest/importance. The district will use its own resources and bilingual staff to facilitate these supports and will pay additional staff for additional hours to support this action. This action will provide the necessary materials and supplies needed to conduct this parental support and education. School Surveys will be administered three times or more throughout the year to assess parental participation, engagement, safety, and satisfaction. Research is clear that the use of the described supplemental resources and educational opportunities for parents of unduplicated students described herein are positively correlated with increased parental participation and engagement in school and increased ELA and Math student learning as measured by local or state assessments.</p> <p>This action is designed to improve unduplicated students’ ELA and Math scores and has been effective from 2017-2019 as demonstrated by the following data ELA scores for low-income and English learners. We have not seen the same gains in math but feel that given another year or two, our positive actions will result in both ELA and math gains for these students.</p> <p><b>CAASPP SCORES</b><br/> <b>ELA</b><br/> EL met Standard    SED met Standard<br/> 2017 11.36%    26.95%<br/> 2018 11.63%    29.04%<br/> 2019    Not Assessed during pandemic<br/> <b>MATH</b><br/> EL met Standard    SED met Standard</p> |             |              |

| Action # | Title   | Description   | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
|          |   | 2017 8.14% 18.14%<br>2018 2.33% 15.79%<br>2019 Not Assessed during pandemic   |             |              |
| 5        | Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure | <p>Unduplicated students are not performing at the targeted academic level they are capable of attaining and generally do not have access to technology resources both in school and at home that supports their learning as well as the instruction they receive.</p> <p>Supplemental technology resources and supports provide opportunities for increased communication with families, increased learning opportunities for parents and students, improved lessons and learning opportunities, and can have a significant positive impact on the instructional quality of teacher's lessons and the learning outcomes of their students.</p> <p>The district will maintain and upgrade the teaching and learning technology and related infrastructure supports for teachers and students as necessary on appropriate replacement cycles. We will continue to maintain teacher and student access to technology for teaching and learning. The IT department and the management team through stakeholder input, will expand and identify the electronic communication avenues for stakeholder engagement as well. New storage and platform software will support additional and existing equipment.</p> <p>Providing these additional technology resources is intended to facilitate the current twenty-first-century technology-embedded teaching and learning structures that are now standard best practices that will allow the unduplicated student population to maximize opportunities for accelerated learning and achievement. These technologies will also support the improved school-to-home communication with parents resulting in increased student and parent engagement at school.</p> <p>By maintaining and upgrading technology for teachers and students to ensure continued electronic access to learning and teaching the student's academic achievement will increase year over year. This action has been effective over the past few years as demonstrated by the local student performance data below:</p> | \$69,300.00 | No<br>Yes    |

| Action # | Title     | Description   | Total Funds | Contributing |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|----------|-----------|---|-------------|--------------|-----------|-----------|----|--|--|--|-----|-------|-------|-------|------|-------|-------|-------|--|-----------|-----------|-----------|-----|--|--|--|-----|-------|-------|-------|------|-------|-------|-------|--|-----------|-----------|-----------|----|--|--|--|-----|-----|-----|-----|------|-----|-----|-----|--|--|
|          |           | <p>The following information reflects SBAC ELA and Math distance from met for the following subgroups:</p> <table border="0"> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>EL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>-59.0</td> <td>-56.0</td> <td>-54.9</td> </tr> <tr> <td>Math</td> <td>-80.0</td> <td>-76.4</td> <td>-83.1</td> </tr> </table><br><table border="0"> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>SES</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>-59.6</td> <td>-52.7</td> <td>-55.7</td> </tr> <tr> <td>Math</td> <td>-86.7</td> <td>-81.8</td> <td>-83.5</td> </tr> </table><br><table border="0"> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>FY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Math</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>This data illustrates steady gains in both ELA for English Learners and Socioeconomically disadvantaged students over three years. In Math, the results are not as good showing declines for English learners and an inconsistent positive trend for socioeconomically disadvantaged students.</p> |             | 2016-2017    | 2017-2018 | 2018-2019 | EL |  |  |  | ELA | -59.0 | -56.0 | -54.9 | Math | -80.0 | -76.4 | -83.1 |  | 2016-2017 | 2017-2018 | 2018-2019 | SES |  |  |  | ELA | -59.6 | -52.7 | -55.7 | Math | -86.7 | -81.8 | -83.5 |  | 2016-2017 | 2017-2018 | 2018-2019 | FY |  |  |  | ELA | N/A | N/A | N/A | Math | N/A | N/A | N/A |  |  |
|          | 2016-2017 | 2017-2018   | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| EL       |           |   |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | -59.0     | -56.0   | -54.9       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | -80.0     | -76.4   | -83.1       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|          | 2016-2017 | 2017-2018   | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| SES      |           |   |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | -59.6     | -52.7   | -55.7       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | -86.7     | -81.8   | -83.5       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|          | 2016-2017 | 2017-2018   | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| FY       |           |   |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | N/A       | N/A   | N/A         |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | N/A       | N/A   | N/A         |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |

## 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      | We will provide enhanced school operations that will improve school attendance, labor support, maintain transportation services, sustain effective facility and infrastructure (i.e. technology infrastructure, yard and maintenance services), practice sound purchasing/acquisition protocols, provide food services, and secure appropriate operation/service agreements (i.e. architectural, construction, etc). |

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric                                     | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24  |
|--|--|----------------|----------------|----------------|--|
| Facilities maintained in good repair       | Facilities in good repair: 100%<br>Data Year: 2019-2020<br>Data Source: FIT Report                               |                |                |                | Facilities in good repair: 100%<br>Data Year: 2022-2023<br>Data Source: FIT Report                                     |
| Expanded outdoor Learning Environments ELA | ELA Benchmark: 11.5% of students scored at 70% or above<br>Data Year: 2020-2021<br>Data Source: Local Benchmarks |                |                |                | ELA Benchmark : 5% increase of students scoring 70% and above<br>Data Year: 2023-2024<br>Data Source: Local Benchmarks |

| Metric                                      | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24   |
|---|---|----------------|----------------|----------------|---|
| Expanded outdoor Learning Environments Math | Math Benchmark:<br>8.16% of students scored at 70% and above<br>Data Year: 2020-2021<br>Data Source: Local Benchmarks |                |                |                | Math Benchmark : 5% increase of students scoring 70% and above<br>Data Year: 2023-2024<br>Data Source: Local Benchmarks |

## Actions

| Action # | Title                          | Description   | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| 1        | Expanded Learning Environments | <p>The district’s unduplicated students and student groups are all performing lower than expected to meet state requirements. They are also experiencing some trauma related to not being in school and interacting with their peers for almost two years due to the pandemic. We hypothesize that this is also due to the limited real-world application of classroom learning that is a reality in a rural setting.</p> <p>In order to mitigate health risks associated with learning in the classroom due to the pandemic, increase student to student educational interactions, as well as the need to accelerate and enhance learning for unduplicated students so they have the opportunities to make real-world application connections to the learning as possible, expanded learning environments will support this endeavor and benefit our most vulnerable students.</p> <p>The school site will develop or expand learning areas in the outdoor school areas that can be utilized for direct student instruction and that are incorporated into the planning and delivery of core instruction. Teachers will design lessons and add experiential learning activities to provide kinesthetic learning opportunities that are interactive and engaging for students. Hardware will include items such as seating areas on the grounds for students during outdoor learning, and improvements to grounds, related landscaping, shading structures,</p> | \$75,000.00 | Yes          |



| Action # | Title     | Description  | Total Funds | Contributing |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|----------|-----------|--|-------------|--------------|-----------|-----------|----|--|--|--|-----|-------|-------|-------|------|-------|-------|-------|--|-----------|-----------|-----------|-----|--|--|--|-----|-------|-------|-------|------|-------|-------|-------|--|-----------|-----------|-----------|----|--|--|--|-----|-----|-----|-----|------|-----|-----|-----|--|--|
|          |           | <p>walking trails, eco-gardening areas, etc., as needed to develop appropriate outdoor learning environments.</p> <p>Enhanced grounds with equipment and landscape that is conducive to learning outside the traditional classroom is intended to provide additional learning opportunities for our unduplicated students that will increase their learning and their real-world application of that knowledge. Students will be able to engage in expanded learning experiences that are relative to their interests and in-class discussions through common experiences.</p> <p>This action is anticipated to be effective in increasing student academic achievement over time as measured by local or state assessments.</p> <p>The following information reflects SBAC ELA and Math distance from met for the following subgroups:</p> <table border="0"> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>EL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>-59.0</td> <td>-56.0</td> <td>-54.9</td> </tr> <tr> <td>Math</td> <td>-80.0</td> <td>-76.4</td> <td>-83.1</td> </tr> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>SES</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>-59.6</td> <td>-52.7</td> <td>-55.7</td> </tr> <tr> <td>Math</td> <td>-86.7</td> <td>-81.8</td> <td>-83.5</td> </tr> <tr> <td></td> <td>2016-2017</td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>FY</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Math</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>This data illustrates steady gains in both ELA for English Learners and Socioeconomically disadvantaged students over three years. In Math, the results are not as good showing declines for English</p> |             | 2016-2017    | 2017-2018 | 2018-2019 | EL |  |  |  | ELA | -59.0 | -56.0 | -54.9 | Math | -80.0 | -76.4 | -83.1 |  | 2016-2017 | 2017-2018 | 2018-2019 | SES |  |  |  | ELA | -59.6 | -52.7 | -55.7 | Math | -86.7 | -81.8 | -83.5 |  | 2016-2017 | 2017-2018 | 2018-2019 | FY |  |  |  | ELA | N/A | N/A | N/A | Math | N/A | N/A | N/A |  |  |
|          | 2016-2017 | 2017-2018  | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| EL       |           |  |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | -59.0     | -56.0  | -54.9       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | -80.0     | -76.4  | -83.1       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|          | 2016-2017 | 2017-2018  | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| SES      |           |  |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | -59.6     | -52.7  | -55.7       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | -86.7     | -81.8  | -83.5       |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
|          | 2016-2017 | 2017-2018  | 2018-2019   |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| FY       |           |  |             |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| ELA      | N/A       | N/A  | N/A         |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |
| Math     | N/A       | N/A  | N/A         |              |           |           |    |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |     |  |  |  |     |       |       |       |      |       |       |       |  |           |           |           |    |  |  |  |     |     |     |     |      |     |     |     |  |  |

| Action # | Title               | Description   | Total Funds | Contributing |
|----------|---------------------|---|-------------|--------------|
|          |                     | learners and an inconsistent positive trend for socioeconomically disadvantaged students.   |             |              |
| 2        | Facility monitoring | West Park Elementary site is located in an area where response and monitoring off-hours require more manpower than it can afford. The intent of this action is to decrease vandalism and to increase the supervision for areas that have low supervision. Storage capacity will be increased and coverage extended for delayed reporting of incidents. This will also provide research for incident reviews and will be available to the IT department through automated electronic monitoring. Increase server capacity and expand supervision through camera expansion. Servers, devices, and applications will extend support for this action. | \$20,000.00 | 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 |
| 37.37%                                     | 1,134,205  |

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.

Using the calculation tool provided by the state, West Park Elementary District has calculated that it will receive \$1,134,205 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

- 1.2 Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development
- 1.3 Integrated and Designated ELD
- 1.4 Supplemental Instructional and Assessment Resources
- 1.5 Supplemental support for at-risk students incorporated with project-based lessons
- 1.6 Student Tutorial Support
- 1.7 Intersessions
- 1.8 Math and Reading Instructional Specialists
- 1.9 Paraprofessional Support for students
- 1.10 Daily Supplemental Instructional Minutes
  
- 2.1 Student and Parents Positive Attendance Support
- 2.2 Positive Behavior Interventions (PBIS)
- 2.3 School-wide Surveys - stakeholder engagement
- 2.4 Increasing Unduplicated students' Parental Involvement in School and Related Activities

## 2.5 Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure

### 3.1 Expanded Learning Environments

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help West Park Elementary School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,134,205 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 37.37%. Our LEA has demonstrated that it has exceeded the 37.37 % proportionality percentage by planning to expend more than all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan. The district is providing 110% of the required 37.37% minimum proportionality percentage.

## Total Expenditures Table

| LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|----------------|-------------------|-------------|---------------|----------------|
| \$2,559,466.00 | \$697,701.00      |             | \$7,500.00    | \$3,264,667.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$2,815,267.00  | \$449,400.00        |

| Goal | Action # | Student Group(s)                               | Title  | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1    | 1        | All  | Qualified instructional core program   | \$1,293,906.00 | \$634,701.00      |             |               | \$1,928,607.00 |
| 1    | 2        | English Learners<br>Foster Youth<br>Low Income | Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development | \$51,600.00    |                   |             |               | \$51,600.00    |
| 1    | 3        | English Learners                               | Integrated and Designated ELD  | \$74,000.00    |                   |             | \$4,000.00    | \$78,000.00    |
| 1    | 4        | English Learners<br>Foster Youth<br>Low Income | Supplemental Instructional and Assessment Resources  | \$60,000.00    |                   |             | \$3,500.00    | \$63,500.00    |
| 1    | 5        | English Learners<br>Foster Youth<br>Low Income | Supplemental support for at-risk students incorporated with project based lessons  | \$80,000.00    |                   |             |               | \$80,000.00    |
| 1    | 6        | English Learners<br>Foster Youth<br>Low Income | Student Tutorial Support   | \$45,500.00    |                   |             |               | \$45,500.00    |
| 1    | 7        | English Learners<br>Foster Youth<br>Low Income | Intersessions  | \$11,000.00    | \$53,000.00       |             |               | \$64,000.00    |
| 1    | 8        | English Learners<br>Foster Youth<br>Low Income | Math and Reading Instructional Specialists   | \$280,000.00   |                   |             |               | \$280,000.00   |

| Goal | Action # | Student Group(s)                                   | Title   | LCFF Funds   | Other State Funds | Local Funds | Federal Funds | Total Funds  |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 1    | 9        | English Learners<br>Foster Youth<br>Low Income     | Paraprofessional Support for students   | \$160,000.00 |                   |             |               | \$160,000.00 |
| 1    | 10       | English Learners<br>Foster Youth<br>Low Income     | Daily Supplemental Instructional Minutes  | \$99,560.00  |                   |             |               | \$99,560.00  |
| 2    | 1        | English Learners<br>Foster Youth<br>Low Income     | Student and Parents Positive Attendance Support   | \$68,400.00  |                   |             |               | \$68,400.00  |
| 2    | 2        | English Learners<br>Foster Youth<br>Low Income     | Positive Behavior Interventions (PBIS)  | \$106,200.00 |                   |             |               | \$106,200.00 |
| 2    | 3        | English Learners<br>Foster Youth<br>Low Income     | School-wide Surveys - stakeholder engagement  | \$25,000.00  |                   |             |               | \$25,000.00  |
| 2    | 4        | English Learners<br>Foster Youth<br>Low Income     | Increasing Unduplicated students' Parental Involvement in School and Related Activities     | \$50,000.00  |                   |             |               | \$50,000.00  |
| 2    | 5        | All English Learners<br>Foster Youth<br>Low Income | Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure | \$69,300.00  |                   |             |               | \$69,300.00  |
| 3    | 1        | English Learners<br>Foster Youth<br>Low Income     | Expanded Learning Environments  | \$75,000.00  |                   |             |               | \$75,000.00  |
| 3    | 2        | All  | Facility monitoring   | \$10,000.00  | \$10,000.00       |             |               | \$20,000.00  |

## Contributing Expenditures Tables

| Totals by Type           | Total LCFF Funds | Total Funds    |
|--------------------------|------------------|----------------|
| <b>Total:</b>            | \$1,255,560.00   | \$1,316,060.00 |
| <b>LEA-wide Total:</b>   | \$1,255,560.00   | \$1,316,060.00 |
| <b>Limited Total:</b>    | \$0.00           | \$0.00         |
| <b>Schoolwide Total:</b> | \$0.00           | \$0.00         |

| Goal | Action # | Action Title   | Scope    | Unduplicated Student Group(s)                  | Location    | LCFF Funds  | Total Funds |
|------|----------|--|----------|--|-------------|-------------|-------------|
| 1    | 2        | Professional Development for Teachers and Paraprofessionals in the area of Math, English Language Arts, and English Language Development | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$51,600.00 | \$51,600.00 |
| 1    | 3        | Integrated and Designated ELD  | LEA-wide | English Learners                               | All Schools | \$74,000.00 | \$78,000.00 |
| 1    | 4        | Supplemental Instructional and Assessment Resources  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$60,000.00 | \$63,500.00 |
| 1    | 5        | Supplemental support for at-risk students incorporated with project based lessons  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$80,000.00 | \$80,000.00 |
| 1    | 6        | Student Tutorial Support   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$45,500.00 | \$45,500.00 |
| 1    | 7        | Intersessions  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$11,000.00 | \$64,000.00 |



| Goal | Action # | Action Title  | Scope    | Unduplicated Student Group(s)                  | Location    | LCFF Funds   | Total Funds  |
|------|----------|---|----------|--|-------------|--------------|--------------|
| 1    | 8        | Math and Reading Instructional Specialists  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$280,000.00 | \$280,000.00 |
| 1    | 9        | Paraprofessional Support for students   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$160,000.00 | \$160,000.00 |
| 1    | 10       | Daily Supplemental Instructional Minutes  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$99,560.00  | \$99,560.00  |
| 2    | 1        | Student and Parents Positive Attendance Support   | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$68,400.00  | \$68,400.00  |
| 2    | 2        | Positive Behavior Interventions (PBIS)  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$106,200.00 | \$106,200.00 |
| 2    | 3        | School-wide Surveys - stakeholder engagement  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$25,000.00  | \$25,000.00  |
| 2    | 4        | Increasing Unduplicated students' Parental Involvement in School and Related Activities     | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$50,000.00  | \$50,000.00  |
| 2    | 5        | Maintain and Upgrade Student and Teacher Technology and the Related District Infrastructure | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$69,300.00  | \$69,300.00  |
| 3    | 1        | Expanded Learning Environments  | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$75,000.00  | \$75,000.00  |

**Annual Update Table Year 1 [2021-22]**

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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



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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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