

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Elementary School

CDS Code: 10 62547 6007421

School Year: 2021-22

LEA contact information:

Baldomero Hernandez

Superintendent

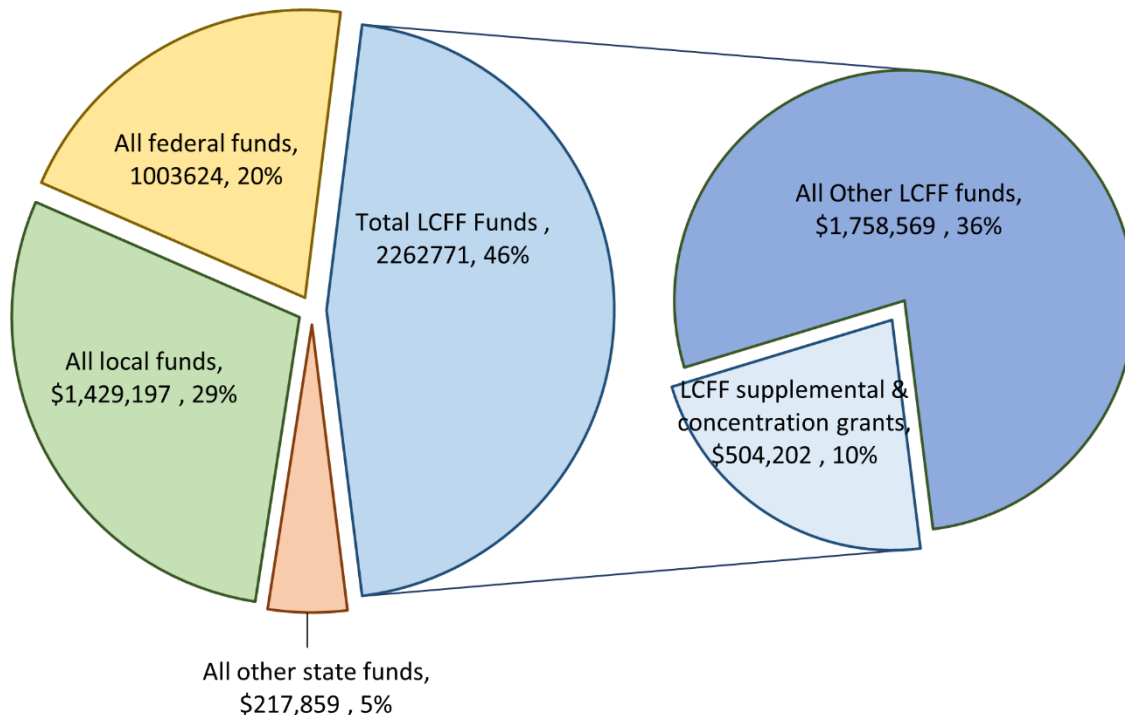
bhernandez@westside-elem.com

(559) 884-2492 ext. 2493

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

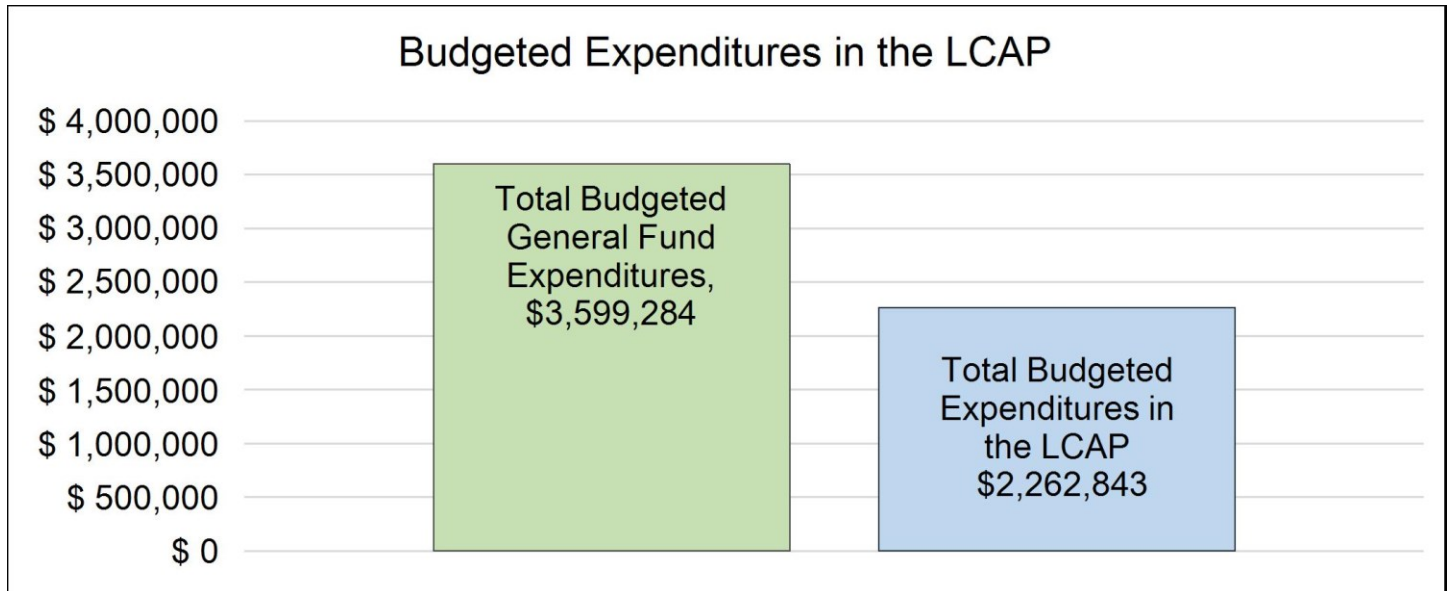


This chart shows the total general purpose revenue Westside Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Westside Elementary School is \$4,913,451, of which \$2,262,771 is Local Control Funding Formula (LCFF), \$217,859 is other state funds, \$1,429,197 is local funds, and \$1,003,624 is federal funds. Of the \$2,262,771 in LCFF Funds, \$504,202 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 Westside 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.

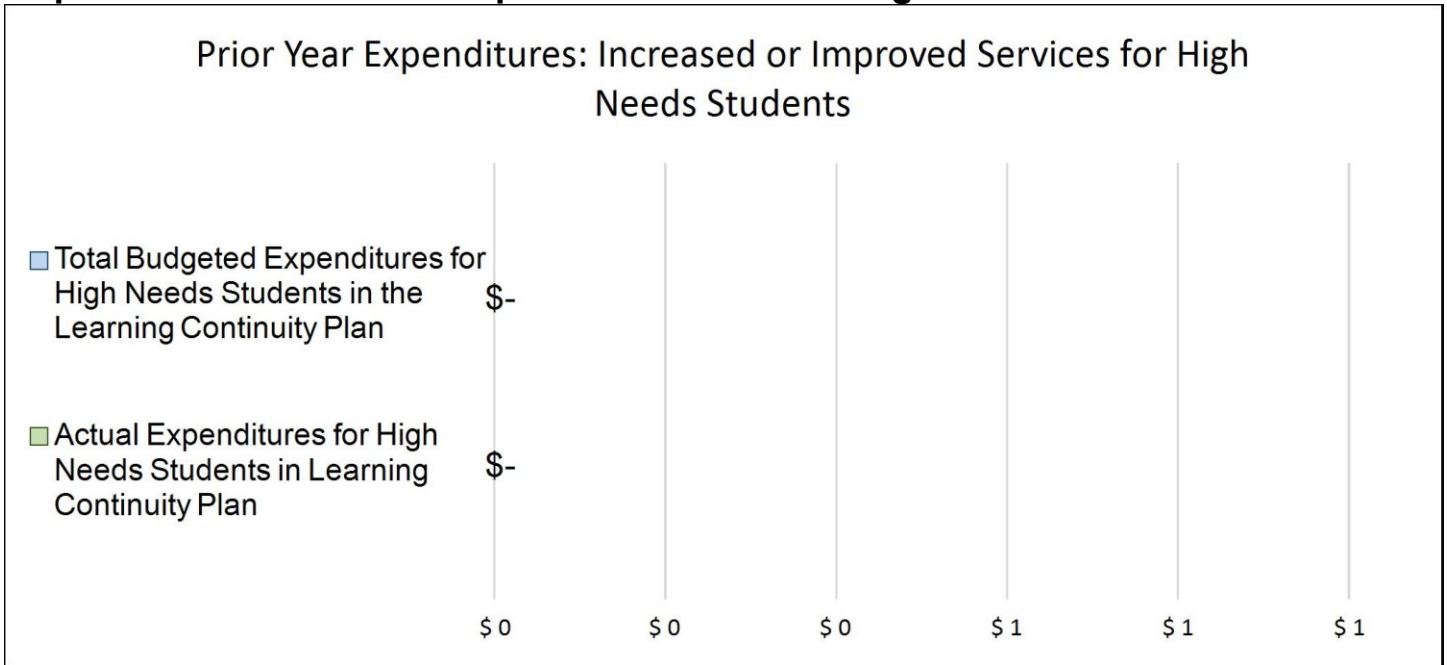
Westside Elementary School plans to spend \$3,599,284 for the 2021-22 school year. Of that amount, \$2,262,843 is tied to actions/services in the LCAP and \$1,336,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Westside Elementary School is projecting it will receive \$504,202 based on the enrollment of foster youth, English learner, and low-income students. Westside Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Elementary School plans to spend \$504,202 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 Westside 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 Westside 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, Westside Elementary School's Learning Continuity Plan budgeted \$0 for planned actions to increase or improve services for high needs students. Westside Elementary School actually spent \$0 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Westside Elementary School	Baldomero Hernandez Superintendent	bhernandez@westside-elem.com (559) 884-2492 ext. 2493

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).



Expected	Actual
<b>Baseline</b> 2016-17 100% of students had sufficient instructional materials according to the Williams Act Inspection.	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide salaries for all certificated (properly credential teachers), office support, and administrative staff. Maintain bus fleet and other transportation needs. Maintain facilities in good conditions, as measured by the "Fit" rating. Increase campus safety by repairing and/or replacing blacktop, student bathrooms, roof, front doors of the school, and playground grass and equipment. Provide state-adopted curricular materials in compliance with the Williams Act, which this year includes purchasing new Next Generations Science Standards curriculum for grades K - 8.	1000-1999: Certificated Personnel Salaries Base \$435,956  2000-2999: Classified Personnel Salaries Base \$171,455  3000-3999: Employee Benefits Base \$329,907  4000-4999: Books And Supplies Base \$30,500  5000-5999: Services And Other Operating Expenditures Base \$270,203  6000-6999: Capital Outlay Base \$0.00	1000-1999: Certificated Personnel Salaries \$452,752  2000-2999: Classified Personnel Salaries \$144,235  3000-3999: Employee Benefits \$295,225  4000-4999: Books And Supplies \$23,510  5000-5999: Services And Other Operating Expenditures \$114,383  6000-6999: Capital Outlay 0.00

### Goal Analysis

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

All actions/services listed above were implemented. The district due to the school closure from March 13th, 2020 until June 11th, 2020 from COVID-19 was not able to provide all the in-person services for students and teachers as planned, therefore our actual budgeted amount was less than budgeted. The district transitioned to distance learning for the remainder of the school year. The district maintained operating the breakfast and lunch program. The district transported lunches and breakfast to families during the school closure. We provided 188 student breakfast/ lunches daily.

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

Westside Elementary School successes: maintained transportation department, provided curriculum to grades K-8, provided properly credentialed teachers, office support, and administrative staff, in order to provide continuity of instruction the district provided packet work, teachers were available throughout the day via telephone, email, and text to support students needs, 100 % of the students picked up packets and completed the packets.

Westside Elementary School challenges: providing in-person services, providing in-person instruction, connectivity, student engagement, parent involvement, teachers were only able to reach 50% of their students due to limited connectivity, so the district purchased devices to help reach a higher percentage of connectivity among teachers and students.

## Goal 2

Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC. All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies.

Technology will be used to enhance instruction and student engagement. This includes iPads in grades kindergarten through 4th, Chromebooks in grades 5th through 8th, and Apple computer lab available to all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            California School Dashboard. State Indicators. Results of SBAC assessments in ELA.</p> <p><b>19-20</b>            For students socioeconomic disadvantage, Hispanic or Latino - Medium/5 points below to less than 10 points above            For English Learners - medium/5 points below to less than 10 above level 3.</p> <p><b>Baseline</b>            SBAC of 2015/16. For students socioeconomic disadvantaged, Hispanic or Latino - yellow/69 points below level 3            For English Learners - red/very low. More than 69 points below level 3.</p>	<p>Based on the results from the California School Dashboard for 2018-2019. The results of the SBAC assessments in ELA showed an increase in ELA for all students, EL students, and socioeconomically disadvantaged. All students showed an increase of 32.5 points from the previous year on the ELA assessment. The EL students showed an increase of 32.5 points from the previous year on the ELA assessment. The EL students were making a 41.3% progress towards English language proficiency. The Socioeconomically Disadvantaged students showed an increase of 34 points from the previous year on the ELA assessment.</p>



Expected	Actual
<p><b>Metric/Indicator</b> California School Dashboard. State Indicators: Results of SBAC assessments in Math.</p> <p><b>19-20</b> SBAC. Socioeconomically disadvantaged, Hispanic or Latino students. Medium/more than 5 points below to 25 points below level 3. English Learners. Medium/more than 5 points below to 25 points below level 3.</p> <p><b>Baseline</b> SBAC of 2015/16. Socioeconomically disadvantaged, Hispanic or Latino students. Low/more than 25 points to below 95 points. English Learners, very low/more than 95 points below level 3.</p>	<p>Based on the results from the California School Dashboard for 2018-2019. The results of the SBAC assessments in Math showed an increase in Math for all students, EL students, and socioeconomically disadvantaged. All students showed an increase of 20.2 points from the previous testing year. The EL students showed an increase of 22.7 points from the previous testing year. The Socioeconomically Disadvantaged students showed an increase of 25.3 points from the previous testing year.</p>
<p><b>Metric/Indicator</b> State standards implemented including EL access to state standards, and ELD standards, as measured by daily lesson plans, review and observations, by principal and vice-principal.</p> <p><b>19-20</b> 2019/20 100%</p> <p><b>Baseline</b> 2016/17 - 100%</p> <p><b>Metric/Indicator</b> Teachers' technology lesson plans.</p> <p><b>19-20</b> 100% Teachers integrate technology in at least three lessons weekly</p> <p><b>Baseline</b> 2016-2017 100% Teachers integrate technology in at least three lessons weekly.</p>	<p>For the school year of 2018-2019 100% compliance. All students were taught to the California Standards and ELD Standards. Lesson plans were collected weekly, and the principal and vice-principal routinely observed lessons.</p> <p>For the 2018-2019 school year, 100% of teachers integrated technology into at least three lessons weekly. Lesson plans were collected weekly, and the principal and vice-principal routinely observe lessons which included technology.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Other Outcomes of a Broad Course of Study: State Physical fitness testing measures for two subtests for grades 5 &amp; 7: Aerobic Capacity and Body Composition</p> <p><b>19-20</b> Annual increases for each category in each grade level</p> <p><b>Baseline</b> 2015-2016 Grade 5 % in Healthy Fitness Zone (HFZ) Aerobic Capacity = 45% Body Composition = 50% Grade 7 % in Healthy Fitness Zone (HFZ) Aerobic Capacity 41.7% Body Composition 41.7%</p>	<p>In 2018-2019- Grade 5 percentage in Healthy Fitness Zone: - Body Composition - 47.6% for grade 5 in the HFZ. 47.6% of the grade 5 students were in the Needs Improvement. -Aerobic Capacity showed 42.9% for grade 5 in the HFZ, and 52.4% of the grade 5 students were in the Needs Improvement.</p> <p>In 2018/19 - Grade 7 percentage in Healthy Fitness Zone: - Aerobic Capacity  <ul style="list-style-type: none"> <li>42.1%, and 26.3% Needs Improvement</li> </ul> Body Composition - 78.9% in HFZ, and 21.1% in Needs Improvement</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow: 1A) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Our experience has been that unduplicated students in classrooms that have paraprofessionals are more engaged in the learning process, have more opportunities for individual feedback</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$76,725.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$59,198.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$76,669.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$110,398.00</p>	<p>1000-1999: Certificated Personnel Salaries \$5,029.22</p> <p>2000-2999: Classified Personnel Salaries \$58,237.08</p> <p>3000-3999: Employee Benefits Other \$37,212.16</p> <p>4000-4999: Books And Supplies \$35,295.63</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>and clarification, and perform better academically. To meet this need, we will provide paraprofessionals in all classrooms with unduplicated students. This action is principally directed toward the unduplicated pupils with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.</p> <p>1B) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. We acknowledge the research showing that one of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide professional development for teachers. Our experience has been that teachers are increasingly well prepared to meet the needs of a diverse student population if provided ample professional development directed toward meeting the needs of unduplicated students. We will therefore provide a variety of CCSS aligned professional development activities for our staff, both on-site and off-site, as well as on-site coaching opportunities. This professional development will be principally directed toward meeting the needs of English Learners and SED students with the intent of closing the achievement gaps that exist. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.</p> <p>1C) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The</p>	<p>STAFF TRAINING 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$57,548.00</p>	<p>5000-5999: Services And Other Operating Expenditures \$54,306.97</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>performance level is Red for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low-income status, unduplicated students have the least access to supplemental learning materials that will enhance their learning and provide opportunities to practice their learning during and beyond core instructional time. Therefore, we will provide supplemental instructional materials and technology that are principally directed toward the unduplicated students and effective in providing equity in access to learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students. Academic field trips will be provided to enrich studies in social studies and science.</p> <p>1D) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is Red for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low-income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will maintain the iPad and Chromebooks currently provided that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual</p>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>growth assessment will reveal improved performance for these unduplicated groups, and all students.</p> <p>1E) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is Red for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. Due in part to their low-income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningfully engage in activities that support learning during and beyond core instructional time. Therefore, we will purchase Chromebooks for grade 6 that are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.</p> <p>1F) Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is Red for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with ELs and Hispanics being Red and Socio-economically disadvantaged students in the Red category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. In the fall of 2019, we will continue a district-provided after-school tutoring program. Students who do not meet standards on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade level teachers and based</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
on analysis of the SBAC performance data. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.		

## Goal Analysis

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

All actions/services listed above were implemented. Due to COVID-19, the district did not have to purchase as many supplies and materials as budgeted. Due to COVID-19, the teachers were teaching via distance learning and therefore required fewer supplies and materials as a regular year would have required. The district's budgeted funds were concentrated on ink and paper for the purpose of creating work packets for the district's low-income and English learners. The district's concern here was a way to continue as much learning as possible to mitigate the effects of COVID-19. The district also did not have regular parental interactions with the students' parents/guardians which in turn resulted in less budgeted funds. The district would in a regular year have multiple monthly parent nights, parent-teacher conferences, and workshops on various school-related affairs with families during the school year, however, due to COVID-19, the district was unable to continue to provide those services. The district instead increased the use of emails, text messages, mailed notes, and phone calls to correspond with the parents/guardians of our low-income students, and English Learners. Due to COVID-19, the district provided the teachers with a cell phone stipend to assist in providing its low-income and English Learners with direct access to help mitigate the impact of COVID-19.

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

Westside Elementary successes: 100% of Teachers integrate technology in at least three lessons weekly, 100% compliance. All students were taught the California Standards and ELD Standards, all students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies, once school closure happened in March 2020 the district continued to provide instruction of the California Standards with packets of work. Providing work packets helped mitigate the impact of COVID-19 on the district's low-income and English Learners.

Westside Elementary challenges: no SBAC assessments, no "FIT" test, limited in-person instruction, due to limited connectivity after-school tutoring was limited to those students with Wi-Fi capability, and due to Covid-19 many teacher training days were suspended for the year after March 2020, according to teacher feedback, the lack of assessment provided a challenge in assessing the students and determine overall growth in comparison to other school years. Due to COVID-19, the district has developed its online capability to put in place to mitigate learning loss to its' low-income and English Learners that may need to be addressed in the LCAP of 2021-2022.

## Goal 3

All English Learners will increase their English Proficiency as measured by the ELPAC, as well as Redesignation Rate.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            English Learner annual growth as measured by state standardized assessment</p> <p><b>19-20</b>            75% to 85% showing annual growth</p> <p><b>Baseline</b>            2016-17, 49% of ELS made one year growth on CELDT from 2013-14 to 2014-15.</p>	<p>Based on the California School Assessment (ELPAC) the EL students in 2018-2019 were making a 41.3% progress towards EL proficiency.</p>
<p><b>Metric/Indicator</b>            English Learner Reclassification Rate</p> <p><b>19-20</b>            Increase of at least 1%</p> <p><b>Baseline</b>            2013-2014            2 students reclassified out of 124 students tested            2% reclassification rate</p>	<p>During the 2018-2019 school year 15.8% or 22 students were reclassified.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In order to increase achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.</p> <p>In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.</p> <p>We will purchase materials, supplies, and technology to enhance/enrich core curriculum for our English Learners.</p> <p>The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,176.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$15,633.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00</p> <p>Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000.00</p>	<p>1000-1999: Certificated Personnel Salaries \$43,612.50</p> <p>3000-3999: Employee Benefits \$16,713.67</p> <p>4000-4999: Books And Supplies \$5,494.06</p> <p>5000-5999: Services And Other Operating Expenditures \$2,233.00</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.

All actions/services listed above were implemented. Due to the COVID-19 pandemic, Westside Elementary's actual budgeted funds for staff training were far less than budgeted due to less in-person staff training. Based on parent/student surveys the district used the funds on technology devices for the students and families to help better connect during the school year.

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

Westside Elementary successes: the district saw a 15% reclassification rate increased, ELD lessons were provided to EL students, an increased role of the ELD teacher, the ELD teacher continue to connect with the EL students.

Westside Elementary challenges: in-person instruction was suspended due to COVID-19, parent involvement, student engagement, even though students completed their packets the district was limited to synchronous instruction because of the not having devices and wi-fi at home, and over 50% of students experienced some connectivity issues



## Goal 4

Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Chronic Absentee Rate.</p> <p><b>19-20</b> 3%</p> <p><b>Baseline</b> 2016/17: 6% of students were chronic absentees</p>	<p>Chronic Absentee Rate.</p> <p>6.3%</p> <p>2019-2020</p>
<p><b>Metric/Indicator</b> Attendance Rate</p> <p><b>19-20</b> 98%</p> <p><b>Baseline</b> 96% in 2016/17</p>	<p>Attendance Rate</p> <p>96.8%</p> <p>2019-2020</p>
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> 2% or lower</p> <p><b>Baseline</b> 2016-17: 2%</p>	<p>Suspension Rate</p> <p>2019-2020</p> <p>1%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Middle School Drop Out Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 2015-16: 0%</p>	<p>Middle School Drop Out Rate</p> <p>2019-2020</p> <p>0%</p>
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 2016-17: 0%</p>	<p>Expulsion Rate</p> <p>2019-2020</p> <p>0%</p>
<p><b>Metric/Indicator</b> School Climate</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 2016-17: 96% of students surveyed reported school is a safe, tolerant place.</p>	<p>School Climate</p> <p>100%</p> <p>2019-2020: School Climate Survey was modified to students' experiences to the shift to distant learning. It was a needs assessment to see where our students stood. The trend was overwhelming in terms of connecting via the internet using their devices.</p>
<p><b>Metric/Indicator</b> Broad Course of Study</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 2016-17: 100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p>	<p>Broad Course of Study</p> <p>2019-2020</p> <p>100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:</p> <p>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Red category with EL’s and Hispanics being Red and Socio-economically disadvantaged students in the Orange category.</p> <p>These data illustrate the need for improvement that is principally directed toward the unduplicated population. The unduplicated students have the least access to Visual and Performing Arts (VAPA) related courses that research has demonstrated improve brain neuroplasticity and assist students with building brain schema that support language acquisition, and all learning in general. The unduplicated students also have the least access to engaging in extracurricular activities such as after-school sports and similar activities. Research has shown that all of the services mentioned above have a positive impact on student engagement in school and on academic performance. These services also affect students’ perceptions of school with respect to feeling safe and connected. As a result of these identified needs, WESD will implement the following services and programs:</p> <p>The existing music program will continue, with weekly choral lessons for students in grades K-8, provided by a professional vocal coach hired on a consultant basis. Guitar lessons will be provided to students in 7th and 8th grades.</p> <p>The District will provide the behavior, academic awards and attendance incentives that in the past three years were provided by a PBIS grant.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$30,000.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$14,000.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$2,031.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000.00</p>	<p>4000-4999: Books And Supplies \$2,956.28</p> <p>2000-2999: Classified Personnel Salaries \$2,505.00</p> <p>3000-3999: Employee Benefits \$801.61</p> <p>5000-5999: Services And Other Operating Expenditures \$1,028.42</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>These services were implemented specifically to meet the needs demonstrated by our unduplicated students and are effective in meeting those needs. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students positive feelings toward school in general.</p>		
<p>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange category with EL’s and Hispanics being Red, and Socio-economically disadvantaged students in the Orange category. These data illustrate the need for improvement that is principally directed toward the unduplicated population. We will continue a district provided after school tutoring program. Students who do not meet standard on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade level teachers and based on analysis of the SBAC performance data. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students.</p> <p>Given this revelation, WESD will continue to or begin to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students:</p> <ul style="list-style-type: none"> <li>Behavior awards programs</li> <li>Attendance incentives</li> <li>Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies</li> </ul>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$20,000.00</p>	<p>4000-4999: Books And Supplies \$2,956.28</p> <p>5000-5999: Services And Other Operating Expenditures \$1,028.43</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>These services will be principally directed toward the unduplicated students, particularly English Learner students, and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents. As a result of implementing these systems, we anticipate closing of the suspension gap that exists for EL students as well as improved measures on the student School Climate survey. Additionally, we believe the fewer suspensions our EL students experience, the more time they have to be in class learning which should have a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.</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.

All actions/services listed above were implemented. Due to the effects of the COVID-19 pandemic, the district's outlay amount for services and actions was lower than budgeted. The students and teachers spent a portion of the 2019-2020 school on distant learning and not present on the campus for in-person instruction. The district, therefore, did not spend as much on materials and supplies due to students and staff not present on campus. The district did still provide professional development to teachers and staff, however, due to the pandemic, some of the professional development services were halted, based on teacher feedback, the district incorporated the use of zoom meetings and google meets to continue professional development services.

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

Westside Elementary successes: The district provided awards to student attendance throughout the year, and during the distance learning portion of the year, the district provided incentives to those students that did participate on a daily basis, 100% of students have access to instruction in state standards, attendance rate remained high/suspension rate remained low.

Westside Elementary challenges: in-person instruction was suspended due to COVID-19, parent involvement, student engagement, even though students completed their packets the district was limited to synchronous instruction because of the not having devices and wi-fi at home, and over 50% of students experienced some connectivity issues, the teachers had to navigate new learning platforms in google meets and zoom meetings.

## Goal 5

To increase parent involvement in school decision making, and the education of their children

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Parent participation rate in informational and educational programs provided by the District.</p> <p><b>19-20</b>            Maintain rate of 90% parent involvement rate.</p> <p><b>Baseline</b>            50% of parents invited participate in one parent training or informational meeting this year.</p>	<p>Parent participation rate in informational and educational programs provided by the District. Due to the Covid-19 pandemic teachers contacted parents via the phone, text message, and email. The district created flyers and sent those out to the parents as well.</p> <p>The percentage of parent involvement was difficult to calculate due to Covid-19.</p> <p>The training limited due to Covid-19, so the percentage of parents invited to participate was not tallied.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the red status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Orange</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration            \$15,655.00</p>	<p>4000-4999: Books And Supplies            \$3,515.86</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>category with EL's and Hispanics being Red, and Socio-economically disadvantaged students in the Orange category. Regardless of our high parent participation rate in school activities, these data illustrate the need for academic improvement that is principally directed toward the unduplicated population. Research demonstrates the positive correlation with respect to the more involved parents are in their child's education, the better the child's performance in school. Although our parents are involved, there is always more that can be done to increase their participation and engagement in the process. In response to this need. WESD will maintain and/or increase supports provided to facilitate parent engagement in school and their child's education that are principally directed toward the unduplicated students and, as mentioned above, effective in meeting these identified needs. Those actions are:</p> <p>Purchase Instructional programs for parents  Purchase instructional/informational materials for parents  Provide language instruction for parents in English. A second cohort added in 2018/19.  Provide translation for parents at all school activities and meetings.  Provide day care for parents attending instructional/informational activities and meetings.</p> <p>As a result of continuing or increasing these improved activities to engage parents, we anticipate experiencing even higher levels of parent engagement in school activities that will have a positive effect on student learning and the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups.</p> <p>.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$12,000.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$3,402.00</p>	<p>2000-2999: Classified Personnel Salaries \$1,473.96</p> <p>3000-3999: Employee Benefits \$163.40</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.

All actions/services listed above were implemented. Due to the Covid-19 pandemic, the district did not provide the usual amount of parent training, classes, and services that occurred during a normal year. to foster appropriate learning measures for the low-income and English Learners. Due to COVID-19, the district was reduced to finding various ways to communicate with the low-income and English Learners to help mitigate the impact of COVID-19. One way the district was able to mitigate the impact was it created and purchase flyers to promote information regarding upcoming events and services held at the school or online. Due to COVID-19, a stipend for cell phone usage was budgeted to help mitigate the impact of COVID-19. Teachers and staff were able to communicate with parents of the district's low-income and English Learners. The district provided bi-lingual translation for parents and teachers throughout the school. The district was able to have a parent-teacher conference during the fall, however, the pandemic limited the conferences in the spring. The district was also able to have a Back to School Night in the fall, however, the Open House planned event in the spring was canceled due to the pandemic.

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

Westside Elementary successes: contact to parents (via email, text message, and phone calls), continued use of bi-lingual translation, parent/teacher conference (via phone conference, text message, email, and limited in-person), during packet pick-ups teachers/staff contacted parents to inform and discuss student progress. Due to COVID-19, the district will be able to address these communication issues better moving forward on the LCAP of 2021-2022.

Westside Elementary challenges: limited in-person instruction, student engagement, parent involvement, no in-person school programs, an open house was canceled due to the pandemic, trying to determine which way was the best way to connect parents, the district sent out surveys to see what way/ways were best in communicating during the pandemic. Due to COVID-19, the district will be better prepared to address parental communication among its' low-income and English Learner parents.



# 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
Provided extended learning time/day for English Learners, provided after school, by classroom teachers as well as EL Intervention teacher. Paid staff over-time salaries.	\$12,000.00	0.00	No
Students with IEPs met individually with speech pathologist, psychologist, special education teacher.	\$202,604.00	\$202,604.00	No
As this is a rural school district, transportation was provided to all students who participated in the extended learning day. The district understands the importance of this action in terms of helping mitigating learning loss. Ensuring transportation provides the students with the connectivity needed to assist with their learning. The outcome of providing this service will be measured in terms of connectivity, engagement, and participation of the students.	\$15,000.00	\$15,000.00	No

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

As no students returned to the Westside campus until small cohorts in April, we were not able to offer extended learning time. We will be providing ten extra days of the school year in June for all students, as well as a 4 week summer school in July for primary grades. This will be paid for with Extended Learning Opportunities Funds.

## Analysis of In-Person Instructional Offerings

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

Westside Elementary School faced many challenges implementing in-person instruction to all of the students. One challenge that was faced due to the COVID-19 virus was the restrictions imposed forcing the school to be closed. A second challenge was the constant changing of restrictions/recommendations put in place by either CDC or the local county health department. A third challenge was that the district faced was making sure all stakeholders were in agreement on in-person instruction. The district experienced successes along the way as well. One success was the evolution of the cohorts in grades TK-8. This allowed the students with connectivity issues, tutoring needs, or special services the ability to be seen by our classroom teachers, as well as our special education teacher. Based on the feedback from the teachers, they indicated a need for a cohort model for students that were disengaged in distance learning prior to the full in-person instruction opening in March 2021. Westside was successful in implementing a cohort model that proved to provide student engagement and overall success. Both data and stakeholder input resulted in the findings of the implementation of in-person instruction for the 2020-2021 school year. 100% of the teachers participated implementation of in-person instruction. Less than 15% of the students opted out of the in-person instruction that was offered.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased new laptop computers for teachers to use during distance learning. These purchases included accessories needed for lesson presentation and recording during distance learning.	\$10,000.00	\$10,000.00	No
As the students in Westside Elementary School District primarily live in a rural, agricultural community with no internet access, or at least none affordable to low income families, the district purchased and paid monthly subscription fees for hotspots to all homes in district.	\$20,000.00	\$32,000.00	No
As the majority of students in the district are socio-economically disadvantaged, and do not own devices of their own, the district purchased, maintained, and replaced as needed, Chromebooks and iPads for all students. This includes chargers and cases.	\$10,000.00	\$10,000.00	No
Provided continuous professional development on distance learning and online learning for teachers.	\$8,000.00	\$8,000.00	No
Purchased and maintained subscriptions to online learning resources, including programs aimed at supporting English Learners and students with special needs.	\$10,000.00	\$10,000.00	No

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

There were no 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.

Westside Elementary School experienced successes and challenges with the distance learning component of its instructional plan. One challenge the district faced was the task of distributing and acquiring hot spots for all of the students. A second challenge the district faced was making sure all families were able to connect, which resulted in many days spent attempting to connect those families. A third challenge was pupil participation in the distance learning component. The teachers have experienced many days a limited number of students connecting to Google Meet. Many teachers have had very limited contact throughout the year with some of their students. A fourth challenge has been with continuity of instruction. Many teachers have experienced during the school year limited engagement periods among their students. A fifth challenge has been limited resources at the students' home, and lack of accountability. The district has experienced successes during this school year. One success is the staff as a whole has become more technology-ready and has adapted to communicating through platforms such as Google Meet, Zoom, etc. This has made the implementation of continued professional development possible and realistic for the district. Another success is that our special needs population continued to be provided with services.

### Continuity of Instruction

A fourth challenge was with continuity of instruction. In regards to continuity of instruction, packets were distributed every Monday, and the completed work was dropped off and corrected by teachers, critiqued, and graded. There were online sites and enrichment opportunities for students who were able to access at home. Teachers were able to deliver online instruction to support asynchronous and synchronous activities. Based on the feedback from teachers, preparing work for both asynchronous work and synchronous work was a challenge for the teachers.

### Access to devices and Connectivity

One challenge the district faced was the task of distributing and acquiring hot spots for all of the students. A second challenge the district faced was making sure all families were able to connect, which resulted in many days spent attempting to connect those families. By the end of the school year, 100% of the students had a device to connect, and each family received a hot spot

Westside provided Samsung Chromebooks or Mac iPads for all students in the school, depending on grade level, as well as Orbic hot spots with the capability of connecting two or more devices. Westside provided parent and student training, in small groups, when we have the approval of the Fresno County Department of Health.

### Pupil Participation and Progress

In addition to synchronous instruction, students received asynchronous instruction that was consistent with the assigned materials and state standards. The challenge for teachers was to maintain engagement. As allowed by the State and local public health orders and guidance, students were provided with in-person support to further support access to distance learning. Teachers completed the Combined Daily Participation and Weekly Engagement Template. 100% of the teachers submitted their weekly Combined Daily Participation and Weekly Engagement Templates to the administration. Students and teachers contacted in some form - large group, small group, or individually, throughout our usual school hours, which are 8 a.m. - 3 p.m. Based on feedback from teachers, 100% of their students were contacted at least three or more times throughout the week. The low-income and English Learner students were contacted and provided instruction from the ELD Intervention teacher along with the general education teacher to help mitigate the impacts of COVID-19.

#### Distance Learning Professional Development

One success is the staff as a whole has become more technology-ready and has adapted to communicating through platforms such as Google Meet, Zoom, etc. Based on feedback from teachers, 100% of the teachers have used google meet for communication and delivery of instruction to their students.

The professional development included such areas: use of our district online instructional resources, use of online platforms such as Google Classroom and Google Meet, teaching and supporting English Learners during distance learning, and differentiated instruction during online learning. Based on teacher feedback, Westside continued to support our teaching staff with professional development that enhanced and strengthened our teachers' grasp of the distance learning programs.

#### Staff Roles and Responsibilities

Classroom and intervention teachers were successful in the development and implementation of the online school day. Based on feedback from the intervention teacher, communication and delivery of support to the EL students were achieved.

Many of our support staff have had their roles somewhat modified. Our cafeteria staff provided meals that are "grab and go". Other classified support staff were assigned to health monitoring procedures - such as taking the temperature of staff and visitors and distributing PPE equipment.

#### Support for Pupils with Unique Need, including English Learners

Pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

Classroom and intervention teachers were successful in the development and implementation of the online school day. Many of our support staff have had their roles somewhat modified.

Our cafeteria staff provided meals that are "grab and go". Other classified support staff members were assigned to health monitoring procedures - such as taking the temperature of staff and visitors and distributing PPE equipment.

Westside Elementary School was able to continue to provide a speech pathologist and therapy sessions with students using Zoom sessions. An FCSS school psychologist continued to provide services via Zoom or in-person

Another success is that our special needs population continued to be provided with services. Based on feedback from our special education teacher, 100% of her students were reached in some capacity throughout each week during the closure of the school from March 2020 until the end of the school year. The special education program set up a platform specific for Specific Learning Disabilities in small group settings. . There was a collaboration with the general ed teachers on student lessons, modifications, and accommodations.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
For our English Learners and low-income students, due to lack of resources in their homes during the time of school closure, teachers were provided with professional development specifically targeted at mitigating the effects of learning loss, focused on English Language Arts, English Language Development, and Math.	\$7,500.00	\$7,500.00	No
Hired consultants from Fresno County Superintendent of Schools to coach teachers of English Learners and low income students.	\$5,000.00	\$5,000.00	No
Purchased materials, both hard copy, and online programs, as part of interventions for English Learners and low-income students.	\$10,000.00	\$10,000.00	No
Provided information, trainings, and resources to parents of English Learners, students with disabilities, and low income students which will enable them better assist their children in their education.	\$5,000.00	\$5,000.00	No
Provided small cohort instruction to English Learners, students with disabilities, and low-income students during the extended instructional day. This includes paying teachers and tutors, as well as costs for providing transportation during this extended time.	\$41,486.00	\$41,486.00	No

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

No 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.

Westside Elementary School has experienced successes and challenges in pupil learning loss for the 2020-21 school year. A success the district experienced during the school year was the ability of the teachers to maintain a level of contact each week with their students. The teachers were able to continue to provide a limited level of instruction since March 13th of 2020. Another success the district has experienced is adopting a district-wide assessment program for both ELA and Math that will serve as benchmarks due to the uncertainty of the SBAC. The district has faced its share of challenges due to COVID. One challenge has been gauging on a constant basis where students are on growth during this time. A second challenge has been to assess students because of the lack of assessment in a controlled environment. The potential for validity issues has been a problem shared among the teachers and experienced on assessments, as well as everyday assignments. Based on feedback from teachers, not having a set general assessment is going to be problematic in determining the growth and determining the needs of students. Another issue due to COVID-19 has been with low-income and English Learner students were participation as a whole. Teachers have struggled with students engaging during their online instruction, either via the chat segment or simply carrying on discussions on topics. The district's ELD Intervention teacher conducted many google meets with the low-income and English Learners to help mitigate the impacts of COVID-19.



## **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.

Westside Elementary successes: virtual workshops/in-services concerning SEL, parent outreach for families that were overwhelmed by or absent from distance learning, home visits, 100% of teachers were able to complete an online training class provided by All 4 Youth on Social-Emotional Trauma

Westside Elementary challenges: Due to COVID-19 students were not in-person to receive campus services, determination of social needs was not easily assessed, and there was a lack of counselors on campus.

## **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.

Westside Elementary successes: high attendance rate within distance learning program, connected to families via phone calls, text messages, emails, and notes, weekly packets pick-ups with teacher-student engagement, as well as parent engagement. On average the district experienced a 90 percent pick-up rate of weekly packet pick-up per week.

Westside Elementary challenges: connectivity issues, limited engagement participation from students, lack of internet connection among families, limited technology awareness in families, however, the district was able to distribute an electronic device to each of its 188 students with a hot spot or two per family to help with connectivity issues. To help promote better engagement from the students, the district offered small cohorts for those that were dealing with connectivity issues that limited engagement. Based on stakeholder input (parents, teachers, and students) all supported the idea of small cohorts to increase engagement.

## **Analysis of School Nutrition**

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

Westside Elementary successes: continued to provide breakfast/lunch program to all 188 students, which is 100% of the enrolled students within the district. The district was able to continue to deliver breakfast/lunch to students/families to those that could not pick up them at the school. During the limited in-person instruction of the 2020-2021 school year, breakfast and lunch were provided to 100% of the students attending the in-person instruction day. This was data collected from the cafeteria department, and through attendance during in-person instruction.

Westside Elementary challenges: Preparing meals from daily to meals for a week was a challenge due to the fact that the cafeteria staff was used to preparing on a day-to-day basis. Parents picking up breakfast/lunch was an issue. however, the district was able to contact 80% of the families through a text/email message reminding the families of the pick-up days/times

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

The district did not have any additional actions implemented to the Learning Continuity 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.

The district learned that continued implementation of professional development services for teachers and staff will benefit our academic successes for our students. The district learned that the students' connectivity issues will continue to be an issue, and providing a solution or solutions will be vital to the academic successes of our students. Due to COVID-19, the district has learned the importance of strengthening the connectivity among all students. The district will continue to address the shortcomings in the development of goals and actions in the 2021-2024 LCAP. The district will focus on areas of health and safety considerations, distance learning models, monitoring and supporting mental health, and social-emotional well-being. The district will also focus on engaging pupils and families in the 2021-2024 LCAP.

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

The district will continue to assess our students with our HMH, ELPAC, and SBAC assessments. The district will continue to assess to determine the students learning loss and determine appropriate measures to address those issues. The services/programs that could help mediate the learning loss are; after-school tutoring, providing an English Learner Intervention Class, parental outreach in the form of workshops, or parent/teacher instructional collaboration meetings. The district will use the results of local indicators as well as SBAC assessments to assess and address the needs of the students, especially the low-income and English Learner populations in the LCAP 2021-2024. The district will develop actions and goals to continue to address the pupil learning loss that has occurred.

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

No substantive differences between the description of actions or services at Westside Elementary.

# 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.

In the 2019-20 LCAP, the students' overall scores in ELA and Math in all subgroups were on the rise, however, due to COVID-19 and the lack of in-person instruction the students' learning has been affected. The issue of not having an SBAC assessment in 2019-2020 hindered the district's overall assessment of which level the students were at the end of the year. The district has seen the need to increase the technology needs of our students to address the connectivity issues that families and students endured recently. The district also will continue to provide the teachers with support through professional development in instruction, class management, social-emotional support training, and technology support. The district has also learned that parental outreach and parental support are crucial to the overall well-being of the students, especially those students at-risk or with special needs. Overall, the district will continue to address the needs of all the students in the upcoming years to address any academic, social-emotional, connectivity issues, or attendance issues that affect the students' overall well-being and academic success. The Learning Continuity Plan and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP the importance of setting goals and actions to strengthen the pupil loss among all subgroups, especially our low-income and English learners. The plans brought to light the importance of the connectivity issues the students/families encounter due to lack of devices, as well as the internet. Both plans have also informed the district of the importance of engagement of parents as significant in promoting learning. A reflection on student outcomes in the 2019-20 LCAP reveals the importance of having local indicators in place as well as state indicators, due to the mitigating impact of COVID-19.

## Instructions: Introduction

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

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

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

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

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

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

### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**



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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,831,456.00	1,304,668.53
	0.00	1,267,456.37
Base	1,238,021.00	0.00
Other	0.00	37,212.16
Supplemental and Concentration	593,435.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,831,456.00	1,304,668.53
1000-1999: Certificated Personnel Salaries	546,857.00	501,393.72
2000-2999: Classified Personnel Salaries	256,653.00	206,451.04
3000-3999: Employee Benefits	427,642.00	350,115.84
4000-4999: Books And Supplies	202,553.00	73,728.11
5000-5999: Services And Other Operating Expenditures	397,751.00	172,979.82
6000-6999: Capital Outlay	0.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,831,456.00	1,304,668.53
1000-1999: Certificated Personnel Salaries		0.00	501,393.72
1000-1999: Certificated Personnel Salaries	Base	435,956.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	110,901.00	0.00
2000-2999: Classified Personnel Salaries		0.00	206,451.04
2000-2999: Classified Personnel Salaries	Base	171,455.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	85,198.00	0.00
3000-3999: Employee Benefits		0.00	312,903.68
3000-3999: Employee Benefits	Base	329,907.00	0.00
3000-3999: Employee Benefits	Other	0.00	37,212.16
3000-3999: Employee Benefits	Supplemental and Concentration	97,735.00	0.00
4000-4999: Books And Supplies		0.00	73,728.11
4000-4999: Books And Supplies	Base	30,500.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	172,053.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	172,979.82
5000-5999: Services And Other Operating Expenditures	Base	270,203.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	127,548.00	0.00
6000-6999: Capital Outlay		0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,238,021.00	1,030,105.00
<b>Goal 2</b>	380,538.00	190,081.06
<b>Goal 3</b>	82,809.00	68,053.23
<b>Goal 4</b>	99,031.00	11,276.02
<b>Goal 5</b>	31,057.00	5,153.22

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$229,604.00	\$217,604.00
Distance Learning Program	\$58,000.00	\$70,000.00
Pupil Learning Loss	\$68,986.00	\$68,986.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$356,590.00	\$356,590.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$229,604.00	\$217,604.00
Distance Learning Program	\$58,000.00	\$70,000.00
Pupil Learning Loss	\$68,986.00	\$68,986.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$356,590.00	\$356,590.00

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

# 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
Westside Elementary School	Baldomero Hernandez Superintendent	bhernandez@westside-elem.com (559) 884-2492 ext. 2493

## Plan Summary [2021-22]

### General Information

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

Westside Elementary is a small rural one school (Prek-8) district located in the center of the San Joaquin Valley, approximately forty-five minutes southwest of Fresno. The faculty consists of a Superintendent/Principal, a vice-principal/programs director, a school secretary, and district business staff, twelve classroom teachers, one resource specialist, one English Language Development teacher/instructional coach. The teachers are assisted by six instructional aides. In addition, there is a State PreSchool on site.

As of Fall 1 CALPADS Census, October of 2020/21 school year, the total enrollment of the school/district was 180. That is a decrease of 9 students from the previous year. We are concerned that the enrollment of students is on the decline and will have an impact on our budget. The great majority of the students of the school are children of Mexican immigrants, primarily working in the agricultural industry of the Central San Joaquin Valley. Because of this high poverty rate, the district strives to meet many needs as well as to provide enriching experiences. Our basic services include free breakfast and lunch for all students and bus transportation to all of the outlying ranches. We are also a magnet for groups wishing to donate food and school supplies to our students and their families.

The school is committed to providing enriching, educational field trips for our students. These include the Chaffee Zoo and the Big Fresno Fair for the Primary Grades. Students in various grade levels also went to Scout Island. While progressing through grades through 4 - 8, each student will at some time have the opportunity to visit Mission San Juan Bautista, Regional Learning Center/"Five Mile Camp" in Sonora, Camp Ocean Pines in Cambria, a 7th-grade camping trip to Monterey, which includes visits to the Monterey Aquarium, and a local Mission, and, for 8th grade, the Youth Educational Services in Disneyland. (All of these activities have been put on hold due to the COVID-19 Virus.)



As rewards for academic achievement (Honor Roll) and Positive Behavior ("WILD"), trips and programs have included Artes America Case de Cultura, bowling, and Fresno Grizzlies Make the Grade. Quarterly rewards are also giving to the students who have earned "WILD" tickets during the weeks leading up to the end of the quarter. (All of these activities have been put on hold due to the COVID-19 Virus.)

Extracurricular activities are also fully funded by the district - specifically athletics and music. All of the coaching and practice occur during school hours, as many of our students would not be able to participate if their parents were required to pick them up from after-school activities. The district is planning for the future to revisit having a music program during the school year.

Westside School District is rated highly in School Climate by students, parents, and staff. The school achieved Gold Level status in Positive Behavior Intervention and Support (PBIS). The school motto is "WILD", encouraging students and staff to make "Wise Choices", "inspire" others, be "Leaders" and exhibit "Determination".

Areas of concern academically, are low standardized test scores (SBAC/CAASPP), though those improved overall in the spring of 2019. In the spring of 2020, this assessment was halted due to Covid 19. In addition, we continue to seek ways to assist our parents in becoming more actively involved in their children's education. Our parents are very supportive of the school. We have over 90% participation at parent-teacher conferences and attend events such as Back to School Night, Parent-Teacher Conferences, and student sports and cultural performances (when we were having these events pre-Covid)

We currently have a full-time English Learner Intervention Teacher that will be able to not only focus on the long-term ELs in grades 4-8 but will have time to also work with at-risk students in the primary grades, with the focus on third grade. Progress for our English Learners continues to be a major goal of our programs.

## Reflections: Successes

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

Based on a review of performance on the state indicator the California School Dashboard, Fall 2020 our students showed growth in both Mathematics and English-Language Arts. The students have moved into the yellow tier, which is an increase from the previous testing year. The district's EL learners also saw growth based on the review of the California School Dashboard, Fall 2020 by moving into the yellow tier. The continued movement of the English Learners on the California Dashboard to the "Green" tier is the next step in the progression of our students. The support of the Intervention teacher has been a success in terms of improving the academic performance of our English learners. Another success the district along with the teachers has seen to continue to show academic performance increase is the professional development that has occurred throughout the school year. Many of these professional development training sessions have instilled added teaching strategies, tools, and methods in which have helped support our teachers in providing our students a learning environment that has improved the overall academic performance of our students. The LEA has plans to keep providing the teachers and

support staff with professional development to support our students learning needs in the hope to foster greater academic performance each school year. The continued support of the Intervention teacher will also be a position the district will maintain because the need to support our students remains an important step in academic performance among our students. The district is committed to supporting the needs of the students in order to ensure academic growth.

## 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.

According to data from the California School Dashboard, Fall 2019, our greatest areas of need are in SBAC test performance in English Language Arts and Mathematics. The indicators are as follows: for all students, the English Language Arts performance level for all students, and the Hispanic sub-group, and English Learners were in yellow level. For the Economically Disadvantaged subgroup, the performance level was also in the yellow tier. For math, all students performance level was in the yellow level, as well as for the socioeconomic subgroup. For the Hispanic and English Language Learner sub-group, the level was yellow which indicated a significant growth from the previous year, however, the subgroups still remain below the green and blue levels in English Language Arts and Mathematics. All subgroups are still not in the blue or green levels at this time and will continue to be areas of need going forward. The district will continue to implement after-school tutoring when the district is back to in-person instruction to help address these academic needs and help mitigate learning loss. Due to the COVID-19 Virus, we did not take the SBAC test, so we do not have results to show growth or show areas of need. The district can only refer to data from the Fall data of 2019 to compare and devise needs. The district will be adding teacher-provided after-school tutoring up to five days a week for all students especially for those falling below, for students scoring Standard Not Met and Standard Nearly Met on the SBAC, and those students that struggled during the distance learning portion. The district will also continue to provide professional development support for teachers in English Language Arts and Mathematics. Due to the COVID-19 virus, many of the professional development supports are done via Zoom or another web-based platform. The district has adopted a reading inventory and math inventory program through HMH that will provide the teachers with an assessment tool to assist in identifying students' needs and strengths. The vast majority of our students enter kindergarten as English Learners, and our goal is by 4th or 5th grade to have all students re-designated as English Proficient. In order to help us achieve this goal, we will continue to provide a full-time English Learner Intervention teacher. In addition to enabling the Intervention Teacher time to work with primary grade students who are deemed at-risk in their English acquisition skills, this person will also serve as an Instructional Coach, leading professional development and PLCs, and coordinating pacing and assessments. The district is focused on supporting the EL students with services that will lead to them being reclassified. The Intervention teacher will continue to be a focal point of the district's services every year to support our EL students. The implementation of the desired services will be dependent on how the COVID-19 virus impedes the district on in-person instruction in the 2021-2022 school year.

# LCAP Highlights

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

We will continue to provide a full-time English Learner Intervention Teacher. The teacher will be able to not only focus on the long-term ELs in grades 4 - 8 but will have time to also work with at-risk students in the primary grades, with the focus on third grade. The district will continue to offer enrichment programs to our kindergarten - third-grade students once the in-person instruction is fully in place. The district will be planning to incorporate a music program to enrich all grade levels once the school begins to implement more in-person instruction. The district will also resume its folkloric dance after-school once the in-person instruction is fully in place. We have Chromebooks distributed to grades 5 through 8 as of the 2019-2020 school year. Students in grades K - 4 use Ipads. Due to the COVID-19 virus, all families now have a hot spot to help connect to the internet, so that the students can maintain learning via our distant learning plan. We have completed our goal of one-to-one technology to student ratio, with the purchase of enough Ipads and/or Chromebooks for each student.

Some of the major goals of our work in 2021-2024 will be to increase the progress of our English Learners, improve SBAC scores in ELA/Math, upgrade our grounds and increase security around the perimeter, and increase parent's capacity to help their children academically, by providing instruction in English for our parents. Our goals have continued to be to increase the progress of our English Learners, improve SBAC scores in ELA/Math. Our school is currently going through a remodeling period, so many classrooms, the cafeteria, parts of our grounds, and perimeter have seen upgrades. We will continue with improving the facilities, grounds, etc. during the school year and beyond. We will continue to invest time and money into professional development for our teachers. The district has completed the 4th year of implementation of the HMH Reading/Language Arts programs, "Journeys", "Collections" and "Escalate English". Professional development will include annual refresher training. The district is also providing after-school tutoring for students. Due to the COVID-19 virus, our after-school tutoring has shifted to online mostly, however, we have continued to provide it in that capacity. Professional development will continue in math, as well as student engagement strategies, and our teachers will receive technology support/ideas/guidance from the Fresno County Office of Education support staff. The district plans to continue to support the teachers and staff with professional development in social and emotional training throughout the year as well. Due to the COVID-19 virus, this has become a more pressing need that will have to be addressed for the learning process to continue. Many concepts and programs have had to be placed on hold due to the COVID-19 virus, however, once a sense of normalcy begins to resonate back on campus, we can open up our "STEM" room, include our enrichment classes, etc.

# 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.

We are a one school, K-8th grade. The school is not identified for CSI.

## Support for Identified Schools

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

The school/district is not identified as CSI.

## Monitoring and Evaluating Effectiveness

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

We are not a CSI district or school.

# Stakeholder Engagement

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

Due to COVID-19, our usual Parent Informational Meeting at our Back to School Night in late August did not happen. During this meeting, the LEA would review the Local Control Funding Formula and sign-ups for District Advisory Committee (DAC), and the District English Language Learners Committee (DELAC) would have occurred. The district instead during the week of August 24th made phone calls to parents to seek parents interested in participating in the School Site Council, District Advisory Committee, and the District Language Learner Committee. Another outreach need was an assessment to determine the connectivity of our families due to Covid-19 and distance learning.

On August 31st, the district surveyed the students and families on their connectivity situation at home. It was determined that the students and families lacked sufficient connectivity to promote proper connection for distance learning.

The district met with the classified all of whom are members of (CSEA Bargaining Unit) and teachers (CTA Bargaining) on April 28th, 2021 to review the goals of the previous LCAP and to discuss the current goals to the 2021-2022 LCAP.

The superintendent/principal has been involved in the ongoing development of the current LCAP. The superintendent/principal was present during the April 28th, 2021, May 12th, 2021, meetings.

On April 28th, 2021, the District Advisory Committee, District English Learner Advisory Committee, and School Site Council, all met to review the goals of the 2019-2020 LCAP. Due to COVID-19, there was no LCAP for 2020-2021. The DAC, DELAC, and SSC all discussed the goals of the previous LCAP and discussed the goals of the 2021-2022 LCAP. The consensus was that the goals presented were important and still relevant to our LEA, its students, staff, and parents. The following information, related to the 8 State Priorities, was presented and discussed: increase in technology for students and continued training for teachers, parent engagement activities, ELD intervention, updates on school facility maintenance, and student achievement level results on SBAC and ELPAC tests.

## SELPA Collaboration and Input

Westside is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that stakeholder group. 2020 - 2021 Operations meetings were held on September 10, 2020, October 15, 2021, November 12, 2020, January 28, 2021, February 17, 2021, March 23, 2021, April 15, 2021 and May 13, 2021.

School Site Parent Input: The district requested input from parent groups regarding the Local Control and Accountability Plan. The district requested feedback and suggestions through their School Site Councils, English Learner Advisory Committees, District Language Learner Committee, and Student Site Council.

In early August, 4th through 8th-grade students were given questions that covered areas on the LCAP such as technology, connectivity, school climate and safety, and the school grounds.

On May 12th, 2021, the DAC, DELAC, and Student Site Council groups were presented with the Annual Update and LCAP for 2020-2021. There was a discussion, led by Superintendent Hernandez, about the goals, actions, and priorities, but no formal concerns or issues were presented to him for a response. Classified staff/members of CSEA were also presented with the LCAP on this date.

The LCAP is available to the public on June 3rd, 2021.

Public Comment Period is June 3rd-June 13th

On June 9th, 2021, the Governing Board of Westside Elementary School held a public hearing on the LCAP, and Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2). Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). Printed versions of the LCAP are available in the District Office, in both English and Spanish. An online version is also available. No comments were reported during the public hearing.

The approval of the LCAP 2021-2022 is June 23rd, 2021

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

The stakeholders of the DAC, DELAC, and School Site Council were supportive of the plan proposed by the LEA. A trend that was overwhelmingly discussed was the importance of providing social/emotional support for the students.

Discussion with the classified (CSEA), teachers (CTA), administration, DAC, DELAC, and School Site Council has centered around the impact of learning loss due to COVID-19. A trend that was evident after discussions with the above-mentioned groups was for the district to continue to provide consulting/training with the staff from the Fresno County Superintendent of Schools Office. The main focus was being driven towards bullying prevention and bullying awareness.

Student input through surveys showed a continued need to have connectivity for learning, and 100% of the students liked having an electronic device to help complete the assignments and connect with their teachers.

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

Based on the feedback from the stakeholders the district will continue to provide social/emotional services for the students. The district will continue to address this in Goal 4. The district will continue to address the need for professional development from the staff from Fresno County Superintendent of Schools Office, which is in our Goal 4. The district will address the technology needs of our students based on the discussions of the stakeholders. The district will address this need in Goal 2.

# Goals and Actions

## Goal

Goal #	Description
1	Fulfill Basic Program Requirements. Westside Elementary School will provide highly qualified teachers, support staff, administration, transportation services, and well maintained facilities. All students will have access to instructional materials which are State Adopted and Common Core aligned.

An explanation of why the LEA has developed this goal.

This is a maintenance goal established by Westside Elementary School. Westside Elementary has developed this goal to promote a successful school experience for all students. Westside Elementary will provide a basic program to all students. Westside Elementary will ensure that each teacher is properly credentialed and not misassigned, so each and every student is ensured an optimal learning environment. Students will be instructed in the State Academic Standards. They will be enrolled in a Broad Course of Study. Students will have access to curriculum-aligned, state-adopted instructional materials. Students will be provided transportation as needed throughout the school year. Students will come to school in a safe and secure facility and environment.

## 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	100% Assigned and Credentialed 0% Vacancies Data Year: 2020-21 Data Source: California School Dashboard Fall 2021				100% Assigned and Credentialed 0% Vacancies Data Year: 2023-24 Data Source: California School Dashboard Fall 2024
Facilities maintained in good repair	98.6 with a rating of "Good."				100% with a rating of "Excellent".



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: California School Dashboard Fall 2021				Data Year: 2023-24 Data Source: California School Dashboard Fall 2024
Access to Standards aligned instructional materials	100% of students had sufficient instructional materials Data Year: 2021 Data Source: Williams Act Inspection.				100% of students had sufficient instructional materials Data Year: 2023-24 Data Source: Williams Act Inspection.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries and Benefits	Provide salaries for all certificated (properly credential teachers), office support, and administrative staff.	\$774,369.00	No
2	Maintain transportation services and school facilities	Continue to fund and upgrade our busses. Maintain all buildings and school grounds in a safe, compliant condition.	\$406,531.00	No
3	Continue state adopted curriculum and materials for all students.	Provide instruction to all students using the latest adopted state curriculum and material purchased by the district.	\$577,741.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	<p>Improve Academic Progress in the California Common Core Standards, as indicated on the California Schools Dashboard and SBAC.</p> <p>All students will receive daily instruction in all subjects, based on the California Common Core Standards, in English/Language Arts, Mathematics, Science, and Social Studies.</p> <p>Technology will be used to enhance instruction and student engagement.</p>

### An explanation of why the LEA has developed this goal.

This goal was selected by Westside Elementary School to support and enrich the unduplicated students in English Language Arts and Mathematics because of the low scores indicated by the California School Dashboard that the district has seen over the course of the years. We will provide many supplemental supplies, resources, and materials as needed to ensure the unduplicated students at Westside are given the opportunity to succeed. Westside Elementary School will provide classroom tutors to allow for extra support during instruction time. Westside Elementary will maintain small class sizes to maximize delivery and effectiveness of instruction from its teachers. This will support academic success because the teachers will be able to create more opportunities for engagement and allow for more interaction on a daily basis. Westside Elementary is also highly driven to provide pivotal professional development to its teachers and classified staff to help support and enrich its students in academic achievement. The many planned content-centered, academic field trips are a foundation to providing our students with the enrichment and knowledge they will need to be successful in the core subjects of English Language Arts and Mathematics. Westside Elementary is always addressing the needs of the unduplicated students within the technology aspect of academics. We are providing I pads and Chromebooks to all grade levels. The desired outcome with that is for our students to increase their successful academic performance with the use of technology. Westside Elementary is constantly addressing the issue of connectivity to students' homes. Westside Elementary School has contracted with a service provider and purchased hot spots for each family. We are looking forward to assisting our students with improved connectivity because we believe that being connected will improve our unduplicated students' academic needs.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	TBD Data Year: 2020-21 Data Source: California Dashboard				TBD Data Year: 2023-24 Data Source: California Dashboard
Local Indicator: ELA	Advanced: 1% Proficient: 15% Basic: 46% Below Basic: 38%  Data Year: 2020-2021 Data Source: HMH Assessments				Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20%  Data Year: 2023-24 Data Source: HMH Assessments
Smarter Balanced Math	TBD Data Year: 2020-21 Data Source: California Dashboard				TBD Data Year: 2023-24 Data Source: California Dashboard
Local Indicator: Math	Advanced: 2% Proficient: 12% Basic: 30% Below Basic: 57%				Advanced: 5% Proficient: 40% Basic: 35% Below Basic: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: HMH Assessments				Data Year: 2023-24 Data Source: HMH Assessments
State standards implemented including EL access to state standards, and ELD standards, as measured by daily lesson plans, review and	100% Data Year: 2020-21 Data Source: Local Indicator				100% Data Year: 2023-24 Data Source: Local Indicator
Teachers' technology lesson plans.	100% Teachers integrate technology in at least three lessons weekly Data Year: 2020-21 Data Source: Local Indicator				100% Teachers incorporate technology in multiple lessons weekly and daily. Data Year: 2023-24 Data Source: Local Indicator
Other Pupil Outcomes	100% one to one electronic device connectivity Data Year: 2020-21 Data Source: Local indicator				100% one to one electronic device connectivity Data Year: 2023-24 Data Source: Local Indicator

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Paraprofessionals in the classroom	<p>Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:</p> <p>Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data by having paraprofessionals in the classroom providing support to those students. Each paraprofessional assigned increases the learning opportunities by facilitating one-to-one/small group additional support, scaffold, and differentiation to students in a focused and more individualized setting. We will provide paraprofessionals in all classrooms with unduplicated students in grades TK-8. Classroom-based paraeducators will provide greater educational access and are key to meeting the needs of each individual student, especially the unduplicated students. Since the inception of this action during the 2016 school year, Mathematics and English-Language Arts rates have improved steadily. The unduplicated students are currently in the yellow tier surpassing the previous year's mark of red tier status. We expect to see continued growth in ELA and Math for our unduplicated students</p>	\$227,000.00	Yes
2	Professional Development for Teachers	<p>Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data. The district has also committed to providing teachers and staff with a variety of professional development pieces of training, both on-site and online to better serve the students with disabilities. To improve academic achievement, it is essential that the best first instruction is provided which requires well-trained and supported teachers. We acknowledge the research showing that one</p>	\$11,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide ongoing professional development for teachers that is targeted to each teachers' needs. We will therefore provide a variety of CCSS aligned professional development activities for our staff, both on-site and off-site, as well as on-site coaching opportunities.</p> <p>Teachers will be provided with the skills and strategies needed to support our most at-risk students such as; differentiation, scaffolding, trauma-informed practices, and integrating culturally relevant practices. These professional development and coaching opportunities will provide greater educational access and are key to meeting the needs of each individual student, especially the unduplicated students. Since the inception of this action, four years ago, Math and ELA rates have improved and now our students are in the yellow tier in both Math and ELA. We expect to see continued growth in ELA and Math for our unduplicated students.</p>		
3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data. We believe that providing support and enrichment opportunities will strengthen our students' academic achievement. Due in part to their low-income status, unduplicated students have the least access to supplemental learning materials that will enhance their learning and provide opportunities to practice their learning during and beyond core instructional time. Therefore, we will provide supplemental instructional materials and technology that are principally directed toward the unduplicated students and effective in providing equity in access to learning materials that support and enhance core instruction. We will continue to provide students with additional support by continued use of supplemental support programs in math, English-language arts, science, and social studies in grades TK-8. Our teachers will have access to incorporate the programs within their daily and weekly instruction. We believe academic field	\$29,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>trips will provide enrichment in social studies and science, and enhance learning opportunities for our students. We also will provide enrichment for our families as a whole with nightly meetings held throughout the school year. We will include guest speakers on various topics to provide support to both the students and families. Additional supplemental materials, hands-on learning, and engagement opportunities will allow for students to have additional opportunities to practice the skills and strategies necessary to recover learning gaps and develop 21st century skills such as problem solving and collaboration. We anticipate the student performance on Smarter Balanced Math and ELA, as well as on the ELPAC growth assessment will reveal improved performance for these unduplicated groups and all students, as a result of providing our students with the support and enrichment. Our student performance levels have increased since 2016. Our Low Income, English Learners, and Hispanic students have achieved a yellow tier status, as compared to a red tier status for the previous years. Each year our students make progress in achieving a score of "Met" on the Smarter Balanced Assessment.</p>		
4	Provide Engagement activities for unduplicated students	<p>Our Low Income, English Learners, and Hispanic students show the most opportunity for continued improvement based on the most current state and local data. We acknowledge the research showing that one of the most effective practices a district can engage to have a positive effect on student learning outcomes is to provide engagement activities. We will therefore provide a variety of activities to harness the optimal learning environment for our students. We will provide both in-class engagement activities as well as off-site opportunities for our students to have a learning experience. We will partner with outside agencies to help promote a learning environment for our students. We will provide social/emotional services for our students as well as families. These additional opportunities will support the development of the whole child and will provide students with the skills necessary to cope with difficult situations and experience the standards in real world situations. We anticipate the student performance on Smarter Balanced Math and ELA, as well as on the ELPAC growth assessment</p>	\$15,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		will reveal improved performance for these unduplicated groups and all students. We have seen an overall improvement for our unduplicated students. Since 2016, our students have improved to the yellow tier. In previous years, our students have been in the "red" tier. We are making progress in the "Not Met" and "Met" status.		
<b>5</b>	Improved/Continued Technology access for the unduplicated students	Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data. Due in part to their low-income status, unduplicated students have the least access to technology that will enhance their learning and provide opportunities to practice their learning and meaningful engagement in activities that support learning during and beyond core instructional time. The purchasing of Chromebooks for grade 5-8 are principally directed toward the unduplicated students and effective in providing equity in access to technology and learning materials that support and enhance core instruction. We anticipate the student performance on Smarter Balanced Math and ELA, as well as on the ELPAC growth assessment will reveal improved performance for these unduplicated groups and all students. We have seen our Smarter Balanced scores in Math and ELA increase over the last four years. Our Low Income, English Learners, and Hispanic students are currently in the yellow tier, whereas in the previous years have been in the red tier.	\$80,000.00	Yes
<b>6</b>	Provide extended learning opportunities	Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data. We will provide opportunities for our students to have access to extending learning programs. In the fall of 2021, we will continue a district-provided after-school tutoring program. Students who do not meet standards on the SBAC tests will be strongly encouraged to attend these sessions, which will be taught by grade level teachers and based on analysis of the SBAC	\$24,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
		performance data. Additional tutoring will provide the time and targeted instruction needed for students to recover lost skills and reinforce the foundational learning necessary to be successful within the classroom. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these unduplicated groups, and all students. We have seen growth in our students since 2016. Our Low Income, English Learners, and Hispanic students are now in the yellow tier, as before they were in the red tier.		

## 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	All English Learners will increase their English Proficiency as measured by the ELPAC, as well as Redesignation Rate.

An explanation of why the LEA has developed this goal.

This goal was selected by Westside Elementary School to provide support and enrichment for our English Learners. To ensure our English Learners have the utmost opportunities for academic success, we will provide our English Language Learners with supplemental resources that will assist them in garnishing academic success in both English Language Arts and Mathematics. Westside Elementary School is committed to providing EL Intervention with an EL Intervention Teacher for our Long-Term ELs in grades 4-8. The district along with the EL Intervention Teacher is actively searching for professional development for all the teachers in the areas of effective practices for instructing our EL students. Another area in which Westside Elementary School is dedicated is providing workshops and other informational sessions for the parents of the EL students in language and literacy development as it relates to their children.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	41.3 % Data Year 2019-2020 Spring Data Source: Summative ELPAC				50% Data Year: 2022-23 Spring Data Source: Summative ELPAC
English Learner Reclassification Rate	15.8% Data Year: 2019-20 Data Source: DataQuest				17% Data Year: 2022-23 Data Source: DataQuest

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Teacher	In order to increase the achievement of or Long-Term English learners, an Intervention teacher is in place for grades 4 – 8.  In order to increase the number of English Learners making adequate yearly progress in learning English, the Intervention Teacher will now serve grade 3.	\$50,525.00	Yes
2	Resources/Material	We will purchase materials, supplies, and technology to enhance/enrich the core curriculum for our English Learners.	\$7,000.00	Yes
3	Professional Development	The District will provide and/or purchase professional development for all staff in the California ELA/ELD frameworks, as well as strategies for increasing achievement for English Learners.	\$15,000.00	Yes
4	Parent Engagement	Our English Learners need continued support and the families of the English Learners need continued support, so Westside Elementary has made it a priority to address the needs of both English Learners and their families. The district will provide parents of English Learner students with parent meetings to promote a more jointly established learning plan. The teachers and parents will meet once or twice a semester to review the progress of the English Learners and establish new goals and benchmarks. Based on the results of the intervention and need, more engagement among the teachers and parents may need to take place. The district will also provide the parents with guest speakers throughout the year to promote English learning strategies and provide engagement opportunities for parents to assist in the development of their children in the learning of English. We will also support our students and families with social/emotional training	\$4,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		throughout the year. We will contract with outside agencies to provide training on topics that need to be addressed or topics that need to be revisited throughout the year. In strengthening the support to our English Learner families, the academic learning performance indicators will show progress over the next year.		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Maintain a safe, positive school climate and pupil engagement. Provide a broad course of study, including music and athletics.

An explanation of why the LEA has developed this goal.

Westside Elementary School's goal four is centered around a positive school climate and increased student engagement. Westside Elementary School is focused on meeting the Social-Emotional needs of all students, with an awareness of the specific needs of our unduplicated students. Westside Elementary School will maintain a suspension rate lower than the state average, and we will maintain an attendance rate higher than the state average. Westside Elementary School will maintain a chronic absenteeism rate lower than the state average. In regard to our Social-Emotional needs, Westside Elementary School will provide an extra day a week of school psychologist services for the purpose of counseling and providing SEL lessons for our students. Westside Elementary will remain committed to providing ongoing professional development for staff and classified in Trauma informed practices, Universal Design for Learning, Positive Discipline, and other related SEL professional development needs. Westside Elementary School will conduct and provide informational workshops and informational sessions for parents on the social-emotional needs and issues of their students. Westside Elementary will continue to provide awards and incentives for students as part of our Positive Behavior Intervention and Support Program. Westside Elementary is also committed to our students by providing extra curricular activities to enhance our student engagement. We will include a variety of activities such as extra-curricular sports, music, and other cultural awareness activities. We will continue to strengthen our community ties with field trips to community events, centers, museums, and businesses. Westside Elementary will include guest speakers and assemblies to enhance our student engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	6.3% Data Year: 2020-21 Data Source: CALPADS				4% Data Year: 2023-24 Data Source: CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	96.8% Data Year: 2020-21 Data Source: DataQuest				97% Data Year: 2023-24 Data Source: DataQuest
Suspension Rate	1% Data Year: 2020-21 Data Source: CALPADS				1% Data Year: 2023-24 Data Source: CALPADS
Middle School Drop Out Rate	0% Data Year: 2020-21 Data Source: CALPADS				0% Data Year: 2023-24 Data Source: CALPADS
Expulsion Rate	0% Data Year: 2020-21 Data Source: CALPADS				0% Data Year: 2023-24 Data Source: CALPADS
School Climate Local Indicator	96% of students surveyed reported that school is safe and connectedness  Data Year: 2020-21				Maintain 96% of students surveyed reporting that school is safe and connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Westside Elementary School				Data Year: 2023-24 Data Source: Westside Elementary School
Broad Course of Study Local Indicator	100% of students have access to instruction in state standards, music instruction, and participation in sports and field trips. (On Hold)  Data Year: 2020-21 (*COVID)  Data Source: Westside Elementary School				2023-24: continue to have 100% of students to have access to instruction in state standards, music instruction, and participation in sports and field trips.
Parental Involvement Local Indicator	95% of families surveyed reported that school is safe and connectedness  Data Year: 2020-2021  Data Source: Westside Elementary School				Maintain 95% of families surveyed reporting that school is safe and connectedness  Data Year: 2023-24 Data Source: Westside Elementary School



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Providing Visual and Performing Arts and Athletics	<p>Upon reviewing our local assessment data and the CA Schools Dashboard Indicators and subgroup data, WESD has identified several performance and outcome gaps and general programmatic/instructional needs for the unduplicated student population. The details follow:</p> <p>Given the goal of having all indicators and all groups of students performing in the “Green” areas on the California School Dashboard, a review of our school data reveals our ELA performance is in the yellow status for all students, English Learners, and Hispanic students. The performance level is orange for Socioeconomically Disadvantaged. Additionally, the Math performance for all students is in the Yellow category with ELs and Hispanics being Yellow and Socio-economically disadvantaged students in the Yellow category. The unduplicated students have the least access to Visual and Performing Arts (VAPA) related courses that research has demonstrated improve brain neuroplasticity and assist students with building brain schema that supports language acquisition, and all learning in general. The unduplicated students also have the least access to engaging in extracurricular activities such as after-school sports and similar activities. Research has shown that all of the services mentioned above have a positive impact on student engagement in school and academic performance. These services also affect students’ perceptions of school with respect to feeling safe and connected. As a result of these identified needs, WESD will implement the following services and programs:</p> <p>The district will attempt to provide some form of a music program for the fall 2021 school year. The district will attempt to bring back a sports program during the school year of 2021-2022. The district will continue to provide uniforms and equipment to all students. The district will continue to provide stipends for teachers working after-hours coaching and taking students to off-campus tournaments. The</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>district will also continue to provide transportation to and from the events.</p> <p>The District will continue to provide the behavior, academic awards, and attendance incentives. We expect to find these programs and activities will result in a positive impact on all four (4) Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics as well as increasing student attendance and students' positive feelings toward school in general.</p>		
2	Programs and Incentives	<p>Local data shows a need to continue to improve the overall school climate and increase attendance and reduce suspension rates. Knowing the importance of positive reinforcement and recognition, WESD will continue to or begin to implement the following activities, services, and systems that are designed to shift school culture to a more equitable, restorative, data-driven model of promoting positive behavior, attendance, equity, communication, and personal accountability with respect to the implementation of discipline and support systems for students: Behavior awards programs Attendance incentives Professional Development to Staff on Positive Discipline, Restorative Practices, and Student Engagement Strategies The district will continue to provide an additional full day of the services/activities with the school psychologist contracted from the Fresno County Office of Education to help engage students, and promote positive mental health. The services will also promote social-emotional support. These services will be principally directed toward the unduplicated students and have been shown to be effective in reducing suspension rates and improving school culture and climate for students, staff, and parents because it allows for a climate of positive teacher-student relationships and skill development for how to respond in difficult situations. As a result of implementing these systems, we anticipate improved measures on the student School Climate survey for all unduplicated student groups. Additionally, we believe that by reducing suspensions, the more time students have to be in class learning which should have a positive impact on all four (4)</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Indicators: Suspension Rate, English Learner Progress, English Language Arts, and Mathematics.		
3	Parent Support/Enrichment	Our Low Income, English learners, and Hispanic students show the most opportunity for continued academic improvement based on the most current state and local data. We are committed to fostering the needs of our families to increase our students' academic performance levels across both ELA and Math. We will provide support and enrichment to our families through various methods to help strengthen the overall relationship between the district and the families. We will provide parent training on various topics such as internet safety, bullying, and social/emotional needs. We will incorporate nightly meetings throughout the school year to address the needs of our students and families. We will provide childcare services if needed to parents if the service is needed. By engaging families in their students' education and by providing them with ways to support their students in their learning through strategies and skill development at home it will better equip students to be successful at school. Our focus is to increase our students' academic performance in ELA and Math, but also to improve and maintain a positive learning environment at school.	\$5,500.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.67%	\$504,202

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, Westside Elementary School District has calculated that it will receive \$504,202 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:

Goal and Action Number List Example:

- 2.1: Paraprofessionals in the classroom
- 2.2: Professional Development for Teachers
- 2.3: Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics
- 2.4: Provide Engagement activities for unduplicated students
- 2.5: Improved/Continued Technology access for the unduplicated students
- 2.6: Provide extended learning opportunities
- 3.1: Intervention Teacher
- 3.2: Resources/Material
- 3.3: Professional Development
- 3.4: Parent Engagement

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 Westside 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 \$504,202 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 28.67%. Our LEA has demonstrated that it has met the 28.67 % proportionality percentage by planning to expend 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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,262,843.00				\$2,262,843.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,083,474.00	\$1,179,369.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Salaries and Benefits	\$774,369.00				\$774,369.00
1	2	All	Maintain transportation services and school facilities	\$406,531.00				\$406,531.00
1	3	All	Continue state adopted curriculum and materials for all students.	\$577,741.00				\$577,741.00
2	1	English Learners Low Income	Paraprofessionals in the classroom	\$227,000.00				\$227,000.00
2	2	English Learners Low Income	Professional Development for Teachers	\$11,500.00				\$11,500.00
2	3	English Learners Low Income	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	\$29,097.00				\$29,097.00
2	4	English Learners Low Income	Provide Engagement activities for unduplicated students	\$15,000.00				\$15,000.00
2	5	English Learners Low Income	Improved/Continued Technology access for the unduplicated students	\$80,000.00				\$80,000.00
2	6	English Learners Low Income	Provide extended learning opportunities	\$24,080.00				\$24,080.00
3	1	English Learners	Intervention Teacher	\$50,525.00				\$50,525.00
3	2	English Learners	Resources/Material	\$7,000.00				\$7,000.00
3	3	English Learners	Professional Development	\$15,000.00				\$15,000.00
3	4	English Learners	Parent Engagement	\$4,500.00				\$4,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	English Learners Low Income	Providing Visual and Performing Arts and Athletics	\$20,000.00				\$20,000.00
4	2	English Learners Foster Youth Low Income	Programs and Incentives	\$15,000.00				\$15,000.00
4	3	English Learners Foster Youth Low Income	Parent Support/Enrichment	\$5,500.00				\$5,500.00



**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$504,202.00	\$504,202.00
<b>LEA-wide Total:</b>	\$396,677.00	\$396,677.00
<b>Limited Total:</b>	\$72,525.00	\$72,525.00
<b>Schoolwide Total:</b>	\$410,177.00	\$410,177.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Paraprofessionals in the classroom	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$227,000.00	\$227,000.00
2	2	Professional Development for Teachers	LEA-wide	English Learners Low Income	All Schools	\$11,500.00	\$11,500.00
2	3	Provide Support and Enrichment for the unduplicated students in English Language Arts and Mathematics	LEA-wide Schoolwide	English Learners Low Income		\$29,097.00	\$29,097.00
2	4	Provide Engagement activities for unduplicated students	LEA-wide Schoolwide	English Learners Low Income		\$15,000.00	\$15,000.00
2	5	Improved/Continued Technology access for the unduplicated students	LEA-wide Schoolwide	English Learners Low Income		\$80,000.00	\$80,000.00
2	6	Provide extended learning opportunities	LEA-wide Schoolwide	English Learners Low Income	All Schools	\$24,080.00	\$24,080.00
3	1	Intervention Teacher	Limited to Unduplicated Student Group(s)	English Learners		\$50,525.00	\$50,525.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Resources/Material	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,000.00	\$7,000.00
3	3	Professional Development	Limited to Unduplicated Student Group(s)	English Learners		\$15,000.00	\$15,000.00
3	4	Parent Engagement	LEA-wide	English Learners	All Schools	\$4,500.00	\$4,500.00
4	1	Providing Visual and Performing Arts and Athletics	Schoolwide	English Learners Low Income	All Schools	\$20,000.00	\$20,000.00
4	2	Programs and Incentives	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	3	Parent Support/Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,500.00	\$5,500.00

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

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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



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