

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

<b>Local Educational Agency (LEA) Name:</b>	Woodside Elementary School District
<b>CDS Code:</b>	41690880000000
<b>LEA Contact Information:</b>	Name: Steven Frank Position: Superintendent Email: sfrank@woodsideschool.us Phone: (650) 851-1571 Ext. 4005
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$9,360,504
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$67,370
<b>All Other State Funds</b>	\$736,107
<b>All Local Funds</b>	\$2,430,830
<b>All federal funds</b>	\$105,899
<b>Total Projected Revenue</b>	\$12,633,340

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$12,579,868
<b>Total Budgeted Expenditures in the LCAP</b>	\$\$6,688,872.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$\$288,499.00
<b>Expenditures not in the LCAP</b>	\$5,890,996

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$344,231
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$344,231

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$221,129
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Expenditures for salaries and benefits for classified and administrators, Facilities related expenditures are not included in the budget as well as debt service and other transfers. Also Special Ed. outside service providers are not included in the LCAP

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodside Elementary School District

CDS Code: 41690880000000

School Year: 2021-22

LEA contact information:

Steven Frank

Superintendent

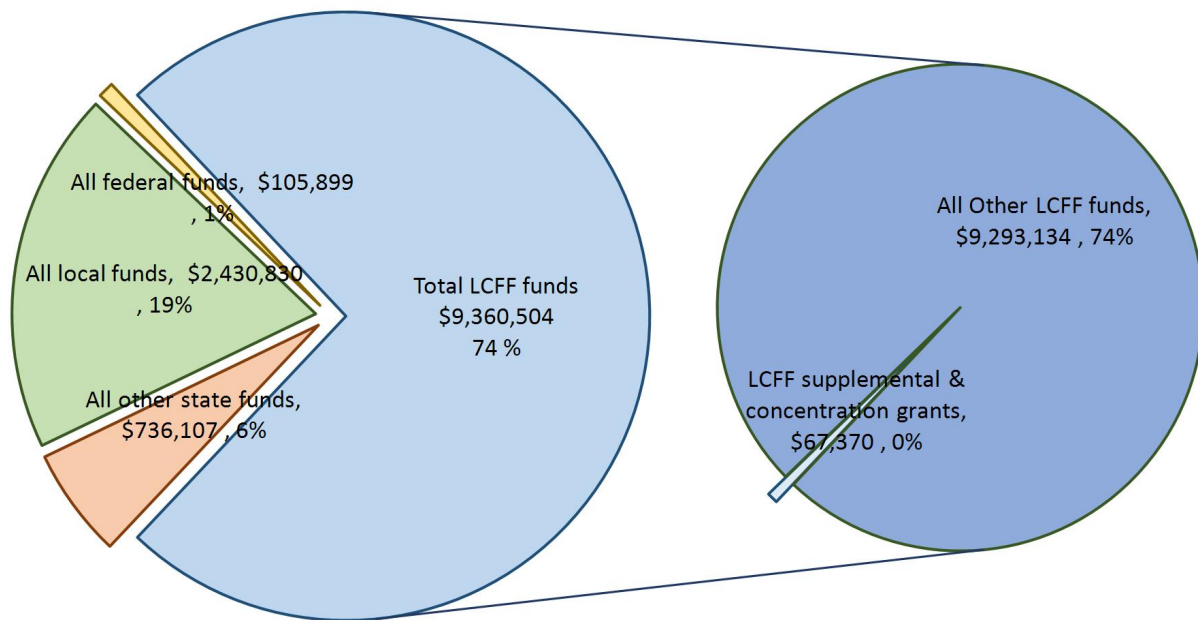
sfrank@woodsideschool.us

(650) 851-1571 Ext. 4005

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



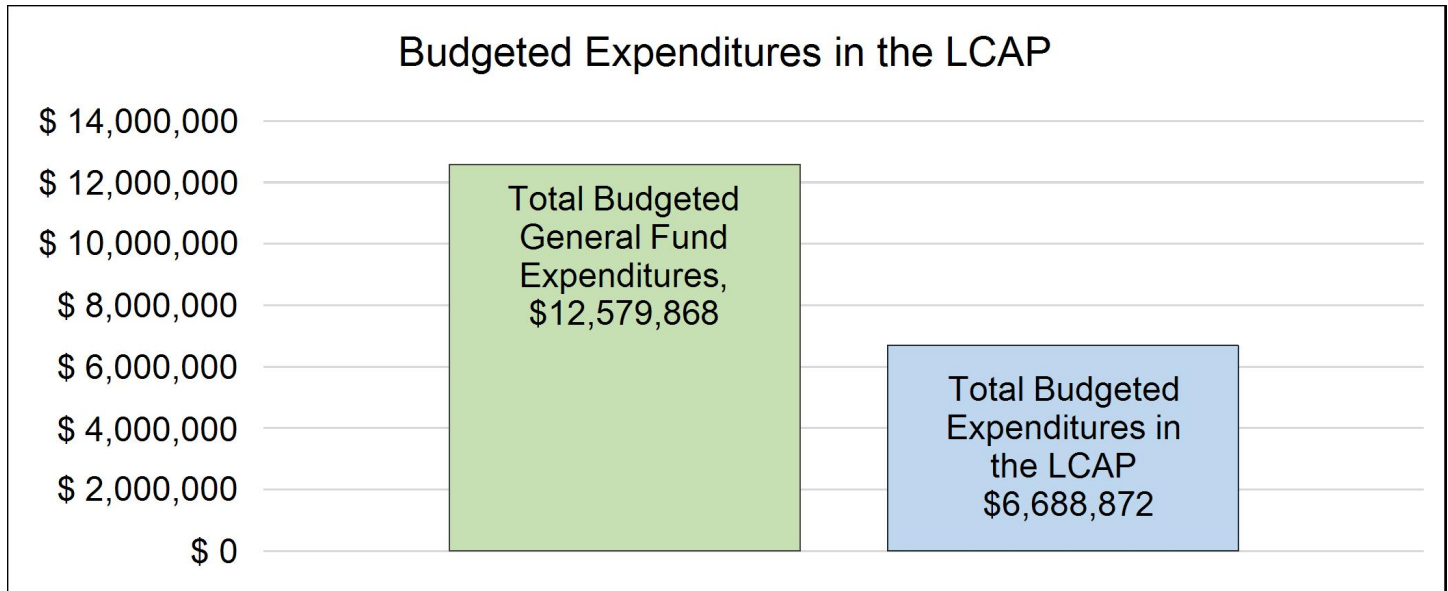
This chart shows the total general purpose revenue Woodside Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Woodside Elementary School District is \$12,633,340, of which \$9,360,504 is Local Control Funding Formula (LCFF), \$736,107 is other state funds, \$2,430,830 is local funds, and

\$105,899 is federal funds. Of the \$9,360,504 in LCFF Funds, \$67,370 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 Woodside Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Woodside Elementary School District plans to spend \$12,579,868 for the 2021-22 school year. Of that amount, \$6,688,872.00 is tied to actions/services in the LCAP and \$5,890,996 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

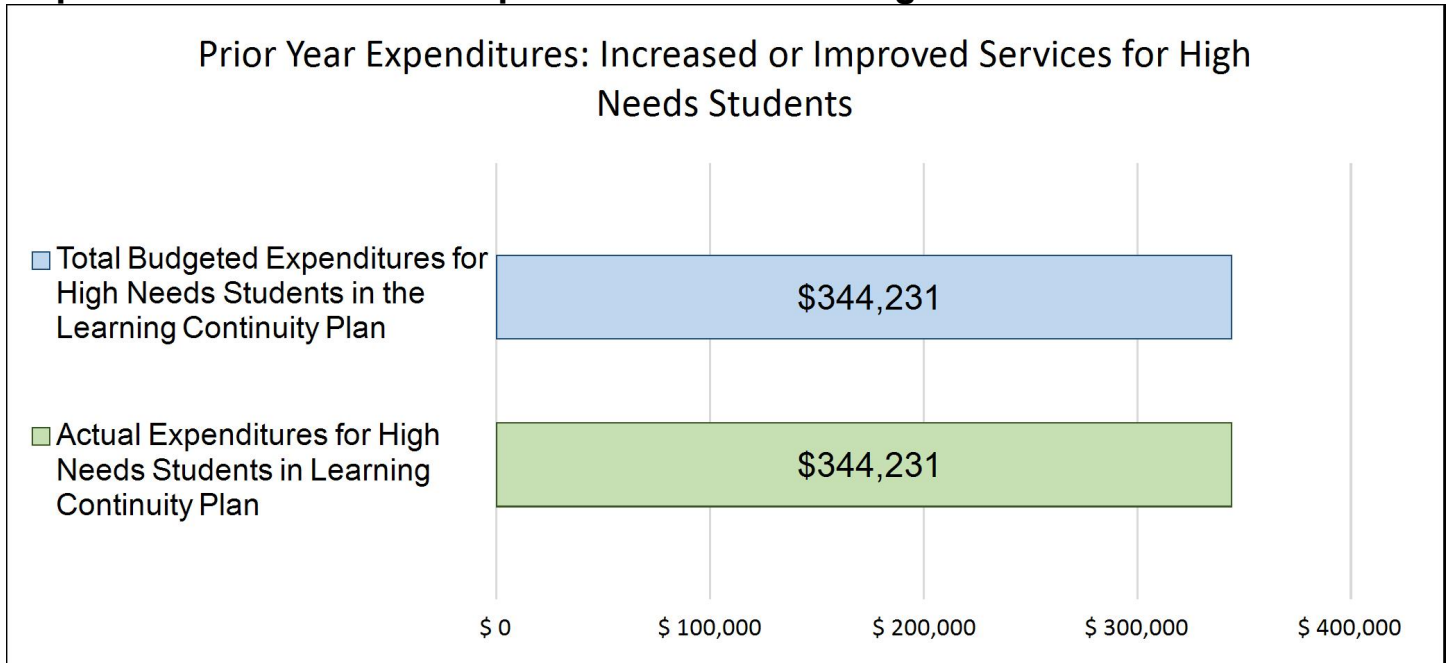
Expenditures for salaries and benefits for classified and administrators, Facilities related expenditures are not included in the budget as well as debt service and other transfers. Also Special Ed. outside service providers are not included in the LCAP

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

In 2021-22, Woodside Elementary School District is projecting it will receive \$67,370 based on the enrollment of foster youth, English learner, and low-income students. Woodside Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Woodside Elementary School District plans to spend \$288,499.00 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 Woodside Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Woodside Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Woodside Elementary School District's Learning Continuity Plan budgeted \$344,231 for planned actions to increase or improve services for high needs students. Woodside Elementary School District actually spent \$344,231 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
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us (650) 851-1571 Ext. 4005

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

WESD students will have increased access to successfully differentiated instruction In the key subject areas of Math and ELA that will improve their academic performance.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:    Strategic Plan

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Implementation of differentiation</p> <p><b>19-20</b> 85% of assignments</p> <p><b>Baseline</b> 80% of assignments, grades 2-8</p>	<p>85% of assignments were reported by teachers to be differentiated.</p>
<p><b>Metric/Indicator</b> Percentage of teachers using depth and complexity icons regularly based on staff survey.</p> <p><b>19-20</b> 70% of teachers use icons regularly</p> <p><b>Baseline</b> Established 2017-2018 53% of teachers use icons regularly</p>	<p>65% of teachers reporting using depth and complexity icons regularly.</p>
<p><b>Metric/Indicator</b> ELA achievement: Students scoring in the top two bands of CAASPP-ELA</p>	<p>87.77% of all students scored at or above standard in ELA. 56.41% of students with disabilities scored at or above standard in ELA. 42.3% of students who are economically disadvantaged scored at or above standard in ELA.</p>

Expected	Actual
<p><b>19-20</b> 92% of all students</p> <p>55% of students with disabilities</p> <p>55% of economically disadvantaged</p> <p><b>Baseline</b> 86% of all students</p> <p>42% of students with disabilities</p> <p>% 38of economically disadvantaged</p>	
<p><b>Metric/Indicator</b> Math achievement: Students scoring in the top two bands of CAASPP-Math</p> <p><b>19-20</b> 89% of all students 55% of students with disabilities 45% of economically disadvantaged</p> <p><b>Baseline</b> 83% of all students 42% of students with disabilities 27% of economically disadvantaged students</p>	<p>84.56% of all students scored at or above standard in Math. 42.1% of students with disabilities scored at or above standard in Math. 42.3% of students who are economically disadvantaged scored at or above standard in Math.</p>
<p><b>Metric/Indicator</b> Attendance rate</p> <p><b>19-20</b> Greater or equal to 96 %</p> <p><b>Baseline</b> Currently 96%</p>	<p>Currently 96%</p>



Expected	Actual
<b>Metric/Indicator</b> Chronic absenteeism <b>19-20</b> Less or equal to 5.6% <b>Baseline</b> Currently 6.4%	Currently 8%
<b>Metric/Indicator</b> Suspension rate <b>19-20</b> Less or equal to 1% <b>Baseline</b> Currently 0	Currently 0
<b>Metric/Indicator</b> Expulsion rate <b>19-20</b> Less or equal to 1% <b>Baseline</b> Currently 0	Currently 0

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide professional development for teachers in Depth and complexity and the integration of icons.  2. Provide for teachers to attend Teachers College: Readers and Writers Institutes.  3. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study.	1,4,5 Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000  2. PD 1000-1999: Certificated Personnel Salaries LCFF Base \$18,000  3,5 Coach 1000-1999: Certificated Personnel Salaries LCFF Base \$9,000	1,4,5 Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000  2. PD 1000-1999: Certificated Personnel Salaries LCFF Base \$18,000  3,5 Coach 1000-1999: Certificated Personnel Salaries LCFF Base \$9,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Explore early math intervention on both ends of the performance spectrum in primary grades.</p> <p>5. Provide coaching to classroom teachers in support of the implementation of differentiation/GATE. And review the use of coaching time for Differentiation/Gate.</p> <p>6. Explore best practices and available resources for dually identified English learner/special education students.</p> <p>7. Review materials library and time for training and collaboration.</p> <p>8. Explore best practice in use of interest surveys.</p>	6-8 None	6-8 None
<p>1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students.</p> <p>2. All students receive instruction that provides for appropriate challenge.</p> <p>3. 3th, 4th, 5th grade students have the opportunity to be clustered in highly able math groups and the opportunity to compact out of units when they show mastery in the pre-assessment:</p> <p>a. Students will provide feedback of access to cluster and ability grouping</p> <p>b. Assessment in mathematics by unit for differentiation purposes will be evaluated</p> <p>c. K, 1st and 2nd grade students will receive opportunities to show mastery and be given challenge options in math.</p> <p>d. Review best practice in identification of primary grade students for differentiated math on both ends of the mastery spectrum.</p>	<p>1,2,3,6,7 No additional costs</p> <p>4, 5 Differentiation Consultant 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000</p>	<p>1,2,3,6,7 No additional costs</p> <p>4,5 Differentiation Consultant - Nancy Coleman, \$8000/year 5000-5999: Services And Other Operating Expenditures LCFF Base \$9,600</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Differentiation for English Language Arts is made via use of Readers and Writers Workshop Units of Study.</p> <p>5. Differentiation in Social Studies and Science is made via use of project-based learning, choice activities and open-ended problem solving. Review will be completed annually.</p> <p>6. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support. The SST process will be reviewed to allow proper access for all students.</p> <p>7. 3rd through 8th grade students explore their individual identified interests through an interest survey. Conduct evaluation of open-ended and interest driven opportunities.</p>		
<p>1. A TK-8th grade student interest survey will be given to help guide instructional experiences based on interest in some classes.</p> <p>2. Students are given opportunities to provide input on program processes and structures via Student Council and student surveys.</p> <p>3. Through surveys of students, staff and parents, measure progress in the use of differentiation strategies, teacher professional development, and student access to the SST process and high ability clusters and grouping.</p> <p>4. SSC/LCAP Advisory gather feedback annually regarding direction of differentiated instruction and access to all levels of instruction.</p> <p>5. Survey results are used to make adjustments to goals.</p> <p>6. Research and development on interest driven and innovation/design activities.</p>	<p>1-5. \$0 no additional costs</p> <p>6. Object Design Committee Stipend \$5,000; Design Committee Lead \$7,500 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p> <p>7 Differentiation, Consultant outlined in Goal 1 Action 2.4 above</p>	<p>1-5. \$0 no additional costs</p> <p>6. Object Design Committee Stipend \$5,000; Design Committee Lead \$7,500 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p> <p>7 Differentiation, Consultant outlined in Goal 1 Action 2.4 above</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. Depth and complexity use to expand to larger number of 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.

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. Unallocated funds were also used to provide differentiated instruction in Math and ELA for students, using subscription programs purchased by the school district, such as ALEKS and FastForward.

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

Many of these actions were able to be completed prior to our site moving to distance learning in March of 2020. We were able to complete the PD portions of our goal, and add increased PD for distance learning to help teachers transition effectively. Additionally, we completed the surveys, Math clustering, and implementation of all other differentiation actions. The only challenge that we had was implementing any type of measurable end of year assessment, as state testing was suspended for the year.

## Goal 2

English Language Development All WESD English learner {EL) students will receive supports as outlined in their ILPs

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Strategic Plan

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            ELA achievement: Students scoring in the top two bands of CAASPP•ELA</p> <p><b>19-20</b>            92% of all students            44% of English learners            80% of RFEP students            2% increase in EL and RFEP performance on CAASPP ELA</p> <p><b>Baseline</b>            86% of all students            38% of English learners 67% of RFEP students            22 students are classified as current EIs based on CELDT scores            11 students were R'FED in 2016-17</p>	<p>87.77% of all students            18.18% of English learners            72.22% of RFEP students            19.82% decrease in EL performance on CAASPP ELA            5.22% increase in RFEP performance on CAASPP ELA</p>
<p><b>Metric/Indicator</b>            Math achievement: Students scoring in the top two bands of CAASPP-Math</p> <p><b>19-20</b>            89% of all students</p>	<p>84.56% of all students            27.27% of English Learners            72.22% of RFEP students</p>

Expected	Actual
<p>60% of English Learners 80 % of RFEP students</p> <p><b>Baseline</b> 83% of all students 15% of English Learners 67% of RFEP students</p>	
<p><b>Metric/Indicator</b> English Learner progress- CELDT/ELPAC 2% of ELs improving performance at least one level annually</p> <p><b>19-20</b> 60% of ELs made one level growth</p> <p><b>Baseline</b> ELPAC assessment goals to be set summer 2018 54% of EL's made one level growth</p>	<p>11.11% of ELs made one level growth</p>
<p><b>Metric/Indicator</b> English Learner reclassification rate</p> <p><b>19-20</b> 39% of ELs were reclassified as fluent</p> <p><b>Baseline</b> 3% of ELs were reclassified as fluent</p>	<p>1 student out of 27 (3.7%) English Learners was reclassified as fluent</p>
<p><b>Metric/Indicator</b> Parent engagement outreach efforts % of parents of new Tinsley students attending orientation and parent education events throughout the year</p> <p><b>19-20</b> 65% of Tinsley parents attend the annual orientation</p> <p><b>Baseline</b> 60% of Tinsley parents attend annual orientation</p>	<p>70% of Tinsley parents attended the annual orientation</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. EL students have access to CCSS aligned courses and curriculum.</p> <p>2. EL students are given clear performance goals for meeting/exceeding standards.</p> <p>3. IFEP and RFEP progress monitoring with student and families includes a mid-year check on ILP progress.</p> <p>4. ELD specialist and reading specialist ensure EL students receive intermittent support on instructional goals and are provided regular opportunities to show progress.</p> <p>5. Opportunities are structured for collaboration between classroom teachers and EL Specialist.</p> <p>6. Continue piloting performance prototypes for EL support garnered from Sequoia collaborative research.</p> <p>7. Analyze ELPAC data to determine instructional interventions for ELs.</p> <p>8. Implement performance prototypes for EL support garnered from Sequoia collaborative research.</p>	<p>1,2,3,5 No Cost</p> <p>4. \$74,460; 88,142 ELD Specialist 60%, Reading Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 162,602</p> <p>6. Sequoia Committee \$5,000 1000-1999: Certificated Personnel Salaries 5000</p> <p>7. DELAC Committee Stipend \$5,000 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p>	<p>1,2,3,5 No Cost</p> <p>4. \$74,460; 88,142 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$175,686</p> <p>6. Sequoia Committee \$5,000 1000-1999: Certificated Personnel Salaries 0</p> <p>7. DELAC Committee Stipend \$5,000 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p>
<p>1. Middle School IFEP and RFEP student progress monitoring will include weekly resource/study skills support in Math and ELA.</p> <p>2. Explore how growth mindset and academic mentoring can support EL students and staff.</p> <p>3. ELD specialist provides teacher consultation including supplying lists of grade level academic vocabulary and concrete strategies to support academic vocabulary development in the general education classroom.</p>	<p>1-7 Cost covered in Action 1 above</p> <p>8,10 Committee Stipends and events and program improvements Object 1104, 5899, 3000 1000-1999: Certificated Personnel Salaries LCFF Base \$15,000</p>	<p>1-7 Cost covered in Action 1 above</p> <p>8,10 Committee Stipends and events and program improvements Object 1104, 5899, 3000 1000-1999: Certificated Personnel Salaries LCFF Base \$3,384</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. EL program feedback gathered via student, staff and parent surveys as well as through program review by DELAC and School Site Council.</p> <p>5. DELAC with input from students staff and other parents establishes annual outcomes.</p> <p>6. DELAC reviews progress made toward goals.</p> <p>7. Outreach to parents of EL students includes early school year orientation and parent education events throughout the year. Expand outreach or those new to the District to include pre-academic activities, games and resources to support readiness.</p> <p>8. Translation services provided to support parent participation. Transportation provided to Tinsley students to ensure attendance is maintained per Goal 1.</p> <p>9. Sequoia EL research project outcomes to include program improvements. Explore potential partnerships with Stanford/Sequoia Collaborative and Silicon Valley Community Foundation to support mindset work.</p>	<p>9. \$20,000, 50% Part Time Tinsley/Outreach/Translation support (Include support on the bus) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$60,000</p>	<p>9. \$20,000, 50% Part Time Tinsley/Outreach/Translation support (Include support on the bus) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$68,461</p>
<p>1. Provide opportunities for dually identified students to participate in SSTs for differentiation opportunities.</p> <p>2. Review push in/pull out time use and performance indicators via student, staff and parent survey and ELD team meeting reviews.</p> <p>3. DELAC reviews access for ELs to all aspects of the WESD program.</p> <p>4. Measure outcomes using instructional materials and outreach opportunities.</p>	<p>1-2 None</p> <p>3. DELAC Cost Covered above in Goal 2 action 2</p> <p>4,6 None</p> <p>5. Materials, \$2,366 Title III, \$7,634 Base LCFF 4000-4999: Books And Supplies Title III \$10,000</p>	<p>1-2 None</p> <p>3. DELAC Cost Covered above in Goal 2 action 2</p> <p>4,6 None</p> <p>5. Materials 4000-4999: Books And Supplies Title III \$10,000</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. Enhance instructional materials and outreach opportunities to better meet the needs of students in the Beginning and Early Intermediate ranges.</p> <p>6. Review curriculum for academic vocabulary focus.</p> <p>7. Use outreach structures for social support of EL students to build social capital.</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.

The \$64,947 was spent on the nutrition program, transportation, and EL staffing.

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

Many of these actions were able to be completed prior to our site moving to distance learning in March of 2020. Some particular successes from this year were using the English Language Development teacher to develop an Individualized Learning Plan for each English Learner. We also engaged in the Sequoia collaborative research project facilitated by the Stanford School of Education, which allowed our teachers to more deeply engage in understanding our English Learner population and better serving their needs. We were also able to implement articulation meetings with the teachers at the beginning of the school year to prepare for the new academic year and to support the academic needs of English Learners. We were also very successful in supporting English Learner families who needed support in accessing academic and social opportunities. We designated a literacy coach to do intervention work with our highest need English Learners in the primary grades. We were able to continue this support over Zoom during Distance Learning as well. Dually-identified students (SPED and EL) were also provided 1-1 support to guarantee access and academic growth.

The challenges were measuring end of year growth, as the ELPAC was suspended. Only 1/3 of the students completed the ELPAC prior to closing in-person learning for the year. Two of our DELAC meetings had to be cancelled as well, due to closure, so we were not able to close out our work with this group for the year. Distance learning also posed challenges in communication with parents, as this became more difficult without the ability to meet face-to-face.



### Goal 3

WESD Middle School students will receive instruction in a newly designed Middle School program, providing opportunities for in-depth study in key subject areas.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Strategic Plan

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            ELA Achievement: MS students scoring in the top two bands of CAASPP-ELA</p> <p><b>19-20</b>            6th Grade 88%            7th Grade greater than or equal to 98%            8th Grade 93%</p> <p><b>Baseline</b>            6th Grade 74%            7th Grade 94%            8th Grade 90%</p>	<p>Data unavailable- assessments cancelled as a result of COVID-19.</p>
<p><b>Metric/Indicator</b>            Math Achievement:            MS students scoring in the top two bands of CAASPP-Math</p>	<p>Data unavailable- assessments cancelled as a result of COVID-19.</p>

Expected	Actual
<p><b>19-20</b> 6th Grade 80% 7th Grade greater than or equal to 98% 8th Grade 82%</p> <p><b>Baseline</b> 6th Grade 74% 7th Grade 94% 8th Grade 76%</p>	
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p> <p><b>19-20</b> Less than or equal to 1%</p> <p><b>Baseline</b> 0%</p>	0%
<p><b>Metric/Indicator</b> School Climate Survey: MS campus is viewed as both physically and emotionally safe</p> <p><b>19-20</b> At or above 94%</p> <p><b>Baseline</b> 90% students and parents</p>	75.6% of the parents agree that students follow behavior expectations, 61.75% of the parents' negative students behaviors are properly addressed, 71.14% of parents agreed satisfied with students support during recess and playground, and 80.8 % of parents are satisfied with the level of cohesiveness and level of camaraderie.

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Teachers will continue to receive annual professional development in design theory and Integration.	1. PD Design 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000 2-7 As outlined in Goal 1 Action 3	1. PD Design 1000-1999: Certificated Personnel Salaries LCFF Base \$7,500 2-7 As outlined in Goal 1 Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.</p> <p>3. Students will use design practices to develop their ability to understand others, analyze challenges, and reflect on their work.</p> <p>4. All 8th-grade students will use design thinking protocol to complete a cross- curricular exit project.</p> <p>5. All 7th-grade students will use design thinking protocol to complete an environment-focused, cross-curricular project.</p> <p>6. 6th grade will continue to complete a design thinking integrated project that focuses on the community.</p> <p>7. Students will receive feedback regarding their progress toward design thinking outcomes.</p> <p>8. Parents and teachers will provide feedback on design integration at the middle school level.</p> <p>9. Additional open-ended design challenges to be offered.</p> <p>10. Exploration of design outreach to other middle schools.</p> <p>11. Drafting design instructional outcomes.</p> <p>12. Publish design instructional outcomes.</p>	<p>8-11. As Outlined in Goal 1 Action 3</p>	<p>8-11. As Outlined in Goal 1 Action 3</p>
<p>1. The Design Committee with design consultant will establish draft instructional annual outcomes.</p>	<p>1. SSC, Design Committee Stipends; Object 1104, 3000</p>	<p>1. SSC, Design Committee Stipends; Object 1104, 3000</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2. All students, including English Learners, low income and foster youth, will benefit from a well-coordinated, coherent MS program.</p> <p>3. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.</p> <p>4. CCSS is 100% integrated and design connections with CCSSs are leveraged.</p> <p>5. Students benefit from connections and support with community institutions and members.</p> <p>6. We continue to communicate the Woodside Middle School advantage to the larger educational community.</p> <p>7. We maintain social media accounts to celebrate and communicate MS program successes and maintain alumni Facebook page and track WESD alumni via website.</p> <p>8. Parental feedback continues to be considered via SSC/LCAP committee and survey process.</p> <p>9. Leverage greater community resources to support Middle School programs such as design challenges and science fair.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$5000</p> <p>2-3 None</p> <p>4. Design Instructional Materials 4000-4999: Books And Supplies Lottery \$10,000</p> <p>5-9 None</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$7,500</p> <p>2-3 None</p> <p>4. Design Instructional Materials 4000-4999: Books And Supplies Lottery \$10,000</p> <p>5-9 None</p>
<p>1. All students receive CCSS aligned instruction in ELA, Math and Science.</p> <p>2. MS ELA teachers will continue to implement Reading Units of Study at all three grade levels.</p> <p>3. MS Science teachers will integrate NGSS with existing science resources.</p>	<p>1. None</p> <p>2. Units of Study, Lottery 4000-4999: Books And Supplies Lottery \$10,000</p> <p>3. NGSS Science 4000-4999: Books And Supplies Lottery \$20,000</p>	<p>1. None</p> <p>Units of Study, Lottery, 4000-4999: Books And Supplies Lottery \$12,270.04</p> <p>3. NGSS Science 4000-4999: Books And Supplies Lottery \$20,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.</p> <p>5. Students struggling to perform at grade level, with particular attention paid to Tinsley students, will be supported by the MS staff review process and SST.</p> <p>6. Social Studies teachers will pilot new standards aligned curriculum.</p>	<p>4. SEL, Local Donations 1000-1999: Certificated Personnel Salaries Locally Defined \$10,000</p> <p>5. None</p> <p>6. None</p>	<p>4. SEL, Local Donations 1000-1999: Certificated Personnel Salaries Locally Defined \$14,680</p> <p>6. None</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.

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. We also invested significant amount of unallocated funding towards updating technology in the middle school classrooms, with new displays and microphones to enhance the distance learning and in-person learning experience.

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

We were able to successfully complete all action areas prior to reverting to distance learning in the Spring of 2020, with the exception of assessment. In the Spring, we were not able to do as much EL family outreach and student support as we would have liked, and that is a goal for moving forward. This year, we will focus on a more comprehensive plan to support struggling students, students in the EL program, and students in the Tinsley program, especially with access to a high quality education both in-person and distance learning. Additionally, we were not able to pilot a new Social Studies program, but we plan to purchase the updated curriculum version for the 2021-2022 school year.

## Goal 4

WESD students will have increased access to design thinking integrated curriculum and stand-alone curriculum. All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences.

State and/or Local Priorities addressed by this goal:

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

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Experiences: All students will have design thinking integrated instructional experiences in order to fully utilize design thinking strategies to problem solve.</p> <p><b>19-20</b>            8-12 skill building lessons            1 integrated project per grade level</p> <p><b>Baseline</b>            3 integrated lessons per grade level with one year long integrated project in 7th and 8th</p>	<p>100% of students had 8-12 skill building lesson and one integrated design project.</p>
<p><b>Metric/Indicator</b>            Community partnership via parent survey</p> <p><b>19-20</b>            50% participation in parent survey</p> <p><b>Baseline</b>            Baseline established in 2017-18 at 29% participation rate</p>	<p>66.5 % of parents responded to the parent survey. The annual parent survey collects feedback about the design program. Survey results are shared with the Design Committee, Tech Task Force Committee, School Site Council, staff, and Governing Board for action item selection.</p>
<p><b>Metric/Indicator</b>            Program development and stakeholder feedback</p> <p><b>19-20</b></p>	<p>100% student survey completion for 2019-2020. Due to Covid and the switch to Distance Learning, the staff survey was not sent out for the 2019-2020 school year. Staff and student survey results</p>



Expected	Actual
<p>Student: 95% Staff: 80 %</p> <p><b>Baseline</b> Baseline established in 2017-18 for student and staff survey participation Student : 76% Staff: 62% participation</p>	<p>are used along with Board Forum data collected to guide action items for future years.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. All staff will continue to receive design training during the summer and school year via design consultant, and attendance at Nueva Institutes.</li> <li>2. The Design Committee will continue to provide training at least twice a year.</li> <li>3. Attendance at Nueva Innovation and/or D school Summer Institutes is made available to all teachers.</li> <li>4. Expand training for higher-level program development and integration into the classroom experience.</li> <li>5. Explore and secure more specialized training provided by D School or Nueva Staff.</li> <li>6. Each grade span (TK-2, 3-5, MS) will continue a teacher leader in design who will assist grade- level teams find natural design integration opportunities.</li> <li>7. Establish a job sharing and an equipment/materials matrix for classroom teachers and the design team.</li> <li>8. Consider opening our program's best practices to the greater educational community.</li> </ol>	<p>1,3,4,5 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000</p> <p>.2,6 \$12500 Covered Above in Goal 3 Action 1 and Goal 3 Action 2</p> <p>7. Equipment, Instructional Materials, Lottery, Donation 4000-4999: Books And Supplies Lottery \$30,000</p> <p>8-9 None</p>	<p>1,3,4,5 Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base \$49,352</p> <p>2,6 \$12500 Covered Above in Goal 3 Action 1 and Goal 3 Action 2 LCFF Base</p> <p>7. Equipment, Instructional Materials, Lottery, Donation 4000-4999: Books And Supplies Lottery \$9,500</p> <p>8-9 None</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>9. Collect community input regarding expert designer value add.</p> <p>10. Explore providing institute training to others.</p> <p>10. Explore providing institute training to others</p>		
<p>1. Parents will continue to be involved in setting program direction through feedback gathering and will be invited to participate in the guest designer program.</p> <p>2. The Design Committee will consider ways to enlist community members in the offering of open-ended design challenges.</p> <p>3. The Design Committee will consider community outreach to other school systems to share best practices such as assessment.</p> <p>4. Consider the establishment of design institute with community support.</p>	<p>1-3.Design Committee Same as above Goal 3 Action 1</p>	<p>1-3.Design Committee Same as above Goal 3 Action 1</p>
<p>1. The Design Committee and SSC/LCAP Advisory will establish annual outcomes.</p> <p>2. Committee meeting minutes and outreach activity agendas will measure access to all design activities for all students with particular attention paid to Tinsley students.</p> <p>3. The Design Committee, in conjunction with the Middle School team, established a 6th grade design project.</p> <p>4. The Design Committee will explore ways to incorporate more opportunities to have open-ended design challenges.</p>	<p>1-4 Design Committee Same as above in Goal 3 Action 1</p>	<p>1-4 Design Committee Same as above in Goal 3 Action 1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Conduct six year review of design program, instructional benefit to students and teacher mindset.		

## 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 funds for Design Thinking were expended by March of 2020, particularly for chromebooks, iPads, and design materials for projects.

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

Students had consistent access to design projects in our design lab prior to March of 2020. Design projects were continuously integrated into the curriculum across all grade levels, as well as in an enrichment capacity in the form of design challenges at recess and lunch. The design assessment rubric was used to help assess student projects and encouraged growth. We used valuable parent survey feedback and stakeholder input to set future direction for the design program, including improvement upon grade level design projects. One challenge was the ability to implement design projects for the last few months of the school year while we were in distance learning. In particular, we were unable to implement the capstone 8th grade projects. We also were unable to send any staff members to design training on site at Nueva, as no summer PD offerings were available.

## Goal 5

WESD students will have increased access to CCSS aligned instructional experiences in key subject matter including Science and History/Social Science.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:    Strategic Plan

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Teacher Assignment</p> <p><b>19-20</b> 100% of teachers will be appropriately assigned and fully credentialed.</p> <p><b>Baseline</b> 100% of classroom teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p>	<p>100% of teachers are appropriately assigned and fully credentialed.</p>
<p><b>Metric/Indicator</b> School Facilities</p> <p><b>19-20</b> FIT Score greater than or equal to 96%</p> <p><b>Baseline</b> Maintained and in good repair with FIT Score of 98.02%/100%</p>	<p>FIT Score greater than or equal to 96%</p>
<p><b>Metric/Indicator</b> Instructional Materials</p>	<p>100% of students have access to CCSS aligned and adopted instructional materials.</p>

Expected	Actual
<p><b>19-20</b> 100% of students have access to CCSS aligned and adopted instructional materials.</p> <p><b>Baseline</b> 100% of students have access to CCSS aligned and adopted instructional materials.</p>	
<p><b>Metric/Indicator</b> Science Achievement: Students scoring in the top two bands of CAASPP-Science</p> <p><b>19-20</b> Achievement targets will be determined once baseline is set</p> <p><b>Baseline</b> Baseline will be determined in 2017-2018</p>	<p>In 18-19, 71.27% of students met or exceeded grade level on the CAST assessment. Data unavailable for 19-20- assessments cancelled as a result of COVID-19.</p>
<p><b>Metric/Indicator</b> Student Performance Structure: Collection of annual ILP, 504, IEP and SST 1 SST</p> <p><b>19-20</b> 100% of all students, including those with an IEP, will be identified for a learning plan</p> <p><b>Baseline</b> Baseline is 100% of students without an IEP, who scored below standard on CAASPP to be identified for an individualized learning plan.</p>	<p>100% of students who scored below grade level on ELA and/or Math in 2019 have a structured learning plan or academic intervention plan, as identified by teacher goal setting.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. All teachers will be fully credentialed and appropriately assigned.</p>	<p>1. Highly Credentialed Teachers Base Salary Object 1100, object 3000-3602</p>	<p>Highly Credentialed Teachers Base Salary Object 1100, object 3000-3602</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Provide a Beginning Teacher Support and Assistance program for newly hired teachers.</p> <p>3. Facilities will support the instructional program and be maintained in good repair by 1.0 FTE Maintenance Supervisor and 2.0 FTE Custodial Staff.</p> <p>4. All students will have access to locally adopted and approved CCSS aligned instructional materials.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$6,268,610</p> <p>2. BTSA Stipend Object 1112 1000-1999: Certificated Personnel Salaries LCFF Base \$9,500</p> <p>3. Facilities staff Object 2240, 3000-3602 2000-2999: Classified Personnel Salaries LCFF Base \$378,326</p> <p>4. Instructional Materials Object 4310 4000-4999: Books And Supplies Lottery \$40,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$7,374,580</p> <p>BTSA Stipend Object 1112 1000-1999: Certificated Personnel Salaries LCFF Base \$2,500</p> <p>Facilities staff Object 2240, 3000-3602 2000-2999: Classified Personnel Salaries LCFF Base \$381,716.49</p> <p>4. Instructional Materials Object 4310 4000-4999: Books And Supplies Lottery \$61,023.32</p>
<p>1. All students will have full access to Social Studies aligned instructional materials.</p> <p>2. New Social Studies materials will be chosen for the Middle School.</p> <p>3. TK-5 Social Studies will continue to be supported by technology/ curriculum and design thinking activities.</p> <p>4. Through the School Site Council and Board reports, parents will be asked to provide input on the proposed Social Studies materials.</p> <p>5. Performance standards will be set for Social Studies.</p> <p>6. Continue to Analyze coordination between state mandated assessments and local assessments.</p> <p>7. Social Studies materials will be introduced.</p>	<p>1,2,,7 Outlined in Goal 3 Action 3 above</p> <p>3. \$17,000 (ZSpace &amp; Foss Kits) 4000-4999: Books And Supplies LCFF Base \$17,000</p> <p>4-6 None</p>	<p>1,,3,7 Outlined in Goal 3 Action 3 above</p> <p>3. \$17,000 (ZSpace &amp; Foss Kits) 4000-4999: Books And Supplies LCFF Base \$13,878</p> <p>4-6 None</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Outcomes will be measured by evaluation of local and State assessment goals	1,2 None	1,2 None
1. Student Services team will ensure full access to NGSS for students with disabilities 2. Parental involvement will monitor access to design/science integration	1. None 2. None	1. None 2. None
<p>1. Conducted annual review of individual plans for students outside of EL and Special Education who are performing below grade level in reading, writing and/or math. Administration to meet with every family and intervention plans established. Articulation of student performance in key areas will be conducted annually.</p> <p>2. Wrap around services made available for any student of need including all students with disabilities, and should our student population change to include foster or homeless youth. These service plans ensure 100% access to required course content and curriculum.</p> <p>3. Record keeping on intervention meeting outcomes and program monitoring is consistent.</p> <p>4. Long term analysis of EL performance in Stanford/ Sequoia EL research.</p>	<p>1. Administration 7.5% of time spent for weekly IEP meetings Object 1000-3699 1000-1999: Certificated Personnel Salaries LCFF Base \$37,500</p> <p>2-3 None</p> <p>4. Sequoia EL Research outlined above in Goal 2 Action 2</p>	<p>1. Administration 25% of time spent for weekly IEP meetings 1000-3699 Object 1 1000-1999: Certificated Personnel Salaries LCFF Base \$48,505</p> <p>2-3 None</p> <p>4. Sequoia EL Research outlined above in Goal 2 Action 2</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.

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies. We also purchased software for teachers and students to expand their curricula, as well as access to training for staff members to prepare for Distance Learning.

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

We were able to maintain continued access to CCSS aligned materials, even during the COVID-19 crisis. We prioritized continued articulation and were able to provide services for all students, including those with disabilities, both in-person and during Distance Learning. We also successfully implemented the school survey and were able to gain valuable stakeholder feedback for strengthening our curricular programs. Because of the cancelling of assessments during COVID 19, we were unable to effectively measure summative student growth for our general student population, or our specialized student populations such as ELs. Looking forward, we plan to look at new Social Studies materials for adoption, because the adoption process was put on hold due to Covid-19. Pilot materials will be ordered for the 2021-2022 school year, and will be taken to the Board for consideration.



# 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
Installing touchless hand sanitizer/hand washing stations	\$10,000	\$10,000	Yes
Purchasing materials for each student to have their own, including devices for TK-8 students	\$12,000	\$12,000	Yes
Purchasing staff PPE, as well as a thermal temperature scanner for efficient campus entry	\$42,000	\$42,000	Yes
Additional staffing to provide adequate support for on-campus learning cohorts	\$90,878	\$90,878	Yes

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

The funds budgeted that were not implemented for Actions/Services were allocated towards distance learning starting in March 2020. We used the funds to purchase Chromebooks, iPads, TK-8 student supplies, Internet hotspots, PPE for staff, monitors for teachers, additional whiteboards, and other necessary home learning supplies.

### Analysis of In-Person Instructional Offerings

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

Woodside School's original recommendation was to return to school for in-person learning in the fall. However, it became clear that San Mateo County would be put onto the State's watch list prior to the start of school. As a result of San Mateo County's anticipated placement on the list, the Board decided on July 30, 2020, that Woodside School would open the 2020-21 school year in full-time Distance Learning. This decision was made with the health and safety of our staff and students foremost in our minds. Key factors that lead to this final decision were the limited access to testing and the accessibility to information in an effort to communicate with all

stakeholders as early as possible. As a small, one-school district, we were confident that WESD would be able to effectively implement all county health guidelines to reopen for in-person learning.

The process of creating a robust plan for Distance Learning began with the District examining the need for on-campus instruction for students struggling with distance learning environments. Specifically, the District established small learning cohorts on campus for certain students with special needs, students identified with heightened risks of falling behind academically, and/or who require targeted specialized support services. We also considered students of District employees, or whose parents were employed in certain critical areas involved in emergency response. The District received guidance from the state and local health authorities that allowed for targeted in-person programming the district could provide. Therefore, the District leadership team developed small, in-person cohorts on campus. As resources became available and health and safety measures were put in place, other identified students were offered the opportunity to join these cohorts in a phased manner. The District conducted the in-person program in compliance with guidance issued by the California Department of Public Health (CDPH) on August 25, 2020. Students were grouped into stable cohorts with no more than fourteen children and two adults assigned to each. Safety measures described in the District's School Reopening Task Force Guidelines for 2020-2021 School Year were implemented to minimize COVID-19 transmission. This included social distancing, face coverings, frequent hand washing, and the use of outdoor space. Participation in the district's in-person program was voluntary. It was implemented with the written consent of families of students wishing to participate in this program. The district engaged in a phasing-in process to bring students back, starting with the youngest students first, once the District and County determined it was safe for all students to return to school in person. Beginning with the district's youngest students, the district was able to allocate and balance support with smaller in-person populations, while continuing the same level of support for those remaining in distance learning. The limited the number of students on campus and allowed the District to acclimate students to the district's new safety measures with meticulous attention. Throughout the planning process and while phasing students in, the district continued to assess risks, collected feedback from medical professionals and stakeholders and analyzed multiple outcomes. It was believed that the district was capable of reopening the school by implementing all State and County health guidelines.

Our goals for in-person academic programs for the 2020-21 school year included a rigorous curriculum delivered to in-person and distance learning students. A comprehensive Distance Learning plan allowed the district to switch between in-person and distance learning, as needed. A schedule was developed to allow for full-time on-campus learning. Students and teachers engaged in a revised school day. This schedule included a slow rollout of in-person learning with a minimum day schedule for the first five days of in-person learning. After the initial transition, minimum day schedule, students and teachers transitioned to a full day of instruction. The academic calendar was revised from trimesters to semester/quarter system. These changes allowed for the district to efficiently contact trace and coordinate staffing so that teachers and staff members did not cross into more than one grade level during each grading period.

Hygiene protocols were essential to avoid the spread of disease and required careful planning, purchasing of supplies, and training for all stakeholders. Those permitted to enter the campus (only students and staff members) conducted daily temperature checks via contactless temperature scanners. Students and staff were asked a series of screening questions that included possible travel and symptoms. The district denied campus entry to people who exhibited symptoms. Students presenting a temperature (100.4) were guided to a secure area, isolated, and picked up by parents immediately. To adhere to the limited gather requirement, the district

staggered arrival and dismissal times. Health and safety protocols were developed, adopted, and communicated to all stakeholders prior to the start of any in-person learning via a mandatory district-led informational meeting.

In addition to the contactless temperature scanners, the district installed contactless hand sanitizing stations throughout the campus and buildings, portable handwashing stations and instituted a sanitizing protocol for all campus spaces. The district enforced social distancing by spacing desks and other seating options six feet apart in all buildings and classrooms. Dots were spray-painted throughout the school to support social distancing while students lined up outside their classrooms, waited in line for their temperature check, and while they were eating outside. Face-coverings were required at all times when students were not eating. Transparent plexiglass dividers were installed in high traffic areas (i.e. front office, librarian desks, etc. District leadership limited the use of communal areas to one person at a time (bathrooms, sinks, copy rooms, etc). Bathrooms were assigned by grade level and cohort areas and were cleaned on an hourly basis. Signage was placed throughout the school to enforce social distancing, proper hygiene, and face coverings. Communal drinking fountains were turned off, but bottle-filling stations remained operational. Students were encouraged to bring a reusable bottle every day. Students and staff did not share materials of any kind (laptops, water bottles, school supplies, etc.). The district implemented bi-weekly COVID testing on campus for all staff members.

In order to measure potential learning loss, teachers assessed all students in reading, writing, and math within the first quarter of the school year. Teachers used standardized assessments, such as math and writing curriculum assessments, district-approved reading assessments, and informal and benchmark learning readiness levels for this initial data and throughout the entire school year. Teachers increased short-cycle assessments, to inform instruction and accelerate learning. Departments and grade-level teams explored what mastery looked like and what assignments and assessments would provide thorough and detailed student success rate data. Learning gaps were addressed in daily instruction, whether in-person or during Distance Learning. If students needed a greater level of support during Distance Learning, they were referred to our in-person learning program. If a student needed more support in person, the SST process was enacted to further assess and plan to address learning needs. Teaching teams used district-adopted curriculum to promote engagement, social-emotional safety, community building, and cultural relevance. Additionally, our counseling and support provider team provided support to students with mental health or behavioral needs. Finally, WESD invested in enrichment programs for students to practice Math and ELA skills outside of the school day.

Challenges faced by the District included negotiations with the teachers' union for an MOU, parents committing to learning modalities, classroom supplies, technology distribution, increased needs for materials and the increased need for technological materials, increased supports for mental health, physical space restrictions, and acquiring new equipment (ventilation, desks, tech).

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom Pro video conferencing subscriptions for all teachers	\$10,000	\$10,000	Yes
Upgraded technology materials/resources by request (monitors, ring lights, webcams, etc.)	\$70,000	\$70,000	Yes
Additional devices (iPads and Chromebooks) to ensure 1-1 access for all students	\$8,000	\$8,000	Yes
Hotspot and Internet subsidies for qualifying families	\$3,000	\$3,000	Yes

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

There were no substantive differences.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Both the Lower School and Upper School followed adopted Distance Learning Schedules. Distance learning closely followed the 2020-21 in-person school schedule, which helped to maintain routine for students and teachers and allowed WESD to transfer between Distance Learning and in-person learning relatively seamlessly. All subjects were offered during distance learning. Music, PE, Art, and Library were on a quarterly rotation basis, mirroring the in-person learning schedule. The first few weeks of the school year focused on student needs around community-building, class procedures, supporting students' mental health as they returned to structured learning, foundational skills, and assessment. Both asynchronous and synchronous learning occurred daily, and the structure of the day mirrored a classroom environment, where instruction was given, and students then broke off into small group, 1-1, or individual work time. Specifically, Reading, Writing, Math, and a morning meeting was delivered synchronously daily in TK-5. In grades 6-8, each subject was delivered synchronously at least three times per week. WESD continued to use all district-approved curriculum during Distance Learning, and utilized Google Classroom and Seesaw to manage student work.

All students were provided with a device (iPad or Chromebook) at the beginning of the school year. Additionally, each family was surveyed multiple times to address Internet and connectivity needs to ensure connectedness at home. WESD's technology team provided IT support to all families, and provided support with Internet bills, hotspots, or devices to families who qualified for these services.

Formative assessments in reading, writing, and math were given to students within the first quarter of school to measure current levels of understanding. Using the SVMI/MARS data from last year, teachers worked in teams to discuss re-engagement lessons during the initial weeks of school. This was completed in class so long as in-person learning continues. The District determined best practices for digital Reading, Writing, and Math assessments. Pupil progress was measured by progress towards mastery of grade level standards, rather than completion (when possible). Similar to in-person learning, not every assignment/activity was collected and evaluated. Synchronous instructional minutes served as one measure of assessing participation and assessing pupil progress. It was important that students attended all synchronous sessions in order to be properly assessed. Attendance was tracked in PowerSchool, and administration considered the needs for students to be placed on a tiered system of re-engagement, or in an alternate setting if attendance became an issue. The time value of pupil work was measured when considering instructional minutes, and time guidance was provided for each assignment so that students and parents understood how long an assignment should take. The time value of work was measured through completion of work during asynchronous time by using Google Classroom or Seesaw to track work completion. WESD returned to standard grading practices, where TK-5th grade students were assessed with standards-based grading and 6th-8th grade students were graded on the Middle School grading scale. Standards that could not be properly assessed during Distance Learning were not addressed on the progress report/report card for that grading period. Instead, these standards were assessed with additional emphasis upon return to In-Person Learning.

Teachers had three full days of professional development prior to the start of Distance Learning to engage in professional development around Distance Learning and campus health and safety protocols. The first 5 days of instruction (August 24th-28th) were minimum days, to allow for teachers to work in grade level teams, receive professional development, and plan for the school year. These days included District-led sessions, teacher-led sessions, and sessions by outside consultants. Additionally, teachers were encouraged to attend PD over the summer, specifically those programs offered by the county about Distance Learning. Staff members brought back their learning and were able to share with one another prior to the beginning of the school year. Professional development will be ongoing throughout the school year, with increased time provided for department and grade level meetings for the purpose of planning and reformatting instruction to serve Distance Learning.

Staff members were encouraged to work from campus daily so that WESD could provide technology support and materials to support Distance Learning. Our teachers were already well-versed in technology, but the addition of new tools (webcams, monitors, etc.) and the need to build in significant community-building support via virtual means led to increased support from District leadership during Distance Learning. Our technology team provided on-campus and virtual support every day, and our Foundation granted additional money for the purpose of upgrading classrooms as needed for Distance Learning.

Pupils with unique needs were invited onto campus for in-person learning support, if they were determined to qualify. On-campus, these students received support with their Distance Learning program from a service provider or teacher who could help the student

navigate the school day and complete work more effectively. Additionally, nutrition and transportation services were provided for these students. All students who received services in person continued to receive services remotely during Distance Learning. Teachers were provided time to engage in articulation with grade level teams and support providers to plan for the success of students with unique needs, and articulation has been a continuing practice throughout the year. Additionally, our counseling staff offered support to any student who needed increased mental health support at this time, as we recognize the increased need for these services during a pandemic. Finally, we carved "Flex" time into the school day, so that teachers provided more 1-1 and small group support for the students who needed this most. This allowed for students to form relationships with their teachers, and for teachers to thoroughly assess students and identify learning gaps that needed to be addressed.

Challenges faced included getting supplies and technology to every student, coordinating lunches, sustaining appropriate levels of student and parent engagement, coordinating special education, and general education schedules.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing new or updated curriculum programs to address potential learning gaps: Scootpad, Reader's/Writer's Workshop, and digital libraries	\$5,853.00	\$5,853.00	Yes
Increased hourly pay for staff members to complete assessments prior to the start of the school year	\$5,000	\$5,000	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures.

## 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.

Due to the 2019-2020 Covid-19-related school closure in March, teachers needed to shift instructional practices from in-person learning to distance learning. Beginning the 2020-2021 school year in distance learning, Woodside School put into place updated formatting of all beginning of the year diagnostic assessments into a digital platform as a way to determine relevant and current student academic achievement levels. Once assessments had been proctored, teachers analyzed and disaggregate the data collected to identify areas of strengths and areas of opportunity or needs. This is the initial step in addressing student learning loss. Woodside educators have access to many quantifiable monitoring tools to gauge current and trending student learning status and progress. These tools are necessary to make decisions that better support and address student achievement outcomes. Prior to the school closure in March of 2020, all students were given the opportunity to complete the MARS/MAC Silicon Valley Math Initiative (SVMI) Summative Assessment. SVMI provides formative and summative performance assessment systems that Woodside School has used for many years as a way to collect data around each child's mathematical growth from year to year. The results of this assessment are used to determine areas of strength and areas of need for each child in the current school year. Using this data, teachers are able to analyze patterns in learning and able to support and adjust when necessary. Other assessment tools that are used in conjunction with SVMI's formative and summative assessments, are (but are not limited to) CAASPP Interim Assessments, Pearson EnVision Mathematics Benchmark Assessment System, The Mathematical Learning Center's Bridges In Mathematics, ScootPad Online Assessment and Data Collection Platform, EngageNY Assessment Tools, Everyday Math Assessment Tools, Assessment and

Learning in Knowledge Spaces (ALEKS), Big Ideas Mathematics, and other curricular-based assessments, and district developed Mathematics performance tasks.

Woodside School's English and Language Arts program is well equipped with multiple summative and formative assessment tools to proctor assessments in an effort to analyze student learning achievement trends, and to provide timely and necessary support to those who present areas of need. The primary tool for measuring status and growth for English Language Arts are Lucy Calkins Units of Study Phonics Benchmark Assessments, Lucy Calkins Units of Study Reading Benchmark Assessments, Lucy Calkins Units of Study formative, summative, and holistic assessment systems, district-created assessments, as well as the Developmental Reading Assessment (DRA), Lexia, and IXL digital assessment and student performance data platform. The DRA is proctored at least twice a year to disaggregate data based on student reading growth patterns. All assessments will be remotely administered according to the Woodside School's assessment calendar. Teachers, principals, and staff have access to reporting systems that allow access to student data to determine areas of strength and targeted areas of need. The California CCSS allows for the modifications, accommodations, and adjustments of instruction to address student deficiencies as the teacher sees fit for the benefit of the student. All of the aforementioned assessment systems will provide teachers with student and class profiles that provide individualized, grouped, and whole class and grade reports on student performance on both English Language Arts and Mathematical skills. For many of the assessment systems (MARS, DRA, ScootPad, IXL, Lexia, and ALEKS) family reports are provided with information about their child. This information not only opens the data to be accessible to both teacher and families, but will also supply both educator and family with suggested strategies for the student to practice in an effort to address areas of opportunity or need, and determine their learning trajectory. All Woodside School teachers are familiar with the assessment system designated to their grade level. Woodside School administrators will meet with grade level teams to analyze data to apply to a plan for whole group instruction and small group instruction for the second quarter. Regular articulation between grade level teams, administration, Student Services department, and families will keep all student data relevant towards the individual pathways of each student. With the introduction of Google Suite, Google Classroom, and SeeSaw students will also keep and maintain digital portfolios that show growth over time. Semester one's assessments will be completed prior to the end of the first quarter.

Monitoring Progress of English Learners (EL) language acquisition will be through using assessment tools. In addition, EL students will participate in all district assessments delivered to students, and will also take the ELPAC at the beginning and end of each school year. Woodside School's vision is to hold students to the standards of expectation in accordance to the performance level on the student's current English Language Performance Assessment for California (ELPAC) summative overall results. This tool allows teachers to measure status and progress throughout the school year. For returning students, the District will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification. In addition to the previously mentioned data, EL students will be receiving progress reports on their listening, speaking, reading and writing skills at each grading period. Communication between families and the EL coordinator will continue throughout the year so that they can support their child's language development at home. Families will be informed of student progress based on data collected from assessments through written reports, email, phone calls, telecommunication platforms, PowerSchool, progress reports, and report cards. All communication regarding pupil learning loss and pupil progress will be translated in Spanish. Woodside School will also provide translation services for other world languages as needed.



With the support of the Director of Student Services and the support teams, students with exceptional needs access services and support to assist in progressing towards established goals identified in the student's Individualized Education Plan, or IEPs. Diagnostic assessments were proctored over the summer leading up to the start of the school year. Each student's schedule will be developed by the IEP team, including the general education teacher. Services such as (but not limited to) Speech and Language, Occupational Therapy, Adaptive Physical Education will be delivered based on the information found in the student's IEP documentation.

Formal assessments will start after Labor Day in order to give teachers time to build class community and address social emotional learning needs. Woodside School will then assess learning loss and teachers will make the appropriate decisions for their students in regards to support, learning groups, and differentiation to make certain students are receiving grade level instruction, and intervention support. Teachers will analyze data during grade level meetings and determine standards that may require reengagement. Due to the obstacles distance learning in the Spring presented, articulation between grade levels will determine standards not addressed due to the school closure. Grade level meetings and articulation are embedded in the teacher's schedules during Wednesday District Professional Development. Teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments. Teachers who notice evidence of learning loss will work to provide support on unlearned standards. Teacher collaboration and administration support is key to providing proper support. Students not demonstrating progress toward proficiency will be monitored on academic performance in an effort to provide quantifiable data related to measuring response to instruction. If it is noted that students are not responding to interventions, teachers will utilize the Student Study Team (SST) process to look at data with a larger team in order to provide supplemental support to students.

Woodside School was committed to addressing student learning loss as we began the 2020-2021 school year for all student groups. Woodside teachers are highly accomplished in providing support to all students in a class that present a wide scope of abilities and needs. Student profiles will be curated in each of the digital platforms that Woodside School has chosen to adopt. Transitional Kindergarten through First Grade students will submit and collect all of their work in SeeSaw. Google Classroom will be used for the same purpose in grades second through eighth. The development of student profiles is multifaceted. Of the many reasons, the one proven most distinctive is the development of student learning ownership, goal setting, and to establish deeper growth mindset as they face challenges and obstacles throughout the year. Woodside School has the opportunity to provide support in advancements of independence, perseverance, grit, and determination for all students.

Woodside School developed and established a plan to provide support to our most vulnerable and disadvantaged students while in distance learning. Those students included, but were not limited to, students with significant and essential Individual Education Plans, English Learners, low income, and students experiencing homelessness. Woodside School has stable cohorts designed to support these students as a first priority. The learning stable cohorts provide supervision and support for students to complete their academics. Woodside School is able to provide such support while maintaining the Four Pillars as established by the San Mateo County Office of Education (SMCOE), along with the Coalition for Safe Schools and Communities as developed in direct consultation with San Mateo County's Health Officer, and reflects guidance for schools released by the California Department of Public Health and the California Department of Education.

Data from attendance records, academic results, and behavioral reports are collected periodically to assess Woodside School's distance learning disadvantaged students to provide timely and relevant interventions and support. The EL coordinator will launch structured support for EL students who present a need. Support provided includes, but is not limited to additional, focused support in subjects deemed challenging to the student, and regular communication to families to support learning at home. Woodside School is also providing family support during distance learning. Two parent educational learning sessions occurred within the first few weeks of school to provide an overview of the digital platforms students will use to navigate their learning and assignments. In addition to these learning sessions, regular training videos were posted on the school's website and in the weekly communication, The Wildcat Weekly. Parents/families and students were provided access to the school's "Help Desk" to submit requests for technological support and attention. Teachers and other support staff had access to all district adopted curriculum as well as other resources made available to support tele-teaching. Additionally, publishers of the adopted curriculum have implemented supplemental materials meant to advance in-person instructional practices to a digital environment. All educators were present for multiple workshops and training to prepare for the upcoming school year with these new materials. Intervention and acceleration was addressed through differentiated instruction carried out by a Woodside educator, support provider, or consultant.

Measuring the effectiveness of services and support provided to the students is critical to the iteration of the planning process in establishing best practices towards instructional adjustments, modifications, and accommodations. Woodside School addressed all student needs, while also focusing on students disadvantaged by distance learning instruction using multiple data sets. The collection of data will be completed four times a year (at the end of each grading period). Our expectations are to observe the aforementioned students no longer requiring focused monitoring due to evidence that supports improvements and advancements in their academics. Woodside School Administrators will evaluate school and district-wide attendance, performance, and behavioral data in quarterly increments.

Student Study Teams will also provide insight into the specific supports and interventions established for the student, as well as documentation in the SST reports explaining fidelity of teacher implementation of the agreed upon supports. Data reports will be provided using (but not limited to) PowerSchool, SeeSaw, Google Classroom, curricular-based assessments, and the ELPAC. Instructional articulation between grade level teams will occur on Wednesdays at least once a month. During these meetings teaching teams, support provides, and administrators discuss current status of students being monitored and adjustments that should be considered.

Challenges included engagement with teachers, lack of formative benchmark assessments, and measuring where students would be in a "typical" year compared to this year.

## 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.

Our students, staff, and families' mental health and well-being will remain one of Woodside School's highest priorities. Students and staff returned to school having experienced grief and loss due to COVID-19. As a result, they had feelings of isolation, loneliness, sadness, or boredom. Students and staff returned to school experiencing some anxiety about COVID-19, including fear for the safety of loved ones who they were temporarily separated from. Uncertainty, anger, or frustration about the need to remain sheltered, and uncertainty about what will happen in the future. It was essential for school staff to be aware of the various types of trauma students and staff were experiencing, how that trauma might manifest itself in words or behavior, and how to best support students and other school staff experiencing mental health challenges.

School counselors, school nurses, and school psychologists helped teachers identify risk factors and signs of distress that indicated the need for mental health services above what are offered at school. As with any counseling services, parents were notified if additional services were recommended and emotional health. Counseling resources were available to all students. If students had any concerns about their well-being, or teachers or parents expressed the need for attention towards students, a member of the student services department contacted families to provide the appropriate support. Students engaged in many social and emotional learning opportunities throughout the day in both Lower and Upper School.

District leadership and the SEL committee used data to determine SEL focus areas for intervention in the 2020-2021 school year and implemented targeted and developmentally age-appropriate social-emotional lessons to develop strong coping skills for all students. Woodside offers a class period in the day/week (Flex, Advisory, etc.) that addresses target areas for SEL (whole group) for students. SEL continues to be embedded in-class lessons, both in-person and during distance learning. Classrooms include SEL, wellness, community activities (virtual), whole-body wellness exercises, and activities. TK-5th grade teachers provide focused attention to SEL collaboratively with each grade-level teaching team multiple times a week. Advisory is offered for students in grades 6-8 within their stable cohorts. The School Psychologist and School Counselor hold virtual office hours to maintain staff, students, and parents' availability. The School Psychologist and School Counselor are guest teachers participating in wellness activities with students. The class can be streamed virtually. They are available to collaborate, consult, and provide resources with staff as well. School site administrators and staff collaborate to designate wellness time(s) during class time with teachers (and woven into content), flex-time, and office hours to practice mindfulness & meditation. Wellness supports and benefits the well-being of both students and staff.

Administrators, School Counselor, School Psychologist, Upper School Special Education staff (Resource Specialist & Paras), and all teachers grades 5th to 8th grade were provided with training before the start of the school year to ensure school staff were prepared to identify, support, and refer middle and high school students who were experiencing thoughts of suicide. District leadership, school psychologist, school counselors, school nurse, and partner agencies provided trauma-informed training for the entire school staff interacting with students and parents. Woodside SEL Committee and counselors provided SEL curriculum training for staff.

Challenges included predicting additional life stressors that affected the parents' and students' ability to meaningfully engage in the learning process, keeping up with increased demand for counseling services, facilitating productive social interactions between students after long periods of isolation, and helping students cope with grief and loss of normalcy.

## **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.

Prior to the beginning of the 2020-2021 school year, the District's administration, School Board, and School Reopening Task Force held public forums for families to discuss the school year's plans and expectations. School staff regularly communicates with parents/guardians regarding a student's academic progress. School staff were required to ensure that a weekly engagement record was completed for each student documenting synchronous or asynchronous instruction for each day of distance learning, verifying daily participation, and tracking assignments. All teachers provided large groups, small groups, and one-on-one instruction and learning opportunities to ensure appropriate academic support. Those opportunities were also used to address the lack of engagement and completion of expectations. Teachers hosted office hours to provide varied opportunities for families and students to talk through concerns they weren't comfortable addressing in larger settings. Students who were identified as not engaging triggered a series of interventions including; teacher-directed contact (e.g., phone, on-line, etc.), Principal-directed contact (e.g., phone, on-line, etc.), and requested that they begin participating in an on-campus learning cohort where transportation was provided. The District identified targeted students who were not engaged or not attending as required and those students with IEP's and EL students. The District worked collectively to build relationships, determine underlying reasons for the lack of engagement on the part of the student(s), and developed individual plans for re-engagement based on their individual needs. The Woodside School District continued to use our SARB policy and processes, use positive incentives to encourage attendance, and check-in/check-out techniques as applicable. District leadership used triangulated data sources to identify students that did not engage in distance learning in Spring 2020 and monitor engagement. Individual care plans were developed for students struggling with basic needs or experiencing school avoidance due to anxiety related to the pandemic. In collaboration with the Director of Student Services, the ELD teacher, the Lower School Principal, and the Upper School Principal, the District developed workshops for bilingual parents with distance learning in mind to empower parents to be active agents in their students' education. A special focus group included those families reluctant to take advantage of resources, have limited English skills, or are undocumented. The District worked with the translation staff to ensure that all communications with families were provided in English and Spanish, and other languages as needed. The District consider various communication methods, including calls, text, flyers, etc.

The Director of Student Services, Technology Director, and ELD teacher collaborated to survey all students for technology and internet access. District leadership and the ELD teacher collaborated to evaluate any parent requests and to develop appropriate materials. District leadership ensured that special needs groups had access to reliable, consistent wifi and transportation. An ELD teacher was assigned to the EL program for the 2020-2021. A new curriculum was acquired that includes ebooks for students. In addition, technology support such as Co:Writer and Snap&Read were acquired to support the needs of EL students. Co:Writer

(Universal Extension for Chrome) helps EL students write with proper grammar and spelling using topic-specific vocabulary. It has access to a main prediction dictionary (that includes core words) and Topic Dictionaries (that includes topic specific words) which are activated based on the writing task. Co:Writer uses Flexspell technology to handle the widest range of spelling mistakes including phonetic spelling and inventive spelling errors (letter omissions, word ending omissions, letter reversals, etc). Co:Writer bases its prediction on proper grammar, and uses its understanding of grammar to accurately predict words within the framework of valid sentence structures. Snap&Read is a reading tool that can cover the most diverse reading needs of EL students. Snap&Read is a text reader that simplifies vocabulary, translates text, reads inaccessible text, and captures and cites sources.

Challenges included maintaining authentic engagement over Zoom and translating communications in real time.

## **Analysis of School Nutrition**

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

The District offered meals to all students during the remote learning period. For students who reside in East Palo Alto; and were not on campus during school hours, the district contracted with Ravenswood School District to provide student meals. The students who were on campus during school hours were provided meals through the district provider, Choice Lunch. Once onsite learning began, the district made meals available to all students.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Staff COVID-19 testing (at least monthly) via Ambry Genetics	\$50,000	\$50,000	Yes
Mental Health and Social and Emotional Well-Being	Increased nursing services (from 1x/week to 2x/week)	\$37,500	\$37,500	Yes

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

There were no differences between the planned actions and budgeted expenditures.

## Overall Analysis

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

Throughout the implementation of in-person and distance learning programs this year, we understood the urgency to individualize and differentiate academic instruction based on the unique circumstances of students' academic, cultural, social, and emotional needs. This led us to develop our first goal, a continued lens towards rigorous, differentiated curriculum and high quality instruction that prepares all learners for future success. We also understood the importance of increasing our efforts to engage English Learner students and families in order to achieve equitable outcomes, and we greatly increased our efforts to connect with families throughout the pandemic, leading to the development of our second goal, focusing on developing an ELD program that addresses the needs of EL students and their families. Finally, we learned the importance of clear and timely communication with families in order to engage families in the learning process. The crisis of COVID-19 brought about situations where stakeholders' interests sometimes conflicted, demonstrating the importance of focusing on increasing opportunity for community-building and resilience to work through these differences and maintain the focus of academic programs at the forefront of children's future success. This led us to develop our third and final goal around creating and maintaining a positive school climate that engages all students in learning. These lessons led to the development of our three new goals.

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

Pupil learning loss will be further assessed and addressed through the use of multiple assessments tools. Students will return to taking standard assessments, such as MARS, ELPAC, and CAASPP, which will allow us to analyze data and growth for all students. Lower grades will also continue to partner with the reading intervention specialist to cross-reference different data points on students' foundational skills and benchmark assessments. The multidisciplinary teams looked at individual pupils with unique needs to determine appropriate actions to support those students' success. These needs were met through the SST and referral process. Having increased data will allow us to continue providing support for pupils with unique needs.

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

The District switched to testing staff members for COVID weekly after staff concern about rising cases in the first part of the year which resulted in an increased cost. Our increased nursing services went towards supporting staff members and on-campus instruction during Covid-19, as well as towards the support of families of unduplicated students who needed health support and counseling services.



# 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.

Seeing the high levels of student success demonstrated at our school, as well as our areas for improvement and growth in curriculum adoption, particularly in Science and Social Studies, led us to develop our first goal for 2021-2024, a continued lens towards rigorous, differentiated curriculum and high quality instruction that prepares all learners for future success. We also saw a clear need for increased attention in 2021-2024 to the growth and development of our English Learners, leading to the development of our second goal, focusing on developing an ELD program that addresses the needs of EL students and their families. Finally, we saw growth in our ability to engage in community outreach, even during a pandemic, and our ability to maintain a positive learning environment for students. That being said, knowing that students are returning to campus in the future, we wanted to keep focusing on our school climate and the overall positivity of the learning experience here at Woodside. This led us to develop our third and final goal for 2021-2024 around creating and maintaining a positive school climate that engages all students in learning. These lessons led to the development of our three new goals.



## 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	7,165,538.00	8,327,135.85
	5,000.00	0.00
LCFF Base	6,807,936.00	7,945,515.49
LCFF Supplemental and Concentration	222,602.00	244,147.00
Locally Defined	10,000.00	14,680.00
Lottery	110,000.00	112,793.36
Title III	10,000.00	10,000.00

\* 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	7,165,538.00	8,327,135.85
1000-1999: Certificated Personnel Salaries	6,550,212.00	7,671,335.00
2000-2999: Classified Personnel Salaries	438,326.00	450,177.49
4000-4999: Books And Supplies	137,000.00	136,671.36
5000-5999: Services And Other Operating Expenditures	40,000.00	68,952.00
	40,000.00	68,952.00
	10,000.00	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	7,165,538.00	8,327,135.85
1000-1999: Certificated Personnel Salaries		5,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	6,372,610.00	7,480,969.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	162,602.00	175,686.00
1000-1999: Certificated Personnel Salaries	Locally Defined	10,000.00	14,680.00
2000-2999: Classified Personnel Salaries	LCFF Base	378,326.00	381,716.49
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	60,000.00	68,461.00
4000-4999: Books And Supplies	LCFF Base	17,000.00	13,878.00
4000-4999: Books And Supplies	Lottery	110,000.00	112,793.36
4000-4999: Books And Supplies	Title III	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	40,000.00	68,952.00
		40,000.00	68,952.00
		2,366.00	0.00
		70,000.00	88,952.00
		70,000.00	88,952.00
		2,366.00	0.00
		70,000.00	98,952.00
		10,000.00	0.00
		10,000.00	0.00
		10,000.00	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>	52,000.00	51,600.00
<b>Goal 2</b>	257,602.00	262,531.00
<b>Goal 3</b>	65,000.00	71,950.04
<b>Goal 4</b>	40,000.00	58,852.00
<b>Goal 5</b>	6,750,936.00	7,882,202.81

\* 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	\$154,878.00	\$154,878.00
Distance Learning Program	\$91,000.00	\$91,000.00
Pupil Learning Loss	\$10,853.00	\$10,853.00
Additional Actions and Plan Requirements	\$87,500.00	\$87,500.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$344,231.00</b>	<b>\$344,231.00</b>

Expenditures by Offering/Program (Not 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		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$154,878.00	\$154,878.00
Distance Learning Program	\$91,000.00	\$91,000.00
Pupil Learning Loss	\$10,853.00	\$10,853.00
Additional Actions and Plan Requirements	\$87,500.00	\$87,500.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$344,231.00</b>	<b>\$344,231.00</b>

# 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
Woodside Elementary School District	Steven Frank Superintendent	sfrank@woodsideschool.us (650) 851-1571 Ext. 4005

## Plan Summary [2021-22]

### General Information

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

Woodside Elementary School District (“WESD”) is a small suburban school district serving 375 PreK-8th grade students at one school. WESD has an unduplicated student count exceeding 12%. However, based on the small nature of our school, all students are regularly assessed and offered differentiated instruction and support to meet their individual needs. Because of this our students perform exceptionally well on standardized testing and wellness and climate measures. Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 25% of our annual budget.

Woodside School District originally completed a Strategic Planning process in 2011-2012 that included thorough constituent engagement. The strategic goals were updated for 2017-2022, and in the summer of 2021 a Strategic Planning process will begin for a new 5 year plan for 2022-2027. In addition to our strategic goals, we have School Site Council goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2nd grade.

Our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance through two main strategies. The first is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention with our Reading Specialist, push in and pull out early intervention in math, a robust Student Study Team system that addresses the needs of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist or school counselor. The second is broad academic rigor and a supportive school climate for all or our students, which includes a robust and fully integrated TK-8th grade Social and Emotional Learning program, small class sizes (TK-8th grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music, and PE for all students TK-8th grade, a fully implemented CCSS academic program and a rigorous world languages program that all 5-8th grade students participate in. The three

goals included in our new three-year plan include enhancing and maintaining our past LCAP goals. We have made progress in each goal area except for the English Language Development goal. Differentiated learning has evolved to include better communication about existing instructional programs that are individualized. Our ELD program has evolved to include a study of long term ELs, a full time ELD teacher, assessments, and other opportunities to support EL students. Our Middle School is now fully implementing design thinking with an integrated project in all three grade levels. Design thinking has grown to include community supported design challenges and the design team structure has changed to include grade span design leads. Lastly, our work with CCSS has included the adoption of NGSS materials for Middle School, the implementation of Readers/Writers Workshop, and Phonics for grades K-2.

## 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 the California School Dashboard and local data, our successes were students' scores in Math and ELA, school climate, and suspension rates. This demonstrates that our students are performing well overall in core curriculum areas, and that we are thriving with measures that allow our students to feel safe and included in our school community. This data was helpful in determining what goal areas and actions we should continue, while prioritizing those based on identified areas of need.

The LEA is most proud of performance on the Strategic Plan and Goals, developed in 2012 and implemented in two (5) year phases. The Strategic Plan has focused on academic improvements and successes in all grades TK-8, and stakeholder input that includes Governing Board, administration, staff, student, parent and community input.

To maintain and build upon these successes, the Governing Board and Superintendent have begun work with the same Strategic Plan consultant to develop a new Strategic Plan and Goals to implement for 2022-27. Meetings began in May 2021, and have been scheduled beginning in August at Board, staff, and parent meetings. A Strategic Plan Task Force will begin work in early October with the approval of a new 5 year plan scheduled for the June 2022 School Board meeting.

## 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.

Based on a review of the California School Dashboard and local data, our areas of identified need were our English Learner program. Particularly only 35.7% of our ELs are identified as making progress towards English Language Proficiency. This low level of performance indicates a clear need for us to examine our program and services, which led us to the development of goal 2. Another identified area of need was chronic absenteeism. 8% of our students are chronically absent, particularly students with disabilities, hispanic students, and white students were in the orange, and socioeconomically disadvantaged students (which shows an improvement from the prior year) or students

of 2 or more races we in the yellow category. We are still below the state average for chronic absenteeism, but there is room for our school to improve its outreach to these families. This led us to develop goal 3, focused on a positive school climate that engages all learners.

## LCAP Highlights

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

This year, we decided to prioritize our work around 3 goals based on past metrics as well as data from the CA Dashboard indicator data. These goals are: 1) WES students will participate in a rigorous, differentiated curriculum and will receive high quality instruction that engages, challenges, and prepares them for future success; 2) Develop an ELD program that addresses the needs of the ELL students and their families; 3) WES will maintain a positive school climate that engages all students in learning and promotes student success. WES will expand staff, student, family, and community involvement and seek feedback on how the district can better achieve its goals. These three goals represent the work that we are prioritizing as a District, and we will be allocating resources towards progress on these goal areas.

## 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.

### Support for Identified Schools

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

### Monitoring and Evaluating Effectiveness

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

# Stakeholder Engagement

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

Prior to finalization of the LCAP, the drafts were reviewed with key stakeholder groups, including pupils, SELPA, and the WTA bargaining unit. The draft was taken to the School Site Council for review on May 3rd, 2021 with approval on June 7th, 2020; DELAC on May 17th, 2021 for review; and the Board of Trustees for review on May 11th, 2021 and approval on June 8th, 2021. At the initial Board meeting, we held a public forum for parents to join in on the conversations. We gained valuable input from each of these meetings with staff members, families, and community members, and adjusted our goals and actions based on this feedback. A parent survey was conducted in April 2021 and the results were important in determining the LCAP goals, including areas of improvement and areas of success.

A summary of the feedback provided by specific stakeholder groups.

The Board of Trustees and families provided feedback that the three goals aligned with the district's priorities for this year and for coming years as we develop our next strategic plan. They recognized that chronic absenteeism is an area that requires further attention, and there is buy-in in terms of collaborating with district leaders to increase parent engagement and student attendance. Additionally, the DELAC committee, School Site Council, and the Board of Trustees were particularly supportive of the ELD program development goal. Parents in DELAC wanted to see an increase in the District's communication in regards to ELPAC testing and results. They also voiced the need to increase designated staff to support EL students. They asked that the District continue with interpretation supports in place, as well as current supports for students both in special education and general education through the different educational programs the district has available.

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

All of the input that we received influenced the development of the LCAP, specially helping us to develop specific action items in the areas of need. All 3 of our goals (1) rigorous curriculum and instruction, 2) ELD program development, 3) Positive School Climate and Community Engagement) for the LCAP were influenced by the stakeholder feedback given through DELAC, School Site Council, and the Board of Trustees. Additionally, this input helped us to identify the needs of our school community, and the action steps for moving forward.

# Goals and Actions

## Goal

Goal #	Description
1	WESD students will participate in a rigorous differentiated curriculum and will receive high quality instruction that engages, challenges, and prepares them for future success. [Priority 1, 2, 3]

An explanation of why the LEA has developed this goal.

WESD chose this goal in alignment with our mission and vision statement and strategic plan. These statements and the plan were developed in partnership with multiple stakeholder groups, including staff, families, the PTA, Woodside School Foundation, and the School Board, making them an accurate reflection of our priorities as a school district. This goal will ensure that all students receive what they need individually to ensure future success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	86.8% of families taking the 2020-2021 School Survey report that they are satisfied or very satisfied with indicators in the academics section.				95% of families taking the survey will report that they are satisfied or very satisfied with indicators in the academics section the annual school survey.
2020-2021 Williams Compliance-Instructional Materials	Currently 100% Williams Compliance with instructional materials during the 2020-2021 school year				Maintain 100% Williams Compliance with instructional materials
CA Dashboard Self-Implementation Data	In ELA, our students were 100.3 points above standard on the Dashboard indicators for 2019. In Math, our				Maintain the current points above standard for ELA, and increase Math to become at least 100.3 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students were 89.2 points above standard on the Dashboard indicators for 2019.				above standard to demonstrate student proficiency comparably in both subject areas.
2020-2021 Annual school survey (parent, staff, and student)	0 (no data was collected on design thinking in the past 2020-2021 school surveys)				60% of parents, staff, and students feel that their child/they were able to accept and apply feedback to a design project during the school year, according to design thinking questions on the annual school surveys.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>1. Provide for teachers to attend Teachers College: Readers and Writers Institutes</p> <p>2. Provide coaching to classroom teachers in support of the implementation of Readers and Writers Workshop Units of Study</p> <p>3. Explore early math intervention on both ends of the performance spectrum in primary grades.</p> <p>4. Provide coaching to classroom teachers in support of the implementation of differentiation, and review the use of coaching time for Differentiation</p> <p>5. Explore best practices and available resources for dually identified English learner/special education students</p>	\$40,000.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>6. Review materials library and time for training and collaboration</p> <p>7. Explore best practice in the use of interest surveys</p>		
2	Instructional Practices	<p>1. A program focused on open-ended instructional experiences as well as cluster/ability grouping, where appropriate, is available to all students.</p> <p>2. All students receive instruction that provides for appropriate challenge</p> <p>3. Self-contained differentiation will take place in all grade-level classrooms for Math and ELA</p> <p>a. Assessment in mathematics by unit for differentiation purposes will be evaluated</p> <p>b. K, 1st and 2nd-grade students will receive opportunities to show mastery and be given challenge options in math.</p> <p>c. Review best practice in the identification of primary grade students for differentiated math and reading instruction on both ends of the mastery spectrum</p> <p>4. Differentiation in Social Studies and Science is made via the use of project-based learning, choice activities, and open-ended problem-solving. Review will be completed annually.</p> <p>5. A SST process is used to support students for specialized and personalized learning remediation and challenge as well as social/emotional support. The SST process will be reviewed to allow proper access for all students.</p> <p>6. 3rd through 8th-grade students explore their individual identified interests through an interest survey. Conduct evaluation of open-ended and interest-driven opportunities.</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Stakeholder Feedback	<p>1.A TK-8th grade student interest survey given to help guide instructional experiences based on interest in some classes.</p> <p>2.Students given the opportunity to provide input on program processes and structures via student council and student survey.</p> <p>3. Through surveys of students, staff, and parents, measure progress in the use of differentiation strategies, teacher professional development, and student access to the SST process.</p> <p>4.School Site Council will gather all stakeholders' feedback annually regarding the direction of differentiated instruction and access to all levels of instruction.</p> <p>5.Survey results are used to make adjustments to goals.</p> <p>6.Research and development on interest-driven innovation/design activities using student and parent interest surveys.</p>	\$1,340.00	No
4	Design Thinking Program	<p>1.Teachers will continue to receive annual professional development in design theory and integration.</p> <p>2. All students in all three middle school grades will experience 100% implementation of integrated instructional experiences that draw on design thinking protocol.</p> <p>3. 100% of students in grades TK-5th grade will engage in 2 annual design projects to develop their ability to understand others, analyze challenges, and reflect on their work. This is done through focus lessons targeting the Design Thinking process and one empathy-based Design project each year.</p>	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4.10% of students in 5th-8th grade will experience the iteration process of accepting feedback and applying feedback to the final projects.</p> <p>5.The district will solicit feedback from families and staff members to revise the middle school design program via the annual school surveys and a student end-of-the-year design survey.</p> <p>6. 100% of graduating students will engage in a robust, yearlong Design project focusing on community engagement, following the entire design process independently, and presenting data findings and final project at the end of the year in front of multiple school groups and stakeholders.</p> <p>7.Continue implementation of design instructional outcomes at all grade levels.</p>		

## 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	Develop an ELD program that addresses the needs of the ELL students and their families. [Priority 1, 3, 4]

An explanation of why the LEA has developed this goal.

It is of the utmost importance to WESD to assure all ELL students have the best possible outcomes and can thrive in their academic and social-emotional growth. ELL students require additional supports and services to have equitable opportunities to succeed in all levels.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate (Pupil Achievement)	8% reclassification of EL students based on 2019-2020 ELPAC				100% reclassification of EL students prior to graduating 8th grade at WES
Grade levels with access to ELD instructional technology support	Currently 100% of 5th-8th grade EL students have access to appropriate technology supports during the 2020-2021 school year				Expand technology supports for 100% of EL students in 2nd-8th grade
Family participation in DELAC meetings	8.6% of EL population currently participates in DELAC during 2020-2021				Increase family involvement in DELAC to 20% of the EL population
All EL students have access to fully-credentialed teachers	100% of teachers are fully credentialed for their subject area during the 2020-2021 school year				Maintain 100% of teachers being fully credentialed for their subject area

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All EL students have access to standards-based curriculum and instructional materials	100% of EL students have access to standards-based curriculum and instructional materials during the 2020-2021 school year				Maintain 100% of EL students having access to standards-based curriculum and instructional materials

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement & Communication	<p>1. Create and Complete a language/communication preference form to understand families' preferred way of communication.</p> <p>2. The District will explore applications to translate information for families that are accessible and efficient.</p> <p>3. Translation will be provided in all parent meetings (SST, IEP, DELAC Committee, etc.) to increase and maintain parent participation and engagement.</p> <p>4. Translation will be provided during parent-teacher conferences.</p> <p>5. Translation of report cards, SST meeting notes, and IEP/Evaluations will be provided as needed based on parents' language preference form.</p> <p>6. Schedule an informational Summative and Initial ELPAC meeting for all families of students who will be taking the tests.</p> <p>7. Have a team meeting for all students that are recommended to be reclassified.</p> <p>8. Teachers will meet with parents to discuss ILP at least twice a year and parents will provide input regarding the team's ILP focus.</p>	\$37,431.00	Yes

Action #	Title	Description	Total Funds	Contributing
		9. Outreach to parents of EL students including pre-year orientation and parent education events throughout the year.		
2	Individual Learning Profiles (ILP)	<p>1. Classroom teacher and EL teacher (Reading Intervention teacher, Resource specialist teacher when applicable) will fill out the ILP out at the end of the year. This will be added to the checklist of things to do by the end of the school year.</p> <p>2. District will look for opportunities for collaboration between all the appropriate staff that support EL students throughout the school year.</p> <p>3. The District will adopt the ILP template created by the DELAC committee last year. It will be shared with parents during parent/teacher conferences each trimester.</p> <p>4. RFEP students' progress will be monitored using the ILP.</p> <p>5. ELD Teacher and Reading Intervention ensure EL students receive intermittent support to instructional goals and be provided regular opportunities to show progress.</p> <p>6. District will present the ILP template during a staff meeting staying the importance to prioritize and address the needs of all English Language Learners.</p> <p>7. EL program feedback will be gathered via student, staff, and parent surveys as well as through program review by DELAC, WIDC, and School Site Council.</p>	\$10,000.00	Yes
3	English Language Development Program and Delivery Model	1. District will explore professional development opportunities for staff regarding teaching strategies and practices that support EL learners.	\$241,068.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. EL students will have equitable access to CCSS aligned courses and curriculum, in addition to the supplemental English Language Development curriculum.</p> <p>3. District will assign a 1.0 FTE ELD Teacher to support all ELL students.</p> <p>4. EL students will have clear performance goals for meeting/exceeding standards through the ELPAC, report cards, progress reports, benchmark assessments, state assessments, and the Individualized learning profile (ILP).</p> <p>5. Continue collaboration with the Stanford/Sequoia research group regarding English Learners.</p> <p>6. Continue monitoring IFEP &amp; RFEP student progress through report cards, progress reports, benchmark assessments, and state assessment data, with support provided by classroom teachers and specialists, as appropriate.</p> <p>7.ELD Specialist and classroom teachers collaborate about grade-level vocabulary and concrete strategies to support vocabulary development for ELs in the general education classroom.</p> <p>8. EL program feedback will be gathered via student, staff, and parent surveys as well as through program review by DELAC, WIDC, and School Site Council.</p> <p>9. ELD Specialists and Special Education staff collaborates to integrate IEP goals and ILP goals for dually-identified students.</p> <p>10. Continue to provide designated, and integrated language supports strategically to EL students grades TK through 8th grade.</p> <p>11. Transportation to be provided to all EL and low-income students that attend the District.</p>		



Action #	Title	Description	Total Funds	Contributing

## 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	WESD will maintain a positive school climate that engages all students in learning and promotes student success. WESD will expand staff, student, families, and community involvement and seek feedback on how the district can better achieve its goals. [Priority 5, 6, 7, 8]

An explanation of why the LEA has developed this goal.

It is of the utmost importance to WESD that we maintain a school environment that is positive and inclusive of all students, so that all students can thrive in their academic and social-emotional growth. The feedback of stakeholders is paramount to this effort and our work to support a cohesive school community, and we seek meaningful feedback from stakeholder groups in order to engage in continuous improvement as a district. This goal will ensure that all students benefit from connections and support with community institutions and members.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual school survey	Ratings of family inclusion on the School Community section of the annual school survey (90% of 166 respondents expressed inclusion in the community for 2020-2021 annual survey)				100% of families responding to the survey express feelings inclusion in the School Community section of the annual school survey
Diversity, Equity, and Inclusion (DEI) survey	Ratings of family inclusion on the DEI survey (2020-2021 DEI survey Respondents report an average of an				Respondents report an average of an 9/10 when rating family inclusion on the DEI survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7.5/10, from 75 total respondents)				
Improving chronic absenteeism rates for all TK-8 students	8% of students are currently chronically absent according to the 2019-2020 CA School Dashboard				<3.1% of students are chronically absent according to the CA School Dashboard
Access to/enrollment in a broad course of study	100% of students have access to and are enrolled in a broad course of study during the 2020-2021 school year				Maintain 100% of students having access to/enrollment in a broad course of study

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance the cohesive TK-8 school environment	<ol style="list-style-type: none"> <li>1. Implement a well coordinated, coherent program based on teachers and staff members following district-adopted curriculum for all students, including English Learners, Low income and Foster Youth, in order to engage all students and improve chronic absenteeism.</li> <li>2. Teachers will work toward greater coherence among and across subject areas and in the assignment of homework and communication of student progress.</li> <li>3. Teachers and staff members continue monitoring full implementation of CCSS in TK-8 classrooms.</li> <li>4. Continue to communicate the Woodside Upper School advantage to the larger educational community to maintain positive trends in continued enrollment from Lower School to Upper School, thus leading to better community inclusion and engagement.</li> <li>5. Maintain social media accounts to celebrate and communicate program successes</li> <li>6. Develop opportunities to engage with and track WESD alumni, leveraging their support for special school and community events</li> </ol>	\$6,125,388.00	No

Action #	Title	Description	Total Funds	Contributing
		7. Parental feedback continues to be considered via SSC/LCAP/DELAC/WIDC committee and survey process		
2	Academic Support	<ol style="list-style-type: none"> <li>1. All students receive CCSS aligned instruction in ELA, Math, and Science</li> <li>2. Upper School ELA teachers will continue to implement Reading Units of Study at all three grade levels.</li> <li>3. Lower School teachers will continue to implement Phonics Units of Study in grades K, 1, and 2.</li> <li>4. Upper School Science teachers will continue to integrate NGSS with adopted materials.</li> <li>5. Advisory, a research-based SEL program designed for the specific developmental needs of adolescents, will be provided.</li> <li>6. Students struggling to perform at grade level, with particular attention paid to Tinsley and EL students, will be supported by the staff review and SST process.</li> <li>7. Social Studies teachers will explore possibilities for a new standards aligned curriculum (TK-4)</li> <li>8. Continue to administer a Dyslexia Screener for K,1, and 2.</li> </ol>	\$40,000.00	No
3	Family Engagement and Outreach	<ol style="list-style-type: none"> <li>1. Staff members will continue to hold bi-yearly parent/teacher conferences to engage parents in their child's learning progress.</li> <li>2. Woodside Inclusion and Diversity Council (WIDC) will continue to hold monthly meetings with all stakeholders (families, staff, admin, Board).</li> <li>3. WESD will develop a Strategic Plan task force, made up off all stakeholders, to determine the development of the new Strategic Plan for 2022-2027.</li> <li>4. WESD will continue working with community partners such as Common Ground to provide families access to a robust parent education program.</li> </ol>	\$156,645.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>5. Administration and staff members will participate in PTA's yearly meetings to facilitate cohesion amongst school groups.</p> <p>6. District English Language Advisory Committee (DELAC) will continue to hold monthly meetings with all stakeholders (families, staff, admin, Board).</p> <p>7. WESD will continue to implement annual surveys for students, staff, and families.</p> <p>8. WESD will make an effort to translate all District communications to Spanish for our bilingual families, and will explore technology supports to automate translation services for all required languages.</p> <p>9. Provide transportation for Tinsley students to access school programs.</p>		

## 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
2.35%	67370

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

## Required Descriptions

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

### Goal 2, Action 1- Parent Engagement:

Based on feedback from parents in DELAC meetings, school surveys, MailChimp viewing data, and informal conversations with staff members and parents, we have determined that increased translation services are needed to support English Learner and low income students and families in accessing school information. Increased translation services will help our students and families have greater access to information regarding school events, as well as critical information about their child's performance. We have also increased the FTE of our ELD teacher, which will allow for greater volumes of increased communication. Increased translation services will increase the feeling of connectedness amongst low income and English Learner families. Increased translation services will allow for increased participation in the DELAC committee, so that parents' feedback, concerns, and thoughts can be addressed. If parents feel like they have greater access to this committee, our participation will increase. Increased translation services was determined to be the most effective use of funds to meet the needs of English Learners and low income students because of evidence from piloting increased translation. During Fall conferences and early DELAC meetings, we incorporated simultaneous translation, and we saw greatly increased participation, both in numbers of parents attending events and the amount of participation within the meetings themselves. We have learned that our parent participation has increased within the English Learner and low income populations as we have increased translation services, and therefore we are going to continue with this action from the 2017-20 LCAP.

### Goal 2, Action 2- Individual Learning Profiles:

WESD piloted an individual learning profile (ILP) as a tool to monitor student achievement and growth for our English language learners. This pilot was rolled out as a result of parents' feedback in DELAC meetings, where they communicated the desire to understand their child's progress and goals. As a District, we decided to increase the ILP piloting project to all EL students this year, and will carry this out moving forward after iterating on what we learn this year. The Individual Learning Profile (ILP) will allow for increased progress monitoring of

our English language learners. In the past 2 years, we saw a decline in reclassification rates, which led us to notice that we needed to better engage stakeholders in the progress monitoring and goal setting process to ensure that our EL students make adequate growth yearly. The goal of the ILP is to set specific goals for each EL student, each trimester, as a way to stay focused on what we want the students to achieve and how we are measuring that achievement. We will align ELD supports accordingly based on students' progress towards ILP goals. By adding this increased support for our EL students, we will meet their unique needs and make bigger strides towards reclassification. Implementing the ILP was determined to be the most effective use of funds to meet the needs of English language learners because of the evidence from piloting the ILP. We saw growth and increased understanding of students' needs with the students in the ILP pilot, and our staff was better able to address those needs through the articulation that occurred with the use of the ILP. The 2017-2020 LCAP included a focus on the ILP and the work that the District did consisted of partnering with the Stanford School of Education to create the ILP template, while also gathering ILP examples from other districts. After the pilot last year, we are ready to carry forward with full implementation of the ILP for all English language learners.

#### Goal 2, Action 3- English Language Development Program and Delivery Model:

Most of our English language learners have moderate to well-developed listening and speaking skills, but they need support successfully accessing academic language and using it across subjects towards mastery of language use. This has been demonstrated through both ELPAC scores, as well as classroom benchmark assessments and performance data, which indicates EL students struggling with reading and writing. We plan to increase the support in these areas by increasing our ELD teacher position from a 0.6 FTE to a 1.0 FTE. By increasing the ELD teacher position from a 0.6 FTE to a 1.0 FTE, students will receive additional services that are tailored to their unique language acquisition needs. This teacher will have more time to spend with individual students on their goals and this will also increase students' abilities to participate in class discussions and feel more engaged in the learning process. Having greater support will also help students' confidence as learners and their feelings of inclusion in the classroom community. By increasing the ELD services to all EL students, students will have more equitable outcomes compared to English only learners. If students are able to spend more time receiving services and working on their goals, we will see increased progress and achievement in their individual areas of need. By providing an integrated ELD support program, students will be able to access the academic language needed to show progress towards grade level standards. In the past, we had a full time ELD teacher and we had successful reclassification rates. After a period of having a lower FTE ELD teacher, we saw a decline in reclassification rates, leading us to understand that we needed greater support and an increased service model for our EL students. Because we have a greater understanding of the needs of ELD students, designing integrated EL support is more cost-efficient than adopting a new, separate curriculum. In our 2017-2020 LCAP, we oriented part of our goal towards ELD program development. We were partially able to implement the actions we listed in this LCAP, but actions around small group instruction, integration with classroom teachers, and creating our own academic vocabulary program needed further work and consideration. Thus, by increasing the ELD position, we will be able to improve this model and continue the work that was started in 2017-2020.

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

We are increasing and improving services for English Learners by increasing the ELD FTE from 0.6 to 1.0, allowing for more dedicated time to individualized language supports across grade levels (improving the delivery model), collaborating with teachers about best practices and

use of the Individual Learning Profile (ILP), providing professional development to staff members, and increased communication with parents about student achievement. This teacher will also lead the DELAC committee and help to foster stronger relationships with EL students and families and to better understand the needs of these families and thus increase engagement and connectedness.

We are increasing and improving services for low income students by providing improved transportation services. All of our low income students come to us through the Tinsley interdistrict transfer program, and they live outside of district boundaries. This year, we provided a bus for Woodside students that did not need to be shared with another district, allowing students more room to spread out appropriately during COVID, allowing for greater access to school services for our students, and allowing for increased parent engagement and satisfaction. Parents have requested this change to help improve their students' overall experience, and we have received strong feedback about this change and will carry forward with this service next year.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,480,872.00	\$208,000.00			\$6,688,872.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,255,887.00	\$432,985.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	\$30,000.00	\$10,000.00			\$40,000.00
1	2	All	Instructional Practices		\$30,000.00			\$30,000.00
1	3	All	Stakeholder Feedback	\$1,340.00				\$1,340.00
1	4	All	Design Thinking Program	\$7,000.00				\$7,000.00
2	1	English Learners Low Income	Parent Engagement & Communication	\$37,431.00				\$37,431.00
2	2	English Learners Low Income	Individual Learning Profiles (ILP)	\$10,000.00				\$10,000.00
2	3	English Learners Low Income	English Language Development Program and Delivery Model	\$93,068.00	\$148,000.00			\$241,068.00
3	1	All	Enhance the cohesive TK-8 school environment	\$6,125,388.00				\$6,125,388.00
3	2	All	Academic Support	\$20,000.00	\$20,000.00			\$40,000.00
3	3	All	Family Engagement and Outreach	\$156,645.00				\$156,645.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$140,499.00	\$288,499.00
<b>LEA-wide Total:</b>	\$140,499.00	\$288,499.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Parent Engagement & Communication	LEA-wide	English Learners Low Income	All Schools Tk-8	\$37,431.00	\$37,431.00
2	2	Individual Learning Profiles (ILP)	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	\$10,000.00
2	3	English Language Development Program and Delivery Model	LEA-wide	English Learners Low Income	All Schools TK-8	\$93,068.00	\$241,068.00

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

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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



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