LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wiseburn Unified School District

CDS Code: 19-76869

School Year: 2021-22

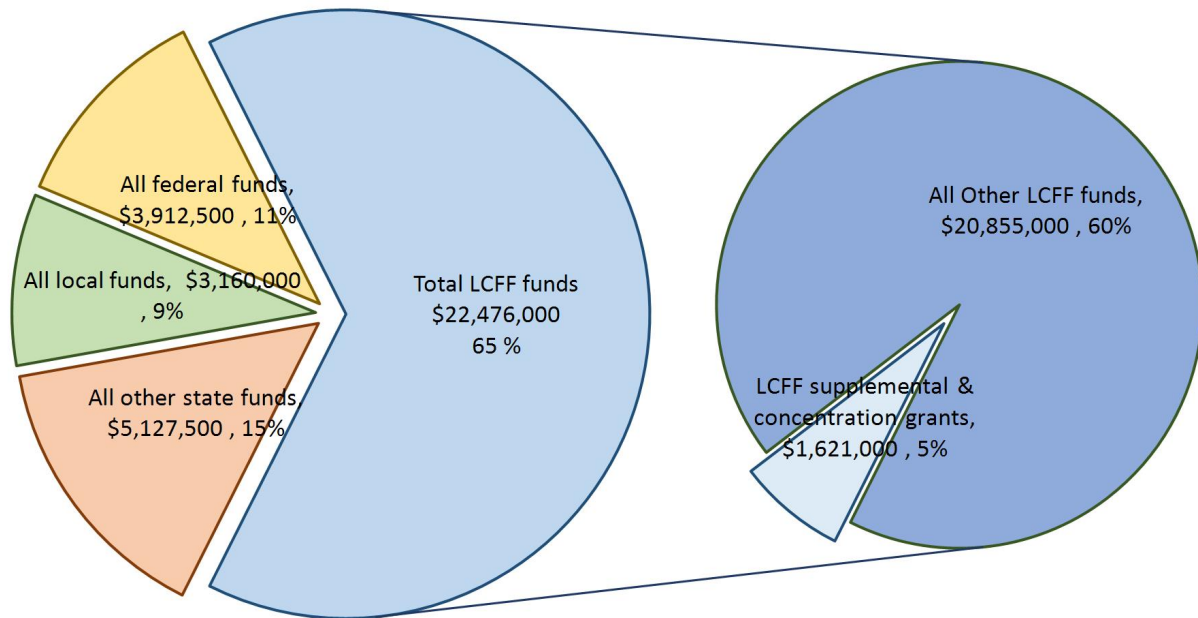LEA contact information:

Aileen Harbeck/Dave Wilson

Assistant Superintendent/CBO

(310) 725-2101

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
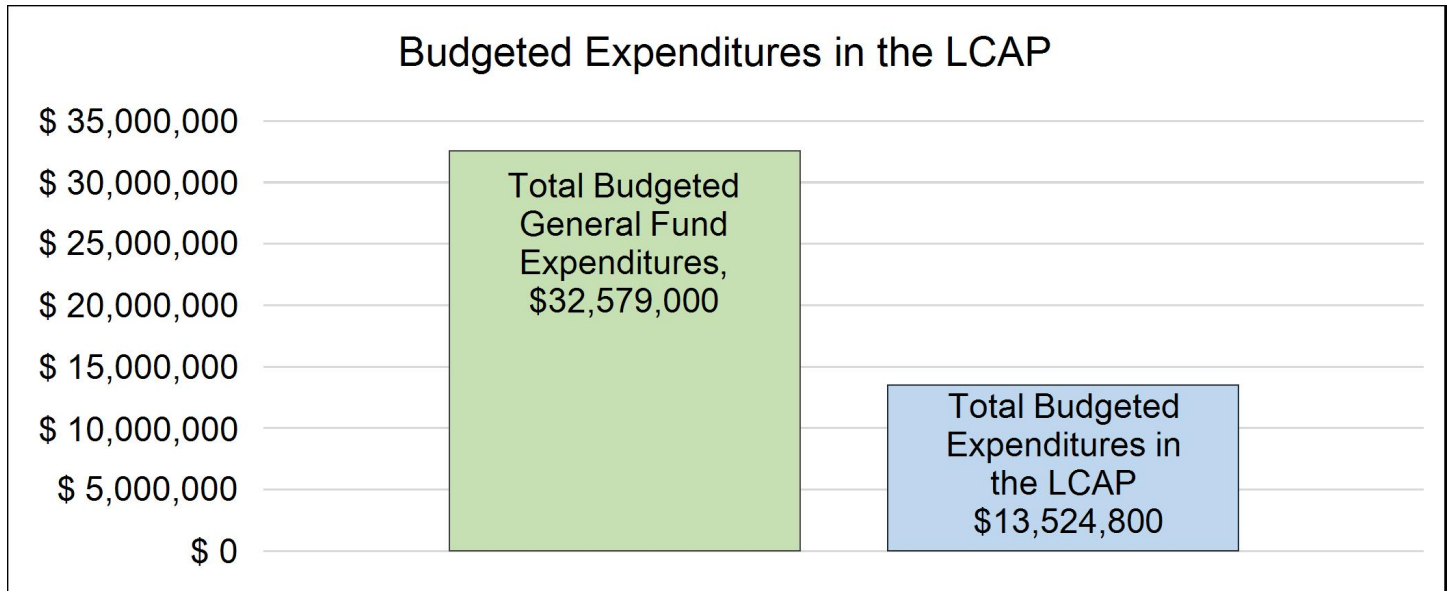
Projected Revenue by Fund Source

All federal funds, $3,912,500 , 11%

All local funds, $3,160,000 , 9%

All other state funds, $5,127,500 , 15%

Total LCFF funds $22,476,000 65 %

All Other LCFF funds, $20,855,000 , 60%

LCFF supplemental & concentration grants, $1,621,000 , 5%

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

The total revenue projected for Wiseburn Unified School District is $34,676,000, of which $22,476,000 is Local Control Funding Formula (LCFF), $5,127,500 is other state funds, $3,160,000 is local funds, and $3,912,500 is federal funds. Of the $22,476,000 in LCFF Funds, $1,621,000 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.

Budgeted Expenditures in the LCAP

$ 35,000,000	
$ 30,000,000	
$ 25,000,000	Total Budgeted General Fund Expenditures, $32,579,000
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	Total Budgeted Expenditures in the LCAP $13,524,800
$ 5,000,000	
$ 0	

This chart provides a quick summary of how much Wiseburn Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Wiseburn Unified School District plans to spend $32,579,000 for the 2021-22 school year. Of that amount, $13,524,800 is tied to actions/services in the LCAP and $19,054,200 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
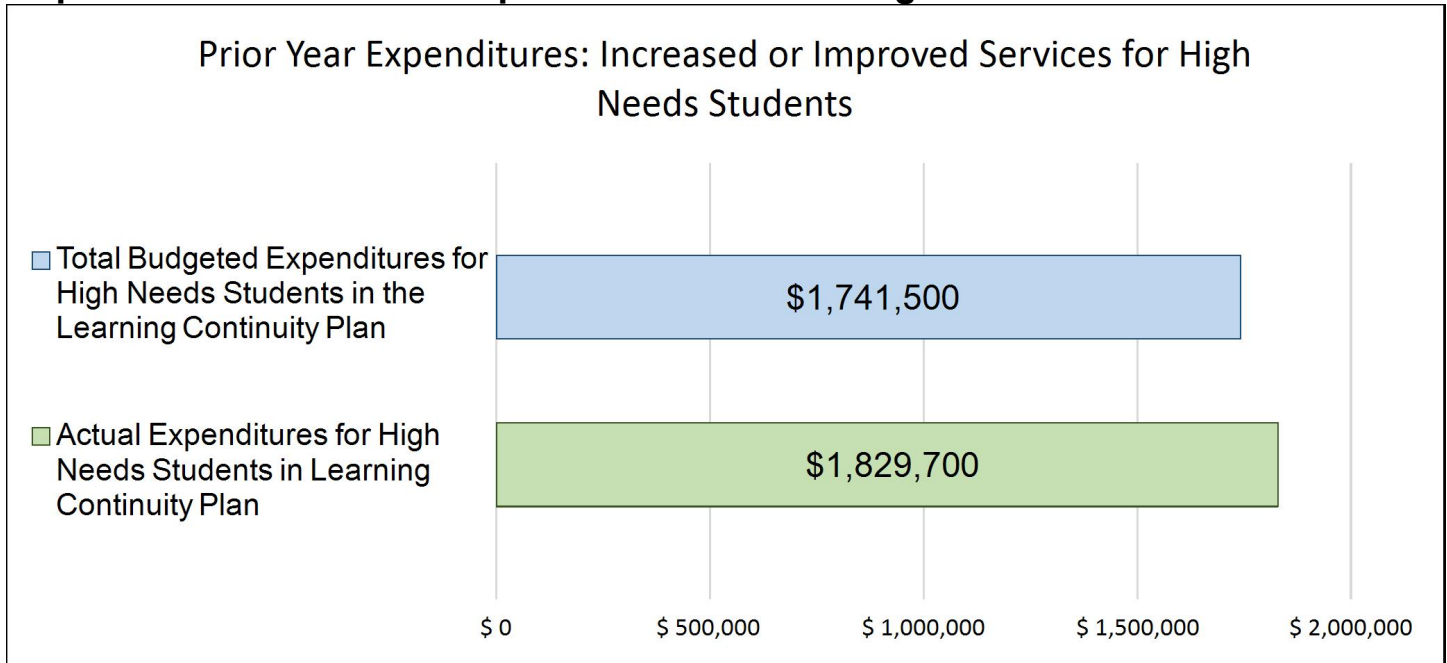
For the 2021-22 school year, the District has a planned budget of $32,579,000. Of that amount, $19,004,200 is not included in the LCAP. The identified budgeted expenditures in the LCAP were specific to the stated actions and goals identified in the LCAP. The District has a much larger budget/ operation outside the actions and goals identified in the LCAP. Some, but not all, expenses of the District not included in the LCAP include salaries and benefits for certificated and classified staff, utility and fuel costs, property and liability insurance costs, consultant fees, the on-going cost for instructional materials, the District's one-to-one student devise program, as well as routine maintenance costs that keep the facilities in good repair.

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

In 2021-22, Wiseburn Unified School District is projecting it will receive $1,621,000 based on the enrollment of foster youth, English learner, and low-income students. Wiseburn Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wiseburn Unified School District plans to spend $1,659,800 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $1,741,500
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,829,700

Axis: $ 0 — $ 500,000 — $ 1,000,000 — $ 1,500,000 — $ 2,000,000

This chart compares what Wiseburn Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Wiseburn Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Wiseburn Unified School District's Learning Continuity Plan budgeted $1,741,500 for planned actions to increase or improve services for high needs students. Wiseburn Unified School District actually spent $1,829,700 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
Wiseburn Unified School District	Aileen Harbeck/Dave Wilson Assistant Superintendent/CBO	aharbeck@wiseburn.org/dwilson@wiseburn.org (310) 725-2101

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

100% of students will have adequacy of standards aligned instructional materials.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual number of Williams Complaints. **19-20** No more than 0 Williams complaints will be received. All complaints and questions will be addressed. **Baseline** No Williams complaints received.	No Williams complaints were received during the 2019-2020 school year. MET
Metric/Indicator School Accountability Report Card (SARC) **19-20** 100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports. **Baseline** 100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports.	100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports. MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will purchase Common Core State Standards Materials. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Ongoing TK-8 textbook costs 4000-4999: Books and Supplies Base $70,000 Provide training to 6-8 ELA teachers to implement Readers Workshop in ELA classes 5000-5999: Services and Other Operating Expenditures Measure CL $56,000 Continue support of K-8 NGSS materials/supplies 4000-4999: Books and Supplies Measure CL $25,000	Ongoing TK-8 textbook costs 4000-4999: Books and Supplies Base $72,000 Provide training to 6-8 ELA teachers to implement Readers Workshop in ELA classes 5000-5999: Services and Other Operating Expenditures Measure CL $28,00 Continue support of K-8 NGSS materials/supplies 4000-4999: Books and Supplies Measure CL $20,000
The District will purchase Spanish (or other languages) versions of instructional materials. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	Purchase materials in Spanish or other languages to support English Learners. 4000-4999: Books and Supplies Supplemental $1,000	Purchase materials in Spanish or other languages to support English Learners 4000-4999: Books and Supplies Supplemental $30,000
The District will upgrade and integrate District wireless system and infrastructure for 1 to 1 technology implementation. With greater reliance on digital tools for learning, the infrastructure system is integral to providing equal access for all students to all district learning resources.	Purchase switches, access points and firewall protection for network and wireless infrastructure 4000-4999: Books and Supplies Measure CL $13,000	Purchase switches, access points and firewall protection for network and wireless infrastructure 4000-4999: Books and Supplies Measure CL $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools		

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 amount budgeted to provide training to grades 6-8 to implement Readers Workshops in ELA in the amount of $56,000 had actual expenditures of approximately $28,000 as the cost of the consultant was less than expected. The amount budgeted for Supplies/Books in a language other than English in the amount of $1,000 turned out to be approximately $30,000. This was due to the unbudgeted purchase of English Language textbooks, Maravilla and English Language intervention textbooks, Fountas. In addition, the action to purchase main switches, access points, and firewall protection in the amount of $13,000 did not occur as these items were not needed.

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

Successes:
The Wiseburn Unified School District (WUSD) continues to provide CA State Standards-aligned materials and resources to teachers and students. The District successfully prioritized student access to technology (Chromebooks and internet hot spots) to ensure ease of access to distance learning at home for both students and staff. With more than 1,900 Chromebooks distributed to students, individual headphones and hot spots upon request for all families, access to learning remained fluid. Further, student access to Spanish (or other languages) versions of instructional materials was seamless as the District purchased additional, and in some cases duplicate, materials and tech for students in the District English Learner program who learned both at home and in small, stable cohorts on campus.
Challenges:
The WUSD purchased materials to support NGSS instruction and activities but found a persistent need for additional support in the area of science in the elementary schools to promote the implementation of NGSS and increase the use of materials to increase hands-on learning. A Teacher on special assignment (TOSA) to support NGSS implementation/instruction was hired in 2019-20 to address this need.

Goal 2

100% of teachers will be appropriately assigned within their area of credential/expertise and properly trained for maximum student performance.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Assignment Monitoring is done every four years by LACOE and reported to CTC. The district completes informal assignment monitoring between cycles to maintain compliance. **19-20** 100% of teachers will be fully credentialed and appropriately assigned as measured by human resources assignment monitoring reports. **Baseline** One elementary teacher mis-assigned with single subject credential teaching in a multiple subject classroom resulting in 100% of teachers fully credentialed, with 99% of teachers appropriately assigned. No Williams complaints regarding teacher mis-assignments were received in 2016-2017.	100% of teachers were fully credentialed and appropriately assigned in 2019-2020. No Williams complaints regarding teacher mis-assignments were received in 2019-2020. MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain proper credentialing by providing support for beginning teachers (BTSA).	To pay for support providers, substitute teachers and administrative costs 1000 - 1999 = $16,000	To pay for support providers, substitute teachers and administrative costs 1000 - 1999 = $16,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	3000 - 3999 = $4,000 　1000-1999: Certificated Personnel Salaries Base $20,000 Ensure fully credentialed and appropriately assigned teachers via credential analyst 2000 - 2999 = $72,500 3000 - 3999 = $31,000 　2000-2999: Classified Personnel Salaries Base $103,500	3000 - 3999 = $4,000 　1000-1999: Certificated Personnel Salaries Base $20,000 Ensure fully credentialed and appropriately assigned teachers via credential analyst 2000 - 2999 = $74,000 3000 - 3999 = $31,500 　2000-2999: Classified Personnel Salaries Base $105,500
The District will provide staff with opportunities for CPR, ALICE training, and Epi-pen training. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	CPR/Epi-pen training Note: Approximately $500 for the cost of benefits is included in the amount above. 　5000-5999: Services and Other Operating Expenditures Base $3,500 ALICE Training: Staff will access training annually via an online platform 5000-5999: Services and Other Operating Expenditures Base $3,000	CPR/Epi-pen training Note: Approximately $500 for the cost of benefits is included in the amount above. 　5000-5999: Services and Other Operating Expenditures Base $3,500 ALICE Training: Staff will access training annually via an online platform 5000-5999: Services and Other Operating Expenditures Base $5,975
All WUSD students will learn from properly credentialed teachers in their authorized area of instruction.	WUSD will continue to support the efforts of all school sites to recruit and retain highly qualified and effective teachers. 1000 - 1999 = $8,815,000 3000 - 3999 = $2,205,000	WUSD will continue to support the efforts of all school sites to recruit and retain highly qualified and effective teachers. 1000 - 1999 = $8,815,000 3000 - 3999 = $2,205,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	1000-1999: Certificated Personnel Salaries Base $11,020,000	1000-1999: Certificated Personnel Salaries Base $11,108,000

Goal Analysis

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

All actions and services were implemented as described.

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

Successes:
All teachers were properly assigned for the year and no complaints were received in this area. The district is able to provide a teacher induction program to support new teachers and to attract many qualified candidates for certificated teaching positions with no positions left unfilled. Beginning teachers are supported through the Beginning Teacher Support and Assessment induction program (Teacher Induction Program). Wiseburn Unified participates within a consortium of districts for this support. Where appropriate more experienced teachers are matched with a mentor/coach from within the district. Teachers also receive coaching support through Cotsen Mentors (TK-5) and continued to collaborate in utilizing strategies provided by the Math Leadership Corp (6-8). All staff members were provided with training and support on steps to access and analyze student data easily via the newly created position of an assessment and data coordinator.
Challenges:
No challenges noted.

Goal 3

100% of students will be provided with school facilities that are safe, clean, well-maintained.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC Facilities Review Outcomes **19-20** Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports to ensure all students are provided with safe school facilities **Baseline** Annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports	100% of district schools received annual overall ratings of 'good' on their December 2019 SARC facilities repair reports. MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve facility safety, security and cleanliness.	Maintain Security Cameras 4000-4999: Books and Supplies Measure CL $10,000 Improve facility safety, security and cleanliness by maintaining 1.5 FTE custodian to be shared across multiple sites	Maintain Security Cameras 4000-4999: Books and Supplies Measure CL $10,000 Improve facility safety, security, and cleanliness by maintaining 1.5 FTE custodian to be shared across multiple sites

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	2000 - 2999 = $78,500
	3000 - 3999 = $34,000
	
	2000-2999: Classified Personnel Salaries Base $112,500
		2000 - 2999 = $78,500
		3000 - 3999 = $34,000
		
		2000-2999: Classified Personnel Salaries Base $112,500

The District will commit 3% to 5% of General Fund expenditures towards deferred maintenance and routine restricted maintenance on an annual basis.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Deferred Maintenance set aside 5000-5999: Services and Other Operating Expenditures Base $100,000
	
	Routine restricted maintenance contribution 5000-5999: Services and Other Operating Expenditures Base $670,000
		Deferred Maintenance set aside 5000-5999: Services and Other Operating Expenditures Base $0.00
		
		Routine restricted maintenance contribution 5000-5999: Services and Other Operating Expenditures Base $878,000

Campus monitoring by designated aides to support and remain available to students in the Extended Day Program as well as supervise students during school athletic and enrichment events throughout the middle school campus is required to facilitate a safe, supportive, and positive school climate that will support English Learners, foster youth, and low income pupils towards improved educational outcomes.	Maintain 0.5 campus aide at Dana Middle School 2000 - 2999 = $12,250 3000 - 3999 = $5,500 2000-2999: Classified Personnel Salaries Supplemental $17,750 Maintain 0.5 campus aide at Dana Middle School 2000 - 2999 = $12,250 3000 - 3999 = $5,500	Maintain 0.5 campus aide at Dana Middle School 2000 - 2999 = $12,950 3000 - 3999 = $5,800 2000-2999: Classified Personnel Salaries Supplemental $18,750 Maintain 0.5 campus aide at Dana Middle School 2000 - 2999 = $12,950 3000 - 3999 = $5,800

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    Schoolwide
 	
Locations
    Specific Schools: Dana Middle School
 	
    Specific Grade Spans: 6-8
	2000-2999: Classified Personnel Salaries Base $17,750	2000-2999: Classified Personnel Salaries Base $18,750

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 Deferred Maintenance set aside was not completed as the State now restricts the Community Redevelopment Fund. The District received approximately $490K in these funds in 2019-20, eliminating the need for a contribution to deferred maintenance. We now use this funding source for our deferred maintenance needs. The budgeted amount of $670,000 for routine restricted maintenance contribution actually had a cost of approximately $878,000. In 2019-20, the State required that 3% of a school district's general fund expenses had to be "set aside" as a contribution to routine restricted maintenance. Previous to 2019-20, the State allowed districts to make a lesser contribution due to the Great Recession.

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

Successes:
100% of students and staff have been provided with school facilities that are safe, clean and well-maintained. The District annual reviews the need for additional security cameras on school sites and has been able to maintain the position of school activities supervisor for the middle school. In addition, the District maintains the support of an additional 1.5 FTE custodian to promote clean and well-maintained sites across the district. These actions have combined to effectively support students both during school hours and during afterschool programming.
Challenges:

No challenges noted.

Goal 4

To develop college and career readiness for 100% of students through the implementation of California State Standards at each grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
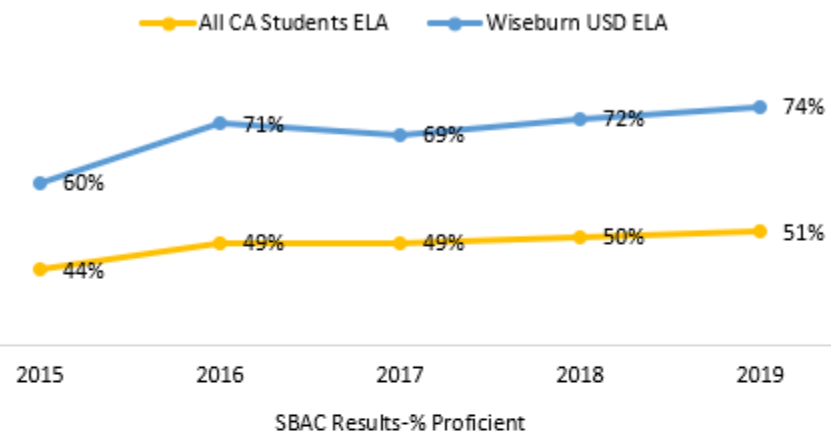
Local Priorities:

Annual Measurable Outcomes

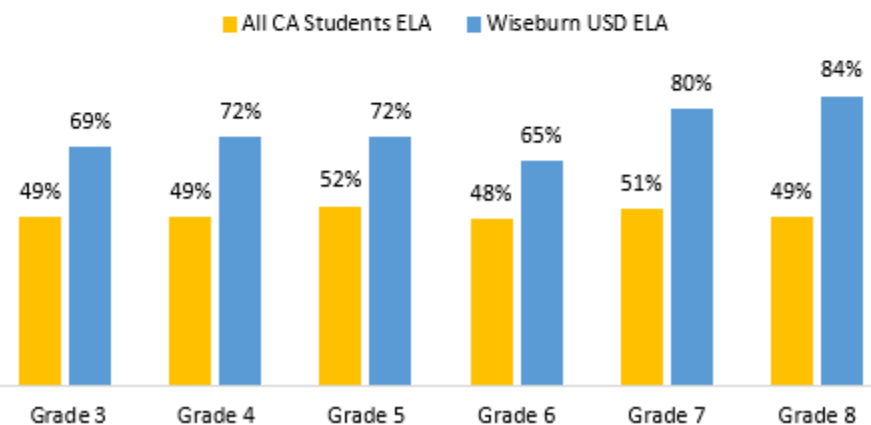| Expected	Actual
Metric/Indicator Annual CAASPP Summative Assessment Results in English Language Arts **19-20** Increase CAASPP baseline score of 73% Standard Met or Exceeded to 74% Standard Met or Exceeded in English Language Arts. **Baseline** 2016 CAASPP baseline score of 71% Standard Met or Exceeded in English Language Arts. Proficiency gains were made at all grade levels across the district from the 2015 to 2016 test administrations, with all grade levels now performing above state average levels in ELA	The district-wide CAASPP proficiency score in ELA increased 2% from 72% in 2018 to 74% Standard Met or Exceeded in 2019. All grade levels continue to perform above state average levels in ELA. MET

Expected	Actual

2019 CAASPP ELA Proficiency Rates
(all students over time)

All CA Students ELA — Wiseburn USD ELA

Wiseburn USD ELA: 60%, 71%, 69%, 72%, 74%
All CA Students ELA: 44%, 49%, 49%, 50%, 51%

2015 2016 2017 2018 2019

SBAC Results-% Proficient

2019 CAASPP ELA Proficiency Rates
(by Grade Level)

All CA Students ELA Wiseburn USD ELA

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All CA Students ELA	49%	49%	52%	48%	51%	49%
Wiseburn USD ELA	69%	72%	72%	65%	80%	84%

Metric/Indicator
Annual CAASPP Summative Assessment Results in Mathematics

The district-wide proficiency score in Math changed from 55% in 2018 to 60% Standard Met or Exceeded in 2019, an increase of 5%. All grade levels performed above state average levels in Math. MET

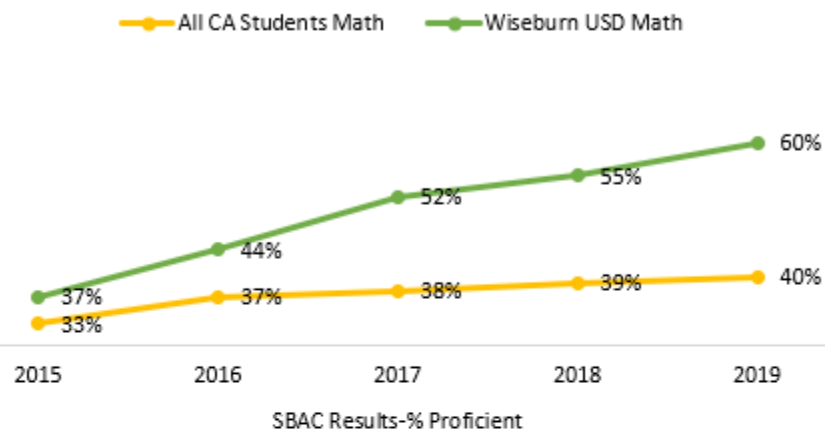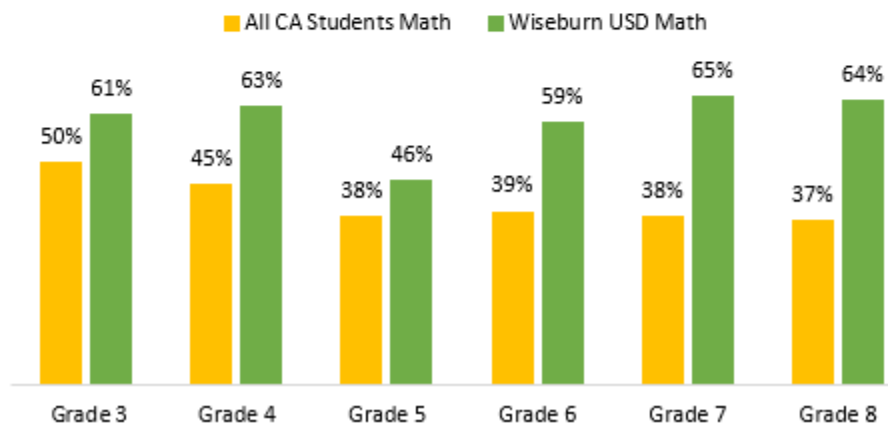| Expected	Actual
19-20 Increase CAASPP baseline score of 54% Standard Met or Exceeded to 59% Standard Met or Exceeded in Math. **Baseline** 2016 CAASPP baseline score of 44% Standard Met or Exceeded in Math. Proficiency gains were made at all grade levels across the district from the 2015 to 2016 test administrations, with all grade levels now performing above state average levels in Math.	**2019 CAASPP Math Proficiency Rates** (all students over time) All CA Students Math — Wiseburn USD Math Wiseburn USD Math: 2015 37%, 2016 44%, 2017 52%, 2018 55%, 2019 60% All CA Students Math: 2015 33%, 2016 37%, 2017 38%, 2018 39%, 2019 40% SBAC Results-% Proficient **2019 CAASPP Math Proficiency Rates** (by Grade Level) All CA Students Math — Wiseburn USD Math Grade 3: 50% / 61% Grade 4: 45% / 63% Grade 5: 38% / 46% Grade 6: 39% / 59% Grade 7: 38% / 65% Grade 8: 37% / 64%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Low-income pupils, English Learners, and Foster Youth are the most susceptible to lack of technology access and, therefore, expertise. Funding will provide school site teacher Tech Mentors to guide the technology program and address the needs and circumstances of unduplicated pupils by providing parent education in technology safety and trends, support to teachers in technology-based educational platforms to increase learning in classrooms and intervention programs, and technology access to low income pupils, English Learners, and Foster Youth.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	District Teacher on Special Assignment-Technology retired at the end of 2018-19. The District decided to employ a Science/STEM TOSA for 2019-20.
	
	 1000-1999: Certificated Personnel Salaries Supplemental
	
	The District will not fund attendance at Tech Conferences in 2019-20 5000-5999: Services and Other Operating Expenditures Base
	
	Site-based Future Ready Technology Mentor-Advisors.
	
	1000 - 1999 = $10,000
	3000 - 3999 = $2,500
	
	 1000-1999: Certificated Personnel Salaries Base $12,500
	
	Staff Tech Training (subs and hourly time)
	
	1000 - 1999 = $6,000
	3000 - 3999 = $1,500
	
	 1000-1999: Certificated Personnel Salaries Base $7,500
		District Teacher on Special Assignment-Technology retired at the end of 2018-19. The District decided to employ a Science/STEM TOSA for 2019-20.
		
		 1000-1999: Certificated Personnel Salaries Supplemental
		
		The District will not fund attendance at Tech Conferences in 2019-20 5000-5999: Services and Other Operating Expenditures Base
		
		Site-based Future Ready Technology Mentor-Advisors
		
		1000 - 1999 = $10,000
		3000 - 3999 = $1,500
		
		 1000-1999: Certificated Personnel Salaries Base $12,500
		
		Staff Tech Training (subs and hourly time)
		
		1000 - 1999 = $6,000
		3000 - 3999 = $1,500
		
		 1000-1999: Certificated Personnel Salaries Base $7,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

The District will provide training and collaboration time for all teachers to develop lessons and assessments that are guided by Common Core State Standards.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Contract with Talking Teaching Network 5800: Professional/Consulting Services and Operating Expenditures Title II $45,000
	
	Hourly/ Substitute Costs for Grade Level/ Department release time to promote teacher collaboration and support implementation of CA State Standards
	
	1000 - 1999 = $28,000
	3000 - 3999 = $7,000
	
	 1000-1999: Certificated Personnel Salaries Measure CL $35,000
	
	Substitute costs to support Cognitively Guided Instruction Lab Days and Instructional Rounds across the district for development of Professional Learning Communities
	
	1000 - 1999 = $28,000
	3000 - 3999 = $7,000
	
	 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X $) $35,000
		Contract with Talking Teaching Network 5800: Professional/Consulting Services and Operating Expenditures Title II $50,000
		
		Hourly/ Substitute Costs for Grade Level/Department release time to promote teacher collaboration and support implementation of CA State Standards
		
		1000 - 1999 = $9,000
		3000 - 3999 = $2,000
		
		 1000-1999: Certificated Personnel Salaries Measure CL $11,000
		
		Substitute costs to support Cognitively Guided Instruction Lab Days and Instructional Rounds across the district for development of Professional Learning Communities
		
		1000 - 1999 = $12,000
		3000 - 3999 = $3,000
		
		 1000-1999: Certificated Personnel Salaries State Mandate Funds (1X $) $15,000

The District will provide middle school students with opportunities to explore both college and career interests and opportunities.	Annually provide all 6th grade students with a field trip opportunity to a college campus 5000-5999: Services and Other	Annually provide all 6th grade students with a field trip opportunity to a college campus 5000-5999: Services and Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    Schoolwide
 	
Locations
    Specific Schools: Dana Middle School
	Operating Expenditures Measure CL $3,500
	
	Provide access to online college and career exploration tool via Naviance to 7th and 8th grade students 5000-5999: Services and Other Operating Expenditures Supplemental $2,500
		Operating Expenditures Measure CL $0.00
		
		Provide access to online college and career exploration tool via Naviance to 7th and 8th grade students 5000-5999: Services and Other Operating Expenditures Supplemental $2,700

Goal Analysis

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

With the ending of available 1x mandate funds to support two elementary Mathematics coaches and based on teacher survey, student State testing outcomes, and input from the LCAP stakeholder groups, in the 2019-2020 school year the position of District Technology TOSA was eliminated (Goal 4, Action 1) and Mathematics coaches at both elementary sites (Goal 8 Goal 1).
The budgeted amount of $35,000 for substitute costs to support Cognitively Guided Instruction Lab Days was a high estimate. The actual costs were approximately $15,000. The original budget was projected too high. In addition, the 6th grade field trip was cancelled due to the pandemic which triggered school closures in March of 2020.

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

Successes:
As an outcome of new technology access and personalized professional learning for instructors, all teachers now utilize computers in lessons to customize student learning and differentiate instruction. The addition of peer tech mentors (aka Future Ready Advisors) to the newly formed Teaching and Learning Advisory Committee (TLAC) improved teacher collaboration in terms of instruction using tech-infused lesson development will continue into the new school year. Through a combination of training, coaching and extended learning opportunities, and collaboration time, teachers in the WUSD analyze measures of student performance and collaboratively determine instructional needs of students to improve learning and assessment outcomes. An analysis of longitudinal State testing data

in Mathematics reveals a district-wide proficiency score of 55% in 2018 to 60% Standard Met or Exceeded in 2019, a 5% increase. All grade levels performed above state average levels in math.
Challenges:
WUSD notes a persistent achievement gap in the area of Mathematics particularly for students identified with special needs, economically disadvantaged, and those in the District language acquisition program. Students with disabilities decreased performance by -1.5 points when compared to the previous 2017 CA Dashboard report in math, still below proficiency with an overall result of Orange in 2018— two levels below the All Students score of Green. In addition, staff surveys and outcomes from the District Curriculum Committee highlight a need for support in the area of math instruction to promote college and career readiness and interest in STEM pathways and careers. Now in our sixth year as a 1:1 Chromebook District in successfully providing technology and support to our staff and students to promote access to the State Standards, the District instructional supports will need to shift to the areas of Mathematics and Science, specifically at the elementary level where students are first introduced to essential foundational skills and knowledge, in order to best prepare all students for future college and career options.

Goal 5

Increase parent participation in school activities and committees.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annually increase parent participation in Back to School Night events by 1% as measured by parent attendance logs and sign in sheets at each event. **19-20** District overall parent participation at Back to School night events will increase to 83%. **Baseline** 2016-2017 Parent Attendance (District Wide) Back to School Night: 80%	District participation rate for parent attendance at the annual Back to School Night events maintained at 87% as measured by sign-in sheets for attendance. NOT MET

Back to School Night

B to S Night	Anza	Burnett	Cabrillo	
2019-2020	91%	98%	89%	
2018-2019	90%	98%	90%	
2017-2018	89%	89%	89%	
2016-2017	85%	89%	88%	
2015-2016	87%	90%	89%	

Expected	Actual
Metric/Indicator Maintain participation rate for parent attendance at scheduled conferences at 97% as measured by parent conference sign in sheets for conference attendance. **19-20**	District participation rate for parent attendance at scheduled conferences maintained at 97% as measured by sign-in sheets for attendance. MET

Expected	Actual
Maintain participation rate for parent attendance at scheduled conferences at 97%. **Baseline** 2016-2017 WUSD parent conference attendance: 97%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

The District will coordinate online systems to create simplicity and increase parental involvement.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	School Messenger 5000-5999: Services and Other Operating Expenditures Base $2,800
	
	Maintain K-8 Family Workshops for Math and Technology 0000: Unrestricted Measure CL $0
	
	Maintain online registration of students via Schoolmint 5000-5999: Services and Other Operating Expenditures Measure CL $9,500
	
	Trumba online calendar software to coordinate and communicate school events and opportunities to all parents, students, staff, and community stakeholders 5000-5999: Services and Other Operating Expenditures Base $1,500
	
	CANVAS online learning management system to increase communication and provide access to course information, student assignments and progress, and grade updates to
		School Messenger 5000-5999: Services and Other Operating Expenditures Base $3,800
		
		Maintain K-8 Family Workshops for Math and Technology 0000: Unrestricted Measure CL $0
		
		Maintain online registration of students via Schoolmint 5000-5999: Services and Other Operating Expenditures Measure CL $9,200
		
		Trumba online calendar software to coordinate and communicate school events and opportunities to all parents, students, staff, and community stakeholders 5000-5999: Services and Other Operating Expenditures Base $1,300
		
		CANVAS online learning management system to increase communication and provide access to course information, student assignments and progress, and grade updates to

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	middle school students and parents 5000-5999: Services and Other Operating Expenditures Measure CL $6,000	middle school students and parents 5000-5999: Services and Other Operating Expenditures Measure CL $6,600

Families of unduplicated pupils continue to be underrepresented at school and district meetings and events. This action will increase parent participation in decision making groups, school and district events, and informational workshops.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Outreach and meeting hospitality 0000: Unrestricted Base $0
	
	Employ parent engagement liaison to increase parent engagement district wide for unduplicated population. 5000-5999: Services and Other Operating Expenditures Supplemental $5,000
		Outreach and meeting hospitality 0000: Unrestricted Base $0
		
		Employ parent engagement liaison to increase parent engagement district wide for unduplicated population 5000-5999: Services and Other Operating Expenditures Supplemental $0

The District provide support services including interpreters, parenting classes, English Language classes, and other supports.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental $2,000
	
	English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental $0
	
	Provide childcare services to families during school parent education and site meetings as needed, e.g. DELAC, SSC, and PTA meetings 5000-5999:
		Interpreter costs 5000-5999: Services and Other Operating Expenditures Supplemental $2,000
		
		English Language classes for parents 5000-5999: Services and Other Operating Expenditures Supplemental $0
		
		Provide childcare services to families during school parent education and site meetings as needed, e.g. DELAC, SSC, and PTA meetings 5000-5999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services and Other Operating Expenditures Base $4,000	Services and Other Operating Expenditures Base $4,000

Goal Analysis

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

Family workshops for math and technology were provided; however, we reflect no cost because the individual PTAs pay for the expense. In addition, the District did not employ a parent engagement liaison for 2019-20. The District decided to sweep these funds in order to pay for the cost overruns for teachers and instructional aides in the English Language Learners program, Goal 7, Action 1.

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

Successes:
Throughout the 2019-2020 and 2020-2021 school years, WUSD continued providing families with events that encouraged both community and engagement in student learning. After schools were closed in March 2020 activities for families and students were moved to an online venue that worked to support families during the COVID-19 closures. Math and writing events led by specialists were well attended at WUSD elementary schools. Technology events at all grade levels along with social-emotional learning parent education events further supported school-to-home connections. Such workshops that engage both students and parents saw increased attendance. In this way, WUSD continues to prioritize family engagement by maximizing opportunities for families to be on school sites as involved participants. Parent Back to School Night attendance by parents and caregivers at all campuses remained consistent at 87%. Middle school attendance at Parent/Caregiver Conferences maintained at 97%. Further, continued use of SchooMessenger and Constant Contact and the regular updating of websites and social media options have positively impacted communication between family and school. Weekly emails in both English and Spanish from each site to families allow for ease of information sharing, while online registration and access to a learning management system (Canvas) at the middle school has provided families varied means of connecting to their children's schools. In the spring, amidst school closures, all enrollment processes were moved fully online. This process, along with virtual school parent meetings, live-streamed School Board of Education meetings, and family/student conferences via ZOOM, brought all school communication to families in their homes ensuring no gap in the school-to-home connection and parent engagement in their children's schools.
Challenges:
The middle school staff acknowledged lower attendance at general parent-focused events/Back to School Night in comparison to the elementary schools and has brought the issue to its Guiding Coalition (leadership) team for future planning. A focus at all schools on working with parents/families as collaborative partners in decision-making practices with a focus on diversity, equity, and inclusion has also been identified as a District assurance in the new 2021-2024 LCAP.

Goal 6

Students will show continued growth on proficiency levels in English Language Arts and Math and be provided with an educational program that addresses the needs of the whole child.

State and/or Local Priorities addressed by this goal:

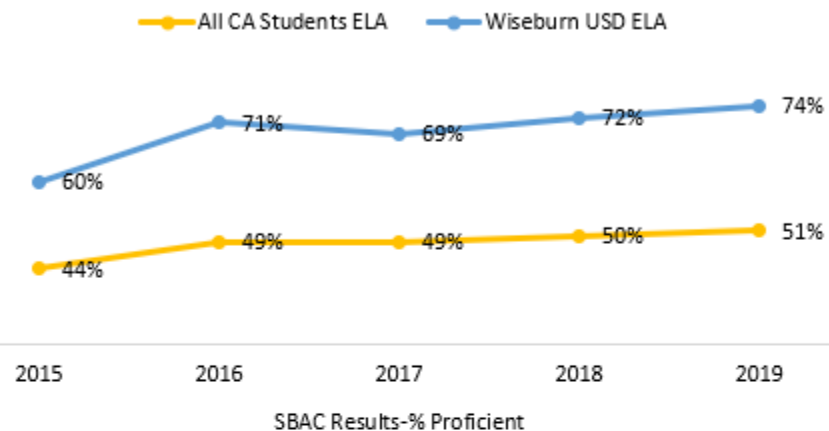| State Priorities: | Priority 4: Pupil Achievement (Pupil Outcomes) |
	Priority 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

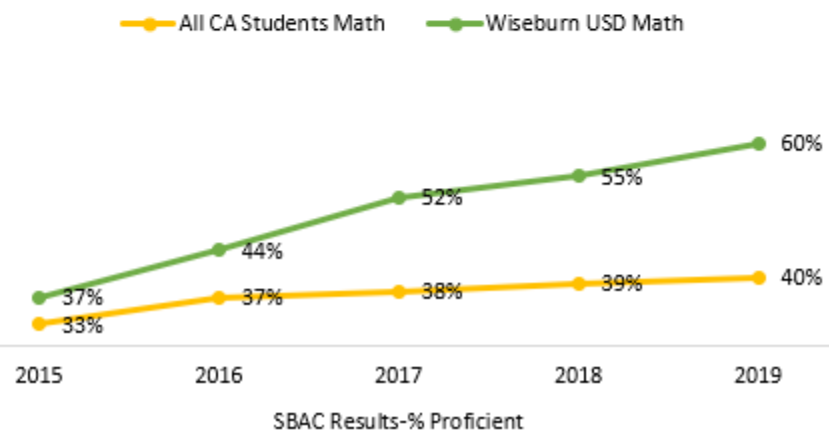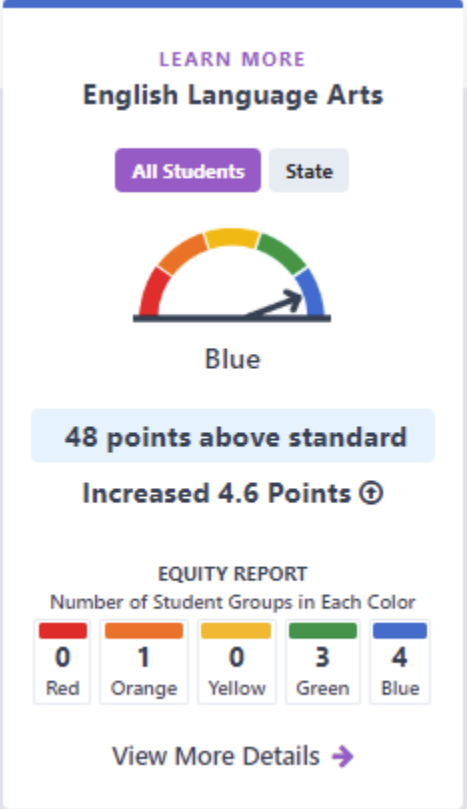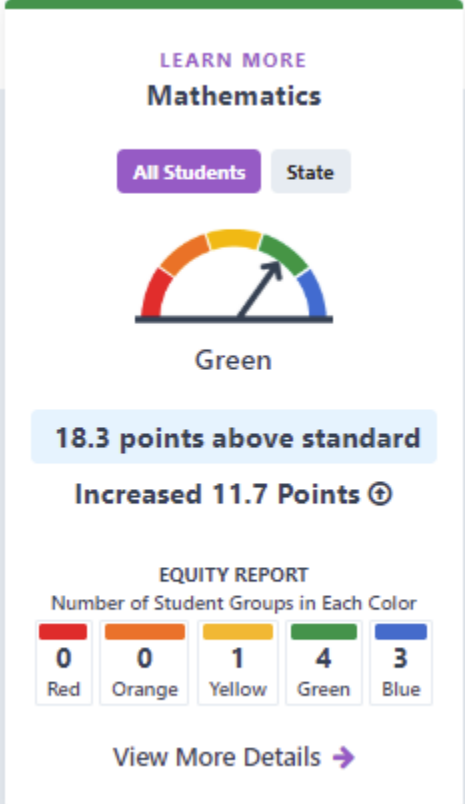| Expected	Actual
Metric/Indicator Annual district CAASPP Summative Assessment results **19-20** An additional 1% of growth in ELA student performance and a 5% growth in Math will be evident on the SBAC Summative Assessments. **Baseline** 2016 CAASPP district results reveal 71% of students showed proficiency in Languages Arts and 44% of students showed proficiency in Mathematics.	The district-wide CAASPP proficiency score in ELA increased 2% from 72% in 2018 to 74% Standard Met or Exceeded in 2019. All grade levels continue to perform above state average levels in ELA. MET The district-wide proficiency score in Math went from 55% in 2018 to 60% Standard Met or Exceeded in 2019, an increase of 5%. All grade levels continue to perform above state average levels in Math. MET

Expected	Actual
	2019 CAASPP ELA Proficiency Rates (all students over time) All CA Students ELA — Wiseburn USD ELA Wiseburn USD ELA: 60% (2015), 71% (2016), 69% (2017), 72% (2018), 74% (2019) All CA Students ELA: 44% (2015), 49% (2016), 49% (2017), 50% (2018), 51% (2019) 2015 2016 2017 2018 2019 SBAC Results-% Proficient **2019 CAASPP Math Proficiency Rates** (all students over time) All CA Students Math — Wiseburn USD Math Wiseburn USD Math: 37% (2015), 44% (2016), 52% (2017), 55% (2018), 60% (2019) All CA Students Math: 33% (2015), 37% (2016), 38% (2017), 39% (2018), 40% (2019) 2015 2016 2017 2018 2019 SBAC Results-% Proficient

Expected	Actual
Metric/Indicator Annual California Dashboard Distance from "Standard Met" (DF3) average for students in Language Arts **19-20** California Dashboard Distance from "Standard Met" (DF3) average for students in Language Arts will indicate a positive or neutral result. **Baseline** 2016 California Dashboard Distance from "Standard Met" (DF3) average for students show a positive Language Arts indicator of +23.	The 2019 California Dashboard Distance from "Standard Met" (DF3) average for all students shows a positive ELA indicator change of +4.6 from 2018 to 2019. MET LEARN MORE **English Language Arts** All Students State Blue 48 points above standard Increased 4.6 Points ⊕ EQUITY REPORT Number of Student Groups in Each Color | 0	1	0	3	4
Red	Orange	Yellow	Green	Blue	 View More Details →
Metric/Indicator Enrollment in middle school Extended Day Program **19-20** Increase EDP enrollment at the middle school by 3% **Baseline** The 2015-16 middle school baseline EDP enrollment was 98 students. 2016-17 enrollment dropped to 80 students (20% decline).	In 2019-2020 the middle school EDP enrollment was 129 and increase of 32%. MET

Expected	Actual
Metric/Indicator Annual California Dashboard Distance from "Standard Met" (DF3) average for students in Mathematics **19-20** California Dashboard Distance from "Standard Met" (DF3) average for students in Mathematics will indicate a positive or neutral result. **Baseline** 2016 California Dashboard Distance from "Standard Met" (DF3) average for students show a positive Mathematics indicator of +15.	The 2019 California Dashboard Distance from "Standard Met" (DF3) average for all students shows a positive Math indicator change of +11.7 from 2018 to 2019. MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will maintain reduced class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	Continued funding for 7 teaching positions that reduced class sizes 1000 - 1999 = $760,000 3000 - 3999 = $190,000	Continued funding for 7 teaching positions that reduced class sizes 1000 - 1999 = $680,000 3000 - 3999 = $170,000 1000-1999: Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　Specific Schools: Juan de Anza, 138th Street School, Juan Cabrillo 　Specific Grade Spans: TK, 1,2,3	1000-1999: Certificated Personnel Salaries Measure CL $950,000	Personnel Salaries Measure CL $850,000
The District increase support for Arts Education programs. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	PS Arts contracts and District Arts coordination 5000-5999: Services and Other Operating Expenditures Measure CL $15,000 Sustain Orchestra and Concert Band programs at Dana (1 FTE) 1000 - 1999 = $88,000 3000 - 3999 =- $22,000 1000-1999: Certificated Personnel Salaries Base $110,000 Sustain Instrumental Music program at grade 5 (.4 FTE) 1000 - 1999 = $40,000 3000 - 3999 = $10,000 1000-1999: Certificated Personnel Salaries Base $50,000 Maintain two additional fine arts instructors to support K-8 music/art program	PS Arts contract and District Arts coordination 5000-5999: Services and Other Operating Expenditures Measure CL $8,500 Sustain Orchestra and Concert Band programs at Dana (1 FTE) 1000 - 1999 = $57,500 3000 - 3999 = $14,500 1000-1999: Certificated Personnel Salaries Base $72,000 Sustain Instrumental Music program at grade 5 (.4 FTE) 1000 - 1999 = $54,500 3000 - 3999 = $13,500 1000-1999: Certificated Personnel Salaries Base $68,000 Maintain two additional fine arts instructors to support K-8 music/art program

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000 - 1999 = $156,500 3000 - 3999 = $39,000 1000-1999: Certificated Personnel Salaries Base $195,500 Purchase musical instruments and equipment 4000-4999: Books and Supplies Measure CL $10,000	1000 - 1999 = $151,000 3000 - 3999 = $38,000 1000-1999: Certificated Personnel Salaries Base 189,000 Purchase musical instruments and equipment 4000-4999: Books and Supplies Measure CL $7,200

Low income pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient students are the most likely to be in need of intervention services which require a robust tracking of their performance outcomes. This action will maintain a comprehensive and consistent system for student data which allows for in-depth analysis of student performance of low income pupils, English Learners, Foster Youth and Redesignated Fluent English Proficient students across the entire K-12 system for Wiseburn Unified and Da Vinci Schools. Data will be accessible at the student, teacher, site, and district levels.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Contract with PowerSchool student data system 5000-5999: Services and Other Operating Expenditures Measure CL $9,500
	
	Sustain Data Assessment Coordinator (.5 FTE) to coordinate student information system, online assessments, and 3rd party support providers into one integrated system for data analysis
	
	2000 - 2999 = $46,500
	3000 - 3999 = $10,000
	
	2000-2999: Classified Personnel Salaries Supplemental $56,500
		Contract with PowerSchool student data system 5000-5999: Services and Other Operating Expenditures Measure CL $9,200
		
		Sustain Data Assessment Coordinator (.5 FTE) to coordinate student information system, online assessments, and 3rd party support providers into one integrated system for data analysis
		
		2000 - 2999 = $46,500
		3000 - 3999 = $10,000
		
		2000-2999: Classified Personnel Salaries Supplemental $56,500

The District will maintain a Project Lead the Way program as a district signature practice at middle school and elementary levels.	Sustain Dana master schedule to incorporate PLTW into 6th grade wheel	Sustain Dana master schedule to incorporate PLTW into 6th grade wheel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	1000 - 1999 = $96,000 3000 - 3999 = $24,000 1000-1999: Certificated Personnel Salaries Base $120,000 Teacher training/supplies for Project Lead the Way grades K-8 0000: Unrestricted Measure CL $0	1000 - 1999 = $98,500 3000 - 3999 = $24,500 1000-1999: Certificated Personnel Salaries Base $123,000 Teacher training/supplies for Project Lead the Way grades K-8 0000: Unrestricted Measure CL $0
The District will provide a healthy PE program across grades 1-5. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　Specific Schools: Juan de Anza, 138th Street School, Juan Cabrillo 　Specific Grade Spans: 1-5	Maintain district contribution for PE program at grades 1 and 2 5000-5999: Services and Other Operating Expenditures Measure CL $80,000 Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Measure CL $100,000	Maintain district contribution for PE program at grades 1 and 2 5000-5999: Services and Other Operating Expenditures Measure CL $65,000 Maintain Elementary PE program at grades 3-5 5000-5999: Services and Other Operating Expenditures Measure CL $97,000
The District will sustain a 1:1 student and teacher computer ratio as a tool for 21st century teaching and learning with Common Core State Standards. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	Annual ongoing additional costs of 1:1 student devices and classroom LCD refresh 4000-4999: Books and Supplies Measure CL $18,000 IT Support 2000 - 2999 = $140,000 3000 - 3999 = $60,000 2000-2999: Classified Personnel Salaries Base $200,000	Annual ongoing additional costs of 1:1 student devices and classroom LCD refresh 4000-4999: Books and Supplies Measure CL $7,700 IT Support 2000 - 2999 = $161,000 3000 - 3999 = $69,000 2000-2999: Classified Personnel Salaries Base $230,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Annual ongoing general technology costs 4000-4999: Books and Supplies Base $220,000 Teacher laptop lease 4000-4999: Books and Supplies Measure CL $42,000	Annual ongoing general technology costs 4000-4999: Books and Supplies Base $220,000 Teacher laptop lease 4000-4999: Books and Supplies Measure CL $43,000

Low income students, English Learners and Foster Youth require support to navigate school transitions and challenges. This action will provide increased behavioral intervention supports for all students with a focus towards low income students, English Learners, and Foster Youth.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Maintain Board Certified Behavior Analyst for unduplicated pupil count of students
	
	1000 - 1999 = $105,500
	3000 - 3999 = $26,500
	
	1000-1999: Certificated Personnel Salaries Supplemental $132,000
	
	Response to Intervention and Learning tools (AR, Dibels, Lexia, STMath) 4000-4999: Books and Supplies Measure CL $32,000
		Maintain Board Certified Behavior Analyst for unduplicated pupil count of students
		
		1000 - 1999 = $110,000
		3000 - 3999 = $28,000
		
		1000-1999: Certificated Personnel Salaries Supplemental $138,000
		
		Response to Intervention and Learning tools (AR, Dibels, Lexia, STMath) 4000-4999: Books and Supplies Measure CL $42,000

Goal Analysis

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

One material change between budgeted expenditures and estimated actual expenditures for Goal 6, Action 6 was that the District did not contract with YMCA to provide Kindergartners with Physical Education instruction. The estimated actual expenditures do not include the costs to provide Physical Education instruction for Kindergarten. The decision to not provide Kindergarten with physical education instruction was made after the budget was prepared. Another material difference between budgeted expenditures and

estimated actual expenditures was from Action 8. The cost for Response to Intervention and Learning tools was more than originally anticipated. The budget of $15,000 for PS Arts contracts and District Arts coordination had actual costs of approximately $8,500. This was due to a grant the District received which lowered the actual expenditures. The budgeted amount of $18,000 for annual ongoing additional costs of 1:1 student devices was actually about $7,700. This was due to the District not having as many technology expenses as originally anticipated.

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

Successes:
Students have shown continued growth on proficiency levels in English Language Arts and Mathematics and continue to enjoy an educational program that addresses the needs of the whole child. Low-income students, English Learners, and Foster Youth continue to require support with school transitions both academically and socially. Actions related to this goal have proven effective in providing access to achievement and discipline data by school staff to align intervention supports to students' needs, particularly students identified as low-income, English Learners, and Foster Youth. This is further evidenced by the California Dashboard results showing a positive math indicator change of +11.7 from 2018 to 2019 and a positive ELA indicator change of +5.6 from 2018 to 2019 for Wiseburn USD students.
Challenges:
While WUSD students continue to progress in proficiency levels in both ELA and math, WUSD acknowledges that students continued growth will require a systematized set of processes surrounding the tools for collecting timely and relevant assessment data as well as processes for staff to review and take actionable steps in the classroom based on data outcomes. Strengthening the Response to Intervention tiered responses both in and out of the classroom challenged school site personnel with time restrictions for teachers to meet and review data and the absence of an accessible common assessment. Both these issues are addressed in the 2021-2024 LCAP.

Goal 7

English Learners will show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
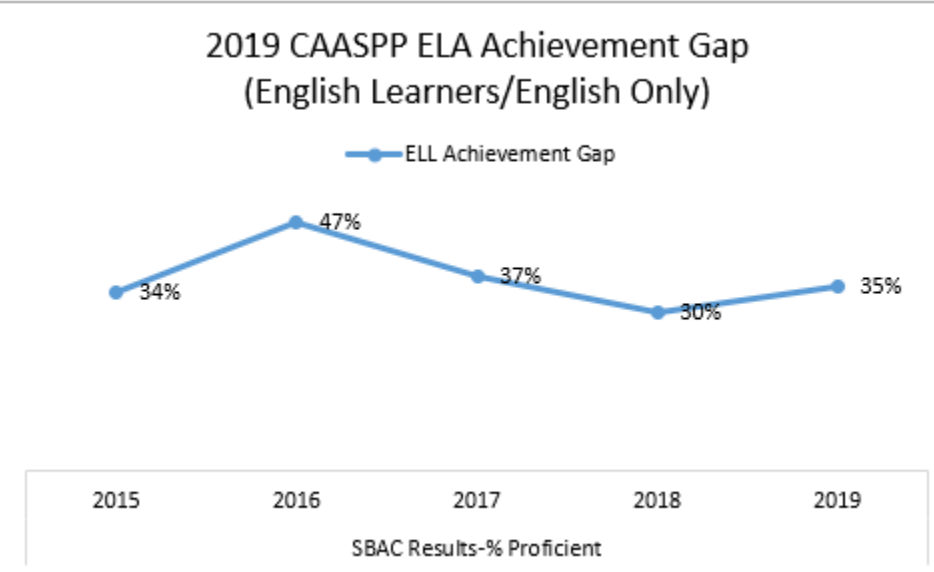Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California English Language Development Test (CELDT) results Note: Revision of this metric will occur when the ELPAC replaces CELDT in 2018. **19-20** In 2019-2020 88% percent of students measuring well-developed will be maintained as measured by English Learner progress using ELPAC results. **Baseline** 77% of English Learner (EL) students will make annual progress in learning English.	57.9% of English learners made annual progress in learning English as determined by their improvement of at least one ELPI level on the 2019 Summative ELPAC, and earned a Performance Level Rating of High. MET

Expected	Actual
	English Learner Progress Indicator **All English Learner Students** Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. **Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. ELPAC Levels 1 2 3 4 1 2L 2H 3L 3H 4 ELPI Levels **Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.
Metric/Indicator Reclassification rate for English Learners **19-20** The reclassification rate for English Learners will maintain above 18%. **Baseline** The reclassification rate for English Learners for 2016-2017 is 18%.	The 2019-2020 reclassification rate for English Learners according to internal district data is 19%. MET

Expected	Actual
	## Wiseburn District Reclass
Metric/Indicator CAASPP English Language Arts summative assessment results for grades 3-6 **19-20** Decrease achievement gap on CAASPP assessments for English Learners and English Only student populations by 3% in English Language Arts **Baseline**	2019 CAASPP proficiency rate results show a 5% increase in the achievement gap from 30% in 2018 to 35% in 2019 on the English Language Arts assessments between English Learners and English Only student populations. NOT MET

Expected	Actual
2016 CAASPP results reveal a 47% gap between English Learners and English Only student populations in English Language Arts.	**2019 CAASPP ELA Achievement Gap (English Learners/English Only)** ━●━ ELL Achievement Gap 34% · 47% · 37% · 30% · 35% 2015 · 2016 · 2017 · 2018 · 2019 SBAC Results-% Proficient

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will provide additional services including designated ELD teachers, instructional aides, and materials to support all English Learners in the Wiseburn Unified School District. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	English Language Development teachers and instructional aides 1000 - 1999 = $457,000 3000 - 3999 = $114,500 1000-1999: Certificated Personnel Salaries Supplemental $571,500 Maintain .4 ELD sections into Dana master schedule to support ELD push-in and instruction 1000 - 1999 = $35,000 3000 - 3999 = $9,000	English Language Development teachers and instructional aides 1000 - 1999 = $485,000 3000 - 3999 = $121,500 1000-1999: Certificated Personnel Salaries Supplemental $606,500 Maintain .4 ELD sections into Dana master schedule to support ELD push-in and instruction 1000 - 1999 = $28,000 3000 - 3999 = $7,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental $44,000	1000-1999: Certificated Personnel Salaries Supplemental $35,500

The District will identify English Language Learners, provide annual assessments for identified English Language Learners, and provide support materials for instruction.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	Staffing costs to administer ELPAC testing beyond the school day/school calendar. The estimated costs have doubled as now two schools will participate.
	
	1000 - 1999 = $20,500
	3000 - 3999 = $5,500
	1000-1999: Certificated Personnel Salaries Supplemental $26,000
	
	Unreimbursed materials costs to administer the ELPAC assessments 4000-4999: Books and Supplies Supplemental $0
		Staffing costs to administer ELPAC testing beyond the school day/school calendar. The estimated costs have doubled as now two schools will participate.
		
		1000 - 1999 = $400
		3000 - 3999 = $100
		1000-1999: Certificated Personnel Salaries Supplemental $500
		
		Unreimbursed materials costs to administer the ELPAC assessments 4000-4999: Books and Supplies Supplemental $0

Goal Analysis

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

The budgeted amount for staffing costs to administer the ELPAC was overstated. The District did not test for as many hours as originally anticipated.

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

Successes:
English Learners continue to show progress and proficiency in English Language Arts that is reflective of the progress of all students in the Wiseburn Unified School District. 57.9% of English learners made annual progress in learning English as determined by their achievement of a score of Moderately or Well Developed (3-4) on the 2018 ELPAC. The District reclassification rate for 2018-2019 was 14.39% increasing to a reclassification rate of 19% in 2019-2020.
Challenges:
WUSD continues to monitor the gap between English Only and English Learners in the area of ELA.

Goal 8
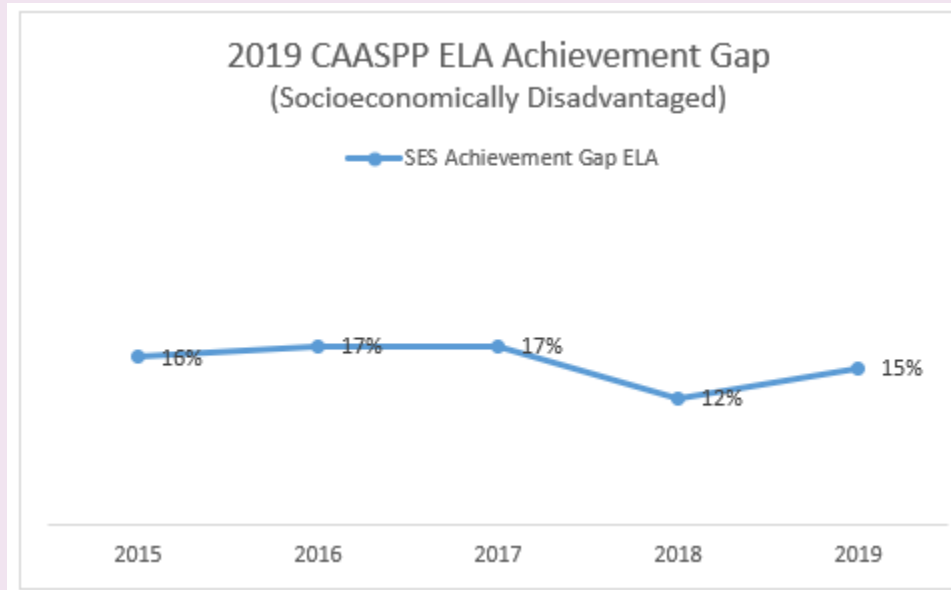
Socioeconomically disadvantaged students and students in foster care will show academic growth at levels commensurate with the overall student population.
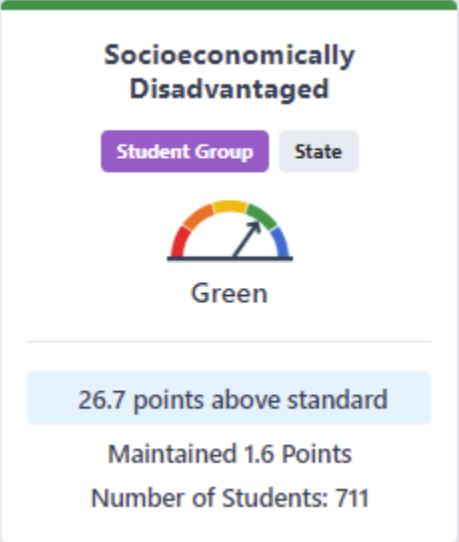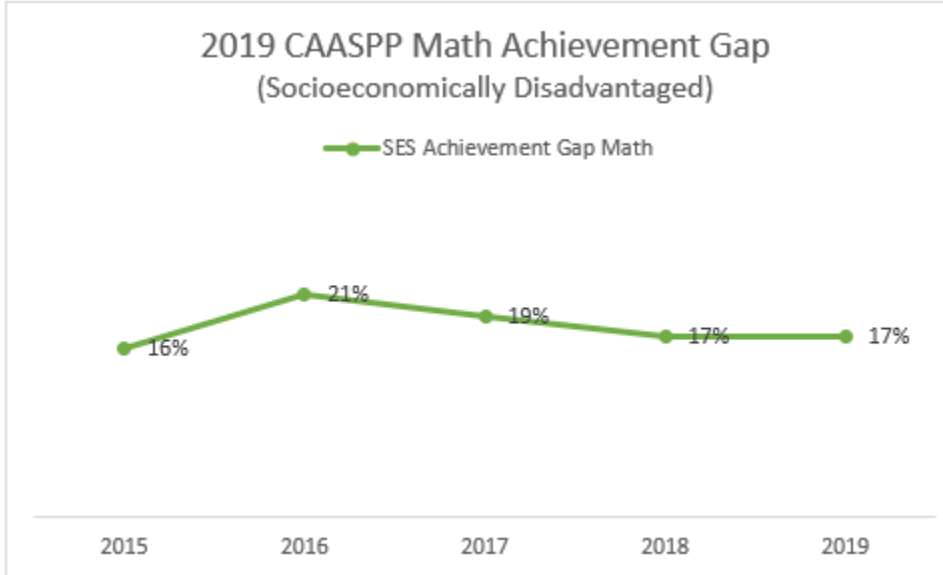
State and/or Local Priorities addressed by this goal:
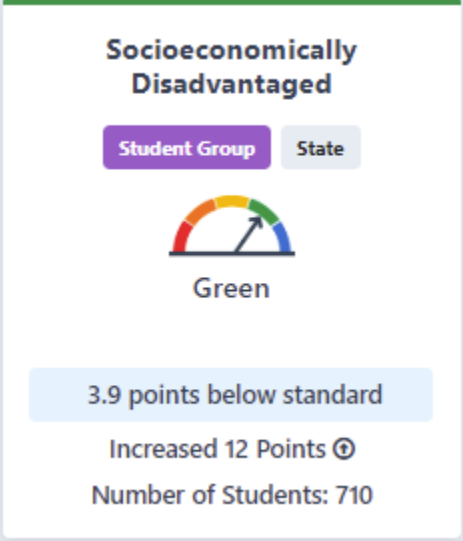
State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP English Language Arts (ELA) summative assessment results **19-20** The District will decrease achievement gap on CAASPP assessments for socioeconomically disadvantaged students and foster youth by 3%. **Baseline** 2016 CAASPP results reveal a 17% gap between SES and non-SES student populations in ELA.	2019 CAASPP ELA results reveal a 3% increase in the achievement gap between SED and non-SED student populations from 12% in 2018 to 15% in 2019. NOT MET
Metric/Indicator Annual California Dashboard 2016 Distance from "Standard Met" (DF3) change average for SES students in English Language Arts	The 2019 California Dashboard Distance from "Standard Met" (DF3) average for SED students shows a positive ELA indicator change of +1.6 from 2018 to 2019, which represents a 'Maintained' rating for the purposes of the Dashboard ratings. MET

Expected	Actual
19-20 Annual California Dashboard 2019 Distance from "Standard Met" (DF3) change average for SES students in Language Arts will indicate a positive or neutral result. **Baseline** Annual California Dashboard 2016 Distance from "Standard Met" (DF3) change average for SES students show a positive Language Arts indicator of +19.5.	**Socioeconomically Disadvantaged** Student Group · State Green 26.7 points above standard Maintained 1.6 Points Number of Students: 711
Metric/Indicator CAASPP Mathematics summative assessment results **19-20** The District will decrease achievement gap on CAASPP assessments for socioeconomically disadvantaged students and foster youth by 3%. **Baseline** 2016 CAASPP results reveal a 21% gap between SES and non-SES student populations in Mathematics district wide.	2019 CAASPP Math results reveal no change in the achievement gap between SED and non-SED student populations from 17% in 2018 to 17% in 2019. NOT MET **2019 CAASPP Math Achievement Gap** (Socioeconomically Disadvantaged) — SES Achievement Gap Math 16% (2015), 21% (2016), 19% (2017), 17% (2018), 17% (2019) 2015 2016 2017 2018 2019

Expected	Actual
Metric/Indicator Annual California Dashboard 2016 Distance from "Standard Met" (DF3) change average for SES students in Mathematics **19-20** Annual California Dashboard 2019 Distance from "Standard Met" (DF3) change average for SES students in Mathematics will indicate a positive or neutral result. **Baseline** Annual California Dashboard 2016 Distance from "Standard Met" (DF3) change average for SES students show a positive Mathematics indicator of +12.2.	The 2019 California Dashboard Distance from "Standard Met" (DF3) average for SED students shows a positive Math indicator change of +12 from 2018 to 2019, which represents an 'Increased' rating for the purposes of the Dashboard ratings. MET **Socioeconomically Disadvantaged** Student Group State Green 3.9 points below standard Increased 12 Points Number of Students: 710

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will provide instructional program intervention supports and improved instructional methodology based on Common Core State Standards with a focus on foster youth and low income pupils.	Provide targeted math courses to identified 6th grade students within the master schedule at Dana Middle School to support unduplicated pupils. .4 FTE Mathematics Teacher 1000 - 1999 = $39,000 3000 - 3999 = $10,000 1000-1999: Certificated Personnel Salaries Supplemental $49,000	Provide targeted math courses to identified 6th grade students within the master schedule at Dana Middle School to support unduplicated pupils. .4 FTE Mathematics Teacher 1000 - 1999 = $39,000 3000 - 3999 = $10,000 1000-1999: Certificated Personnel Salaries Supplemental $49,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	Employ 1 math teacher on special assignment/coach to promote CGI practices in elementary classes to support unduplicated pupils
	
	1000 - 1999 = $86,500
	3000 - 3999 = $21,500
	 1000-1999: Certificated Personnel Salaries Supplemental $108,000
	
	ELA TOSA to .6 FTE - Teacher on Special Assignment (TOSA) position at Dana Middle School to support unduplicated pupils
	
	 $0
	
	Sustain Reading Intervention Specialists position (shared K-5) to support unduplicated pupils
	
	1000 - 1999 = $119,000
	3000 - 3999 = $30,000
	
	 1000-1999: Certificated Personnel Salaries Supplemental $149,000
	
	Extended School Year to address student learning gaps and regression
	
	1000 - 1999 = $28,000
	3000 - 3999 = $7,000
	
	 1000-1999: Certificated
		Employ 1 math teacher on special assignment/coach to promote CGI practices in elementary classes to support unduplicated pupils
		
		1000 - 1999 = $0
		3000 - 3999 = $0
		 1000-1999: Certificated Personnel Salaries Supplemental $0
		
		ELA TOSA to .6 FTE - Teacher on Special Assignment (TOSA) position at Dana Middle School to support unduplicated pupils
		
		 $0
		
		Sustain Reading Intervention Specialists position (shared K-5) to support unduplicated pupils
		
		1000 - 1999 = $120,000
		3000 - 3999 = $30,500
		
		 1000-1999: Certificated Personnel Salaries Supplemental $151,000
		
		Extended School Year to address student learning gaps and regression
		
		1000 - 1999 = $28,000
		3000 - 3999 = $7,000
		
		 1000-1999: Certificated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Supplemental $35,000	Personnel Salaries Supplemental $35,000
	Employ Mathematics teacher to coordinate math intervention programs for grades 6-8	Employ Mathematics teacher to coordinate math intervention programs for grades 6-8
	1000 - 1999 = $9,500 3000 - 3999 = $2,500	1000 - 1999 = $10,000 3000 - 3999 = $2,500
	1000-1999: Certificated Personnel Salaries Supplemental $12,000	1000-1999: Certificated Personnel Salaries Supplemental $12,500
	Employ .5 STEM teacher on special assignment to promote early engineering instruction to promote math skills and student achievement in elementary grades K-2, specifically to support unduplicated pupils.	Employ .5 STEM teacher on special assignment to promote early engineering instruction to promote math skills and student achievement in elementary grades K-2, specifically to support unduplicated pupils.
	1000 - 1999 = $43,000 3000 - 3999 = $11,000 1000-1999: Certificated Personnel Salaries Supplemental $54,000	1000 - 1999 = $43,500 3000 - 3999 = $11,000 1000-1999: Certificated Personnel Salaries Supplemental $54,500
	Employ .5 Science teacher on special assignment to promote NGSS and math instruction and student achievement in elementary grades 3-5, specifically to support unduplicated pupils.	Employ .5 Science teacher on special assignment to promote NGSS and math instruction and student achievement in elementary grades 3-5, specifically to support unduplicated pupils.
	1000 - 1999 = $43,000 3000 - 3999 = $11,000 1000-1999: Certificated Personnel Salaries Title I $54,000	1000 - 1999 = $43,500 3000 - 3999 = $11,000 1000-1999: Certificated Personnel Salaries Title I $54,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Enlist the services of an English Language Arts consultant to train, coach, and advise teachers in the implementation of ELA instructional practices to serve all students. Overall costs will include materials/resources for teachers. 5800: Professional/Consulting Services and Operating Expenditures Measure CL $56,000	Enlist the services of an English Language Arts consultant to train, coach, and advise teachers in the implementation of ELA instruction practices to serve all students. Overall costs will include materials/resources for teachers. 5800: Professional/Consulting Services and Operating Expenditures Measure CL $21,000

Provide counseling services that afford social/emotional support to students with a focus on foster youth and low income pupils.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Sustain counselor staffing at Dana by .4 FTE to focus on support for low income and foster youth
	
	1000 - 1999 = $43,000
	3000 - 3999 = $11,000
	
	1000-1999: Certificated Personnel Salaries Supplemental $54,000
	
	Sustain 3 FTE Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth
	
	$0
	
	Employ 2 FTE Lead Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth.
	
	1000 - 1999 = $123,500
		Sustain counselor staffing at Dana by .4 FTE to focus on support for low income and foster youth
		
		1000 - 1999 = $44,000
		3000 - 3999 = $11,500
		
		1000-1999: Certificated Personnel Salaries Supplemental $55,500
		
		Sustain 3 FTE Counselors for social skills and social/emotional support for elementary students with a specific focus on low income and foster youth $0
		
		Employ 2 FTE Lead Counselors for social skills nd social/emotional support for elementary students with a specific focus on low income foster youth.
		
		1000 - 1999 = $95,000
		2000 - 2999 = $95,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000 - 2999 = $123,500 3000 - 3999 = $75,000 1000-1999: Certificated Personnel Salaries Supplemental $322,000	3000 - 3999 = $58,000 1000-1999: Certificated Personnel Salaries Supplemental $248,000

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 budgeted cost to employ a math coach to promote CGI practices of $108,000 did not materialize as the District did not hire for this position. Initial plans to hire a Mathematics TOSA were changed based on elementary sites' continued work with the Cotsen Foundation incorporating Cognitively Guided Instruction (CGI) practices with funding made available to support teacher collaboration time, lab days, and parent math events to strengthen these practices. The budgeted cost of $56,000 for an English Language Arts consultant only turned out to be $21,000 due to the consultant only working a portion of the school year. Lastly, the budgeted amount of $322,000 to employ 2 FTE Lead Counselors tuned out to be $248,000 as at the time of the budget development, the District projected costs on the higher end.

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

Successes:
The District saw successes in the 2019 California Dashboard Distance from "Standard Met" (DF3) average for SED students which shows a positive ELA indicator change of +1.6 from 2018 to 2019, which represents a 'Maintained' rating for the purposes of the Dashboard ratings and a positive Mathematics indicator change of +12 from 2018 to 2019, which represents an 'Increased' rating for the purposes of the Dashboard ratings. A science teacher on special assignment (TOSA) position was added to support the implementation of the Next Generation Science Standards in grades TK-5. Due to school closure in March 2020, all students were moved to distance learning which prompted a district response providing technology (Chromebooks and hotspots) to all students/families as needed. To identify students at risk of learning loss, the District successfully implemented an early warning system in its data system which identifies, quickly, students who may be at risk of learning loss. With CAASPP testing canceled in 2020, the District also purchased an additional math assessment system for the 2020-2021 school year to proactively follow student outcomes and identified learning loss. Data from all in-house assessments were disaggregated by the District Assessment and Data coordinator and provided to site administrators and teachers to use in identifying students' learning needs.
Challenges:
Challenges continue in the area of Mathematics based on an analysis of longitudinal State testing data which reveals a persistent achievement gap in the area of Mathematics specifically with the district's unduplicated pupil population and students with special needs. Staff surveys and outcomes from the District Teaching and Learning Advisory Committee (TLAC) highlight a need to further

support students in the area of Mathematics through science instruction to promote the integration of the Next Generation Science Standards (NGSS) as a means of promoting STEM education and related careers.

Goal 9

All students will have equal access to all courses and the core curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Power School course enrollment data **19-20** Decrease anomaly differential by one percent in Career Tech Education courses	For the 2020-21 school year, 40% of Dana students were SED while 36% of students enrolled in PLTW were SED. MET For the 2020-21 school year, 51% of Dana students were female while 47% of students enrolled in PLTW were female. MET For the 2020-21 school year, 65% of Dana students were Latinx while 67% of students enrolled in PLTW were Latin X. MET

Expected	Actual
Baseline Power School course enrollment data will be used to determine equity in PLTW course access for gender, ethnicity and socio-economic status. For the 2016-2017 school year 42% of Project Lead the Way (PLTW) students are female, 56% are Hispanic/Latino, and 40% of PLTW students are socioeconomically disadvantaged. Differentials from 2014-2015 to 2016-2017 have increased for girls, rising from 4% under-representation to 9% in two years (5% increase), rather than meeting the targeted 1% expected decrease (Goal Not Met). The differential for socioeconomically disadvantaged students shifted significantly over the three years, jumping 16% in 2015-2016 to 9% over-representation, but then dropping again in 2016-2017 to a 5% under-representation (Goal Met). Latino student enrollment also increased significantly in 2015-2016 (12% increase), to a 6% over-representation, but also dropped again by 8% to a -2% under-representation in 2016-2017, which exceeds the expected outcome set forth by 3% (Goal Met).	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will ensure equal access and support for all courses and services by monitoring equity levels and maintaining availability to all students.	Student Information System 5000-5999: Services and Other Operating Expenditures Base $13,000 CALPADS Consultant Contract 5000-5999: Services and Other	Student Information System 5000-5999: Services and Other Operating Expenditures Base $13,500 CALPADS Consultant Contract 5000-5999: Services and Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Operating Expenditures Base $15,000	Operating Expenditures Base $500

The District will provide equal access for identification to GATE program by implementing a universal screening process for all 3rd grade students.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    Specific Schools: Juan de Anza Elementary, 138th Street School Elementary, R.H. Dana Middle School
	Provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base $3,000	Provide universal screening for GATE identification of all 3rd grade students 5000-5999: Services and Other Operating Expenditures Base $3,000

The District will provide equal access for intervention services through universal screening for reading for all students in K-2 with a focus on closing the achievement gap for English Learners, foster youth, and low income pupils.	Provide universal screening for Reading for all students in grades K-2 5000-5999: Services and Other Operating Expenditures Supplemental $3,500	Provide universal screening for Reading for all students in grades K-2 5000-5999: Services and Other Operating Expenditures Supplemental $4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    Schoolwide
 	
Locations
    Specific Schools: Juan de Anza, Juan Cabrillo		

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 budgeted amount of $15,000 for a CALPADS consultant turned out to be $500 due to the District not needing the services as much as originally budgeted.

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

Successes:
In WUSD each course of study at the secondary level is available as an option to all students. For courses with pre-requisites, multiple pathways exist to allow several points of entry into these courses for students at various stages in their educational careers. As part of the CALPADS Fall 2 protocol, an annual review of course descriptions and student enrollment was conducted for selected courses. In discussions at LCAP committee meetings, a focus on equity for gender and race in Career Tech Education programs was established, with a particular focus on Project Lead the Way in grades 7 and 8.
Challenges:
No challenges noted.

Goal 10

Students will report feeling safe while at school and suspension/expulsion rates will continue to decrease as a measure of school climate. Student engagement will be measured by an increase in overall student attendance levels, a decrease in chronic absenteeism, and a decrease in the middle school dropout rate.
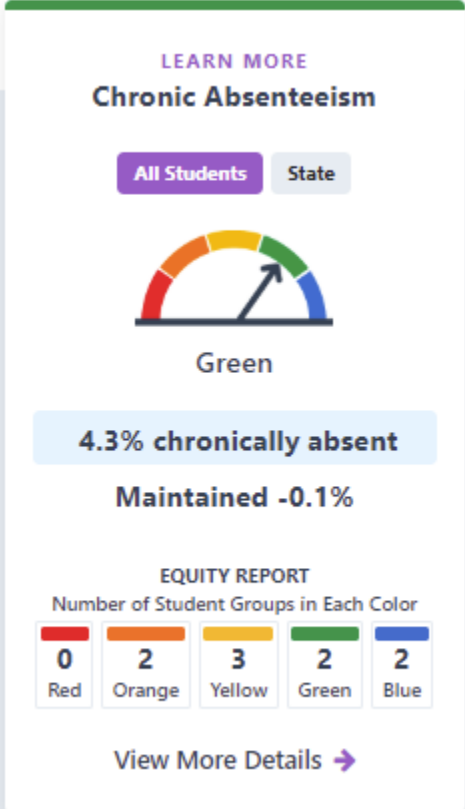
State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Attendance Rate **19-20** Students will show increased engagement in school with: Attendance rate above 96%. **Baseline** Attendance rates remained above 96% for all schools during the 2015-2016 school year	2019-2020 district wide P2 average daily attendance is 97.09%. MET
Metric/Indicator Chronic Absentee Rate **19-20** Chronic Absentee rate below 2% **Baseline** Chronic absenteeism rose to above 2% in 2015-2016, with increases in rates at all schools from the previous year.	The 2018-2019 chronic absenteeism rate remained above the 2% threshold at 4.3% district-wide. NOT MET

Expected	Actual
	LEARN MORE **Chronic Absenteeism** All Students / State Green **4.3% chronically absent** **Maintained -0.1%** EQUITY REPORT Number of Student Groups in Each Color 0 Red / 2 Orange / 3 Yellow / 2 Green / 2 Blue View More Details →
Metric/Indicator Middle School Drop Out Rate **19-20** Middle School Dropout Rate at 0 students **Baseline** Middle School Dropout Rate is at 0 students.	Official one year dropout data is not yet available from the CDE, however the unofficial middle school dropout rate for 2019-20 is 0. MET
Metric/Indicator California Healthy Kids Survey (CHKS) **19-20**	2019-20 CHKS results indicate 46% of 5th-grade students marked high or moderate in the area of meaningful participation (2% decrease from 2018-19). NOT MET

Expected	Actual
2019 CHKS survey results will indicate 95% or more of students feeling safe, school connectedness (7th grade) and meaningful participation (5th grade). **Baseline** 2016-17 CHKS results indicate 92% of 5th grade students marked high or moderate in the area of meaningful participation, while 95% of 7th grade students marked high or moderate in the area of school connectedness.	2019-20 CHKS results indicate 79% of 7th-grade students marked high or moderate in the area of school connectedness (4% increase from 2018-19). NOT MET
Metric/Indicator CA Dashboard District Suspension Rate **19-20** California Dashboard Suspension Status Indicator for All Students will not exceed 2%. **Baseline** 2016 California Dashboard Suspension Status Indicator for All Students is 1.2%.	The 2019 California Dashboard Suspension Status Indicator for All Students is 1.1%. MET

Expected	Actual
Metric/Indicator CDE Suspension and Expulsion Report for Wiseburn Unified School District Expulsion Rate **19-20** CDE Suspension and Expulsion Report will reflect a 0% District Expulsion Rate. **Baseline** CDE Suspension and Expulsion Report indicates the District Expulsion Rate is 0%	CDE Suspension and Expulsion Report indicates the 2018-19 District Expulsion Rate is 0%. MET <table><tr><th>Name</th><th>Cumulative Enrollment</th><th>T Exp</th></tr><tr><td>Wiseburn Unified</td><td>2,601</td><td></td></tr><tr><td>Los Angeles County</td><td>1,295,622</td><td></td></tr><tr><td>Statewide</td><td>5,678,140</td><td></td></tr></table>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Low-income pupils, English Learners and Foster Youth are the most susceptible to issues with bullying, discipline, and behavioral issues at school resulting in poor attendance. This action works to build a positive school environment and create incentives to increase attendance levels and decrease truancy. Ongoing review of data and stakeholder input has led to a District decision to hire two new full-time elementary assistant principals to focus on student attendance, behavior, safety, and parent engagement needs.	Public Awareness Campaign for attendance 4000-4999: Books and Supplies Base $0 Anti-bullying intervention programs through Positive Behavioral Intervention Support Teams developed at all sites 1000 - 1999 = $7,500 3000 - 3999 = $3,000 1000-1999: Certificated Personnel Salaries Other $10,500 Provide attendance/ "On time" incentives 4000-4999: Books and Supplies Supplemental $0	Public Awareness Campaign for attendance 4000-4999: Books and Supplies Base $0 Anti-bullying intervention programs through Positive Behavioral Intervention Support Teams developed at all sites 1000 - 1999 = $7,500 3000 - 3999 = $3,000 1000-1999: Certificated Personnel Salaries Other $10,500 Provide attendance/ "On time" incentives 4000-4999: Books and Supplies Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Sustain "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness
	
	2000 - 2999 = $8,500
	3000 - 3999 = $3,500
	 2000-2999: Classified Personnel Salaries Supplemental $12,000
	
	Maintain Go Guardian Admin to provide a safe, secure online experience for students as well as Go Guardian Teacher at the middle school to increase teacher ability to address students' ongoing instructional needs and lesson engagement in real time 5000-5999: Services and Other Operating Expenditures Measure CL $12,000
	
	Hire an elementary assistant principal to increase student attendance, decrease incidences of discipline, and provide ongoing to outreach to parents and students, specifically our unduplicated pupil population in grades K-2.
	
	1000 - 1999 = $117,000
	3000 - 3999 = $30,500
	 1000-1999: Certificated Personnel Salaries Supplemental $147,500
	
	Hire an elementary assistant principal to increase student attendance, decrease incidences
		Sustain "Where Everyone Belongs" program at Dana to support middle school transition and school connectedness
		
		2000 - 2999 = $8,500
		3000 - 3999 = $3,500
		 2000-2999: Classified Personnel Salaries Supplemental $12,000
		
		Maintain Go Guardian Admin to provide a safe, secure online experience for students as well as Go Guardian Teacher at the middle school to increase teacher ability to address students' ongoing needs and lesson engagement in real time 5000-5999: Services and Other Operating Expenditures Measure CL $12,000
		
		Hire an elementary assistant principal to increase student attendance, decrease incidences of discipline, and provide ongoing to outreach to parents and students, specifically our unduplicated pupil population in grades K-2
		
		1000 - 1999 = $104,000
		3000 - 3999 = $27,000
		 1000-1999: Certificated Personnel Salaries Supplemental $131,500
		
		Hire an elementary assistant principal to increase student attendance, decrease incidences

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	of discipline, and provide ongoing to outreach to parents and students, specifically our socio-economically disadvantaged population in grades 3-5 1000 - 1999 = $98,500 3000 - 3999 = $24,500 1000-1999: Certificated Personnel Salaries Title I $123,000	of discipline, and provide ongoing to outreach to parents and students, specifically our socio-economically disadvantaged population in grades 3-5 1000 - 1999 = 94,500 3000 - 3999 = $23,500 1000-1999: Certificated Personnel Salaries Title I $118,000

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 budgeted amount of $147,500 to hire an assistant principal had a final cost of approximately $131,500. This was due to creating the budget amount identified in the LCAP prior to actually hiring the assistant principal. The final cost reflects the true cost of hiring the assistant principal.

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

Successes: The District did meet its goal in the areas of expulsion and suspensions which speaks to continued efforts to improve and increase practices that promote a sense of safety and fairness with our students. Now in its seventh year, the Where Everyone Belongs (WEB) program continues to be a noteworthy program matching 8th-grade students to small groups of incoming 6th-grade students to ensure a smooth transition to middle school. High attendance rates across the district reflect students' comfort at school and enthusiasm for learning while PBIS practices have provided for a common philosophy on campuses that is student-centered, promoting restoration versus retribution in the area of student discipline. This success is further support by all schools in the District receiving PBIS platinum level awards (highest ranking). Further, in 2018-2019 and a new counseling 'CARE' team was developed at the TK-5 sites to provide direct counseling services to students and to their families.
Challenges:
The results from the California Healthy Kids Survey did not meet the District metric as noted in this plan pointing up a need to continue work in the areas of student connectedness and meaningful participation. Based on stakeholder input, LCAP survey results, and data review which shows 4.3% chronic absenteeism per the California Dashboard and increases in the suspension of students over the past four years, in the 2019-2020 school year two new District Elementary Assistant Principal positions were added. These positions align with California Professional Standards for Education Leaders (CPSEL) to increase student supports on a daily basis focusing on

attendance, PBIS, and ongoing family outreach specifically with the District's unduplicated pupil population. Outcomes from site-based family and student surveys further confirm the positive effects of these programs and the need to continue increasing supports in the area of student social-emotional wellness.

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
Purchase additional equipment and supplies for Personal Protective Equipment for staff and students	$80,000	$194,500	No
Purchase social distancing signage and decals	$10,000	$5,300	No
Costs to clear classrooms of furniture/ furnishings and rental costs of storage bins	$25,000	$19,500	No
Purchase additional maintenance materials and sanitization stations to ensure proper cleanliness and sanitization of school facilities	$60,000	$60,000	No
Additional/ overtime custodial support to ensure cleanliness and proper sanitization of school facilities	$75,000	$55,000	No
Costs to administer the meal service program	$100,000	$292,000	No
Additional cost for Renaissance STAR Mathematics assessment program grades 3-5	$0.00	$3,900	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 original budget to purchase additional equipment and supplies for Personal Protective Equipment (PPE) was under estimated. The budget was developed when the District was unsure how much PPE would be required. In addition, the budgeted amount of $100,000 to administer the meal service program was unknown at budget development. The estimated actuals of $292,000 is a better estimate of total costs. The budgeted amount of $75,000 for additional/overtime custodial support to ensure cleanliness and proper sanitization of school facilities actually had a cost of approximately $55,000. When the budget was originally developed, staff was unsure of how much overtime would be necessary. It was decided to over budget rather than under budget.

Analysis of In-Person Instructional Offerings

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

Strengths:
In the summer of 2020, it was determined that a safe re-opening of school campuses for in-person instruction was not possible due to Los Angeles County's identification on the state watchlist for COVID-19 transmission. The District continued to operate in a Distance Learning format until early March 2021 when it was deemed safe to pivot to in-person instruction. The District took the following measures to ensure a safe and successful return to on-campus/in-person instruction understanding that students would pivot back to distance learning if deemed necessary. With authorization from state and local public health officials and the WUSD Board of Trustees, as well as an agreement between the District and WUSD bargaining units, plans to pivot to in-person instructional offerings allowed for reopening of all school sites providing hybrid or distance learning options to all families. Preparation for reopening included a fully developed WUSD Reopening Plan available in English and Spanish on the District and school websites as well as additional planning and training related to:

~ health and safety protocols, including the requirement of social distancing, use of face coverings, and other personal protective equipment.
~ increased daily cleaning and disinfecting of classrooms, high traffic areas, and school campuses.
~ the purchase of new air filters for HVAC systems that are rated at least MERV-13.
~ the purchase of new air purifiers for classrooms, school offices, and common areas.
~ development of a system for wellness checks for staff, students, and visitors.
~ clear messaging posted at school sites related to face covering, social distancing, and wellness check requirements.
~ use of plexiglass barriers in school offices and other areas that require person-to-person interaction.
~ use of isolation rooms in the event a student or staff member becomes ill while on campus.
~ development of a hybrid schedule for school sites to operate on a modified schedule to support social distancing.
~ plans for classroom layouts and restriction of the use of shared items to protect the health and safety of students and staff.
~ training for school staff on necessary health and safety protocols related to COVID-19.

As part of the reopening of schools to in-person instruction, the WUSD focused on providing a strong instructional program that continued to align to standards-based direct instruction, small group instruction, use of high-quality instructional materials, powerful learning opportunities, integration of technology as needed, and frequent progress monitoring. Teachers continued to incorporate an ongoing assessment cycle and collaboration to identify and address learning loss. In returning to in-person instruction, the District prioritized students' social-emotional wellness by providing regular social-emotional learning opportunities in the classroom and providing a school social-emotional counselor at each elementary school site with two counselors at the middle school. The counselors provided school-based counseling services and also, with the aid of the coordinated services team, help families access available community resources related to mental health.

In January 2021 targeted cohorts of students identified for additional support were provided with on-campus opportunities to engage in both synchronous and asynchronous learning supported by school staff. In March 2021 WUSD reopened TK-8 schools using a staggered reopening calendar. Parents received opportunities to choose either in-person hybrid or distance learning programs for their students through the district online enrollment program. In all cases, WUSD made every effort to maintain course enrollments to avoid disruption for students with changing of teachers. The District partnered with both classified and certificated bargaining units to define reopening needs and agreements and principals hosted town halls and site tours for small groups prior to reopening of their sites and promoted reopening safety guidelines via social media and school communication venues. The District enlisted the Qualtrics program to allow families access to daily health screening for their children prior to arriving on campuses and school staff supported student entry onto campuses by checking the health screening application and taking students' temperatures. Weekly COVID testing was made available to all staff and students at a District school site and additional Chromebooks and classroom technology (smart boards, document cameras, student headphones) were purchased for on-campus use during hybrid learning. Extra duty hours were provided to classified and certificated staff to support a smooth and safe reopening of schools. PPE was made available to all staff and students upon request. With approximately 60% of the District's student population back on campuses for hybrid learning by the end of March and approximately 40% of the District's student population choosing to remain at home to receive instruction through daily synchronous learning, the WUSD guaranteed all students continued to learn through the 2020-2021 school year.

Challenges: Social and emotional wellness in our schools remains a priority and a challenge. This past year of school closure has brought to light a mounting concern about the mental health needs of students, families, and staff. In response, the District is promoting a more robust and diverse summer program that offers a layered approach to student needs from foundational to enrichment. All students will have access at no charge to these programs. Plans for the 2021-2022 school year and beyond will include an emphasis on multi-tiered systems of support (MTSS) which provides for a tiered approach to the whole child (academic, behavioral, and social-emotional). To address these challenges, and based on staff and stakeholder feedback via focus groups, committee work, and surveys, training for staff, tier I intervention supports, and additional counseling supports will be included in the new 2021-2024 Local Control Accountability Plan.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Chromebooks for students in need and 24 Hot Spots for accessing WiFi	$155,000	$180,500	Yes
Purchase ASU prep digital and Schools PLP learning systems	$400,000	$306,000	No
5 days of teacher professional development to support distance learning curriculum and strategies	$278,500	$262,000	No
Purchase of smartboards and individual home instructional materials supply kits for students	$300,000	$204,000	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.

The budgeted amount of $400,000 to purchase ASU prep digital and Schools learning systems was a best estimate of final costs when the budget was developed. The estimated actuals of $306,000 is a better estimate. In addition, the budgeted amount of $300,000 to purchase smartboards and individual home instructional materials supply kits came in at $204,000 was due to the District not purchasing as many smartboards as originally planned. The budgeted amount of $155,000 to purchase Chromebooks and Hot Spots actually had expenses of approximately $180,500. This was due to the District needing to purchase more Chromebooks and hot spots than originally estimated.

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.

The WUSD 2020-21 distance learning program included all components of school accountability, including attendance, completion of schoolwork, and assessment, with the continuous progression through rigorous grade-level standards.

After a review of curricular options, Wiseburn USD selected two learning management programs that provided additional resources in the distance learning model. These programs enriched each teacher's custom lesson plans while keeping all of the student's lessons, assignments, and messages in one place via a learning management system. The programs also leverage the capabilities of an online curriculum to provide equity in learning for all students.

The following remarks reflect both successes and challenges faced during the 2020-2021 school year.

Continuity of Instruction: Wiseburn aimed to provide ample opportunities to students, families, and caregivers for training and support in using distance learning management programs and platforms. Moving to distance learning was a significant change for teachers, administrators, and staff in the Wiseburn USD. The Wiseburn USD selected two learning management programs with an embedded curriculum which provided additional resources in the distance learning model. These programs utilize engaging activities, formative and summative assessment, videos, embedded support tools such as text to speech for reading passages. The programs also leverage the capabilities of an online curriculum to provide equity in learning for all students ensuring continuity of learning. As the district transitioned from full distance to a hybrid learning model, students experienced no gap in access to learning programs allowing for ease of access to all curricular and co-curricular options.

Access to Devices and Connectivity: To support students during distance learning, WUSD successfully expanded its technology loan program by setting up a schedule for families to pick up technology and required accessories. Of the approximately 2,500 students enrolled in the TK-8 program, 1,950 Chromebooks were distributed and approximately 200 hot spots. Students were able to continue using online programs throughout the summer of 2020 and this will mimic plans for 2021. Throughout the school year, school sites scheduled materials pick up days allowing families to obtain Chromebooks, consumables, art supplies, school supplies, and more to use for distance learning. During the school year, the District technology department evaluated the need for additional Chromebooks and access points to ensure that students would have access to online learning both at home and at school without interruption. The District sees this area of focus as a success overall with challenges primarily in supporting families and teachers with new learning in the areas of program applications. The family and staff online help email and tech handbooks supported these difficulties as did the 1:1 support provided by the site technology aides and the technology department.

Pupil Participation and Progress: During the 2020-2021 school year, WUSD assessed pupil progress through live contacts and synchronous instructional minutes, as well as measures related to participation and time value of pupil work. As part of the District's Early Warning System (EWS), created to identify at-risk of learning loss, pupil grades, attendance, and engagement/participation in classes online and independent assignments combined to provide data necessary for schools/teachers to intervene. This EWS was matched with data from ongoing benchmark assessments through local assessment tools to include STAR reading, STAR math, and subject-specific assessments at the middle school. This allowed for the formation of targeted student support groups supported on campus to access instruction. All teachers maintained daily records of assignments provided to engage students in learning for the required educational minutes. Online programs adopted by the District afford administrators, teachers, and parents to monitor participation by time on task, and several programs provided reports that highlight students who are experiencing difficulties. Reflection and thoughtful analysis of the data and the implementation of the current year's learning programs point to a successful year focused on continuous improvement as reflected in student outcomes and overall positive stakeholder feedback. The challenge for WUSD continues to be how best to support students throughout the summer months to ensure continuity of learning as they proceed to the next grade level. A summer bridge program affords all students access to ongoing learning via online programs while a summer intervention program addresses students identified through the EWS. The summer intervention program has been increased in program length and enrollment to support as many students as possible in the areas of reading and Mathematics. In addition, as of

April 2021, the District partnered with a beyond-the-bell childcare and enrichment program to provide families with additional options for social interaction and learning during the summer and school year.

Distance Learning Professional Development: Wiseburn provided ample opportunities to our students and families and caregivers for training and support in using distance learning management programs and platforms through virtual workshops, prerecorded tutorials, and online guides to technology-based programs. For the teaching and administrative staff, WUSD provided five (5) professional learning days in August focused on the new curriculum and learning management systems and distance learning strategies as facilitated by Arizona State University staff. This training focused on addressing students' needs, differentiation, engagement, and how to identify and address student learning loss in a distance learning venue. An additional 3-days of learning scheduled throughout the school year were organized by school site principals based on staff needs which proved both productive and meaningful as staff studied current student data to address the changing needs of students with distance learning. Each site supported staff with grade-level planning time to share lessons/practices and elementary sites' ongoing partnership with the Cotsen Foundation added more options for professional learning online conferences throughout the year.

Staff Roles and Responsibilities: WUSD worked continuously with bargaining units for both classified (CSEA) and certificated (WFA) staff to ensure a positive and collaborative approach to all decisions regarding distance and hybrid learning programs. Memorandums of understanding were developed that allowed WUSD to ensure campuses were maintained, safety measures implemented, and adequate training and time for preparation were provided. In all instances, concerns and questions were addressed by the District administration and, specifically, the District Superintendent through town halls which included time for questions from staff. The Superintendent in collaboration with site principals also held site-based staff meetings to address the specific needs of each school and its staff. The challenges of both effectively creating agreements and communicating outcomes to meet all staff needs was both time consuming and challenging, but WUSD's success in offering outstanding educational experiences to students both at a distance and in a hybrid format speaks to the outstanding efforts the staff in redefining practices and roles during school closure and reopening.

Support for Pupils with Unique Needs: WUSD has addressed challenges throughout this year in the area of special education staffing. Through creative means and outreach to local universities and agencies, the Director of Special Education and the Assistant Superintendent of Human Resources partnered with site administrators and staff to ensure students' educational needs were met, all meetings were held with families on behalf of students, and all outside providers were accessible to students as scheduled. Returning preschool students posed more of a challenge due to the students' inability to consistently wear masks. Still, to ensure students with special needs did not experience learning loss or regression during school closure, the following steps were taken:
- November- in-person assessments for initials and triennials in grades preschool – 8th
- November - in-person instruction for elementary Special Day Class (SDC) students and delivery of in-person SAI, Occupational Therapy, and speech and language services
- Students continued receiving services virtually if they were unable to return for in-person learning and/or services
- Preschool students returned to in-person instruction on 2/25.

Students enrolled in the English Language Learner Program continued to receive services from the ELD team of teachers and aides. The ELD team partnered with classroom teachers to provide support during classes online utilizing break-out rooms as need on

ZOOM. In addition, ELD teachers held classes with small groups of students online throughout each week to focus on speaking, listening, reading, and writing in English. Both the initial and summative ELPAC were provided to students online with success allowing for the identification and reclassification processes to continue in a timely manner.

Students identified as homeless (less than 1% of WUSD student population) or Foster Youth (0% of WUSD student population) were identified and contacted by the District homeless/Foster Youth Liaison (Director of Special Education) regarding specific needs. In conjunction with the Los Angeles County Office of Education (LACOE), services were provided as needed.

Overall effectiveness: The distance learning program for the 2020-2021 school year has been successful as identified in both student family surveys. During this one school year, families have continued to actively participate in both town hall events and School Board meetings online as well as numerous surveys all adding to the data regarding satisfaction with distance learning for their children. Focusing on effectiveness and methods, one survey asked families, "What is working well for students" in distance learning. For this question, 89% of families reporting live instruction most helpful. This matched open responses with 58% of families citing small cohorts, small groups, and individual help from the teacher, and 77% of families identified live instruction, albeit via ZOOM, as most impactful in engaging their students during distance learning. Based on this, WUSD revised its initial elementary bell schedule to increase synchronous instruction for all grade levels and added student support time to the afternoon schedule to promote small group instruction and supports. When WUSD surveyed families offering the opportunity for students to return to campus for partial day in-class learning, approximately 40% of all families chose to remain in the distance learning program speaking to the success of both the instructional practices and curriculum offered throughout the school year. To support distance learning, school sites organized materials pick up days at an additional cost of $45,000. In addition, extra hours were provided to site technology aides to provide families with technology trainings as needed in both English and Spanish at an additional cost of $4,000.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase teleconferencing capability through Zoom for all staff, specialists, and administrators	$15,000	$11,500	No
Hired one additional counselor to serve elementary aged students	$130,000	$117,500	Yes
Support facilitator fees for distance learning professional development in distance learning strategies for all staff	$65,000	$70,000	Yes
Purchase MyOn Digital Library access for students TK-8	$48,000	$48,000	No

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

There were no substantive differences between the planned actions and what was implemented or expended on the actions.

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.

WUSD proactively addressed the issue of student learning loss by initiating practices and programs that provided full and easy access to all instructional options during remote learning. Continuous collaboration with staff and parents through the Wiseburn Reopening Advisory Partnership (WRAP) committee, regular surveys to families, staff, and students, regular meetings with site administrators, and use of the Early Warning System (EWS) to review of attendance, behavior (measured via engagement and work completion), and grades proved successful in quickly identifying student learning loss. This system allowed district administrators to disaggregate data prioritizing students identified as low income, English Learners, Homeless or Foster Youth, or pupils with exceptional needs. Once identified, WUSD found a need to provide on-campus supports for students in the highest needs grouping and created Targeted Student Support Cohorts. These small cohorts were identified via the EWS with a priority on our unduplicated pupil population (UPP) and offered in-person support on campuses to participate in online Zoom classes and meet with counselors for 1:1 sessions. With all teachers in classes, the challenge to staff the cohorts was met by enlisting district instructional aides and credentialed physical education teachers who supported students throughout their time on campus. Having teachers support each cohort group was also beneficial because of their had familiarity with Canvas and Zoom which streamlined effective communication with classroom teachers to support student engagement and task completion. Further, based on survey results from parents and students, additional social-

emotional opportunities were requested to engage and promote socialization and well-being for students. In response, the District middle school organized afternoon enrichment/support time during the distance learning model which included lunch, student support time, and teacher collaboration time. On-campus enrichment through our elective teachers and on-site physical education with our P.E. teachers in the mornings took place on a rotating basis for hybrid students. Students in either who are on-site for in-person instruction with their core teachers were able to come on campus to engage in enrichment and physical education activities outside of class time on a rotating basis. Organized by the site assistant principal, enrichment opportunities met the needs of students who were previously experiencing isolation in their homes. Although open to all students who were able to attend classes on campuses, these opportunities were initially offered to the identified high-needs students, prioritizing the unduplicated pupil population.

Based on family surveys regarding student engagement and learning during school closure, WUSD revisited site distance learning schedules by reconvening the Wiseburn Reopening Advisory Partnership (WRAP) and coordinated with site-level Guiding Coalitions to review school schedules and increase live, synchronous instruction via ZOOM and student support options and intervention time. Principals focused meeting time on teacher collaboration to identify and share learning about providing challenging and engaging live virtual (synchronous) teaching and learning practices and activities, and to further identify learning about providing challenging and engaging independent (asynchronous) teaching and learning strategies/activities. The District Assessment and Data Coordinator provided Renaissance STAR benchmark assessment data for reading and math to site administrators individually and provided access to the District data program Performance Matters to monitor all student data including the District Early Warning System. Combined, these efforts led to increased teacher collaboration and shared practices promoting the use of technology tools and curriculum to address the varied needs of students. School counselors and assistant principals worked to contact families for students failing to attend to learning or participate in classes and Targeted Student Support cohorts were brought onto campuses in January 2021 to support student access to synchronous and asynchronous learning. With a specific focus for English Learners, Low-income students, foster youth, pupils with exceptional needs, and students experiencing homelessness, support personnel such as counselors, tutors, instructional assistants, ELD support, intervention/reading specialists, special education teachers, etc. supported students with specific needs for instruction and social-emotional support.

Overall effectiveness - WUSD multi-faceted approach to learning loss via the EWS, teacher collaboration, and instructional practices, and specialists supports significantly reduced student learning loss as identified via STAR assessments and student grade report outcomes. With 110 students identified as high needs for an extended learning summer program, and 60 additional students identified as students who would potentially benefit from a summer extended learning program, WUSD now faces the challenge of preparing staff in the area of addressing any learning regressing or gaps in the fall when school reopens for all students.

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.

The district has experienced success and challenges in supporting the mental health and social-emotional well-being of students, families, and staff during the 2020-2021 school year at tier 1, tier 2, and tier 3 levels.

Students. All students (tier 1) have been engaging in daily interactions with their class to build community and connection with teachers and peers. Second Step and Ripple Effects are being used as a curriculum to promote social-emotional development. Live monthly Ripple Effects lessons have been offered to parents/caregivers and teachers as SEL booster lessons for students who need additional support in a specific area (e.g., assertiveness, kindness, communication). At the middle school level, "Wellness Wednesdays" have been established to provide the weekly Second Step Social-Emotional Curriculum Lessons for grade levels 6-8. PBIS and Olweus are school-wide systems that continue to be in place to promote common language, expectations, values, and norms to work towards safe, healthy, and bully-free schools. Schools continue to implement anti-bullying messages, including opportunities for family presentations, conversations with counselors, families, and students, and virtual opportunities for students to take an anti-bullying pledge and share bullying-prevention messages with each other. Teachers offer time outside of the class zoom to connect with students, when necessary. Virtual recess, Friendship Club, and community-building activities are offered by administrators, teachers, and counselors.

In addition to the services offered District-wide, Dana Middle School utilizes Student Merit, a comprehensive web-based PBIS tool to support positive behavior in all classrooms. Secondly, in order to help with the transition to middle school and to continue to build a sense of community between the grade levels, the "Where Everybody Belongs" (WEB) program has been adapted to provide virtual support for our 6th-grade students. The middle school also offers continued college and career readiness virtual opportunities for students with California Career Zone and in the form of semester electives for Career Skills and Career Exploration. Finally, some of our staff is trained to facilitate the UCLA Peers program as a Tier 2 intervention strategy for our students.

We have tried to adapt to challenges as best as possible. At the tier 1 level, a significant number of students did not participate in virtual social engagement opportunities like recess. In order to address this, advertisements were increased by sending announcements to teachers, utilizing social media, sharing the opportunity through word of mouth, partnering with the PTA, and sending video invitations to teachers to show students. Participation increased after some of these efforts. Our school-wide systems like PBIS and Olweus were initially set up to be implemented at school; however, adaptations were made to continue positive behavior reinforcement systems and uphold the anti-bullying structure while students learned remotely. For example, PBIS behavior acknowledgment slips were completed by educators and mailed home. Parents/caregivers had opportunities to complete them for students as well. Opportunities to acknowledge and celebrate students for their achievements were created through events like assemblies, raffles, and announcements. Anti-bullying presentations for parents, a workshop for families (parents with students), and a district-wide anti-bullying pledge are examples of our bullying-prevention modifications. A district bullying-prevention video was even created and shared. Furthermore, our three elementary schools became Kindness Challenge certified schools by participating in the worldwide Great Kindness Challenge initiative.

Consistent conversations with teachers and families have been held to ensure that the counseling referral process was effective and efficient. When a referral was received but parents/caregivers did not respond to counselors after multiple attempts, counselors collaborated with teachers, staff, and administrators to reach families. The elementary school counseling program has received over 100 elementary school counseling referrals since September 2020. Currently, about 115 elementary school students are regularly meeting with a counselor (or intern) for individual counseling, group counseling, or family counseling. Many students are receiving multiple services and families are also taking advantage of the elementary school counseling program's opportunity for family counseling for individual counseling for parents/caregivers. Additionally, a child-friendly check-in was created for students and was made easily accessible to them so that students are able to reach out to the counseling team whenever needed. Since November 2020 when we launched the student-accessible check-in, we have received over 170 entries. These student-initiated contacts have resulted in counselors just sharing a brief conversation with students, referrals to longer-term counseling, and mandated reports to the Department of Child and Family Services. The elementary school counseling program and Dana Middle School adopted the Calendly program in order to promote quick and easy access for both parents and students to schedule meetings with the counselors.

Teachers and Staff. Teachers and staff members have been provided with direct and indirect support. Teachers, specifically, have access to a digital resource bank of social-emotional development materials (e.g., materials for lessons), community-building activities (e.g., community circle prompts), and staff training (e.g., diversity and inclusion in the classroom). Teachers and staff are also provided with weekly opportunities to join live zoom meetings with a counselor, specifically designed to address questions about SEL support in the classroom and to practice mindfulness, and address their own mental health needs. Counselors remain accessible to teachers and staff members, by phone, and in some cases, in person.

Challenges were experienced with teachers' capacity to absorb new information related to social-emotional development while also keeping up with the changing demands of distance learning. Different strategies were tried to address this. For example, resources are sometimes sent through email with an instructional video. Additionally, counselor activities are shared with teachers during staff meetings and/or through email so that teachers may attend or promote the events. Counselors try to remain easily accessible to teachers. Generally, teachers appreciate the resources and the opportunities, but also find it difficult to regularly fit counseling program resources and opportunities into their schedules. To further support teachers, staff, and students, an additional full-time counselor was added to the elementary CARE team at a cost of $117,500.

Parents/Caregivers. The counseling team tries to maintain visibility and easy accessibility with parents/caregivers. Parents/Caregivers are provided with monthly virtual workshops on topics to support students' social-emotional development (e.g., growth mindset, communication, community, transitioning to the hybrid/remote schedule). These virtual workshops are also accompanied by monthly live Q & A virtual workshops, where parents/caregivers can consult with counselors. Parents/Caregivers also have access to the counseling web pages (Dana and elementary schools), which contains a bank of resources for parents/caregivers and students. The elementary schools' counseling program offers an evidence-based weekly parent/caregiver counseling group in addition to family counseling and individual counseling for parents/caregivers. We experienced a challenge with achieving high engagement in activities and events. To address this, we offered live workshops during different times of the day (e.g., afternoon, evening) and also partnered with the school's PTAs to promote the events. Video recordings are also posted on our website and utilized by parents/caregivers at

their leisure. The counselors also keep teachers informed of resources so that they may direct parents/caregivers to the counseling team and/or send parents/caregivers resources directly, as necessary.

Communication and Collaboration. Counseling events, activities, and resources were regularly communicated to teachers and families through emails, weekly school-site newsletters, district newsletters, and social media. Regular meetings and check-ins are held with students and families, administrators, teachers, and counselors to discuss students receiving counseling services and those who may need additional support. To support WUSD teachers and staff members the District enrolled in the EASE counseling program via the Los Angeles County Office of Education which provided staff members with a confidential means of gaining counseling services at no cost. To support families, the District enrolled in the CARESolace program which provided families with the support of a confidential mental health consult provider at no cost. Both EASE and CARESolace were added to the District LCP plan at a total cost of $9,500.

Anti-racism. An emphasis has been placed on ongoing implicit bias training and support. Resources like book lists and virtual libraries with an emphasis on diversity are accessible to parents/caregivers, teachers, and students. The schools identified monthly themes (e.g., gratitude, kindness, anti-bullying, community), which help identify and celebrate commonalities and differences among students and families and create opportunities for students to share their own culture and learn from others. Parents/caregivers expressed interest in having conversations about culture and inclusion and so we have held community circles (end of 2020 school year, fall of 2021) for parents/caregivers and plan to continue them in the future. An anti-racism storytime was held as well, where parents/caregivers attended a virtual workshop with their children and were guided through conversations about prejudice, fairness, skin color, the police, kindness, empowerment. This was a partnership with our local police department, which sparked interest in our community to initiate more opportunities like panel discussions, develop book clubs for students, and to continue conversations about diversity, inclusion, equity, and anti-racism.

Counseling Supports - Middle School
Counselor Referrals: 36 students*
Counseling Caseload Numbers
Pepperdine Doctoral Interns: 12 students
School Psych: 14 students
Psych Interns: varies throughout the year
* excludes check-ins, mediations, etc.

Counseling Supports - Elementary
Counselor Referrals: 100*
Student-initiated Counselor Contacts: 170
Counselor Caseload (including interns): 115
School Psychologists (including interns): 20
Pepperdine Doctoral Interns: 9
* excludes check-ins, mediations, etc.

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.

WUSD found success in its approach to the engagement process which was carefully considered in organizing the type of outreach families and students would need with schools closed and learning taking place online. A number of surveys were launched with both direct questions and open-ended response questions that provided insight into student and family needs. The District hosted special collaborative reopening committee meetings, Board presentations, and town hall meetings over the course of the summer and school year and revised websites to include reopening plans, Board presentations and recordings, newsletters, and Superintendent updates. The WUSD added a link on the District website main page to gather input, questions, and concerns from all stakeholders, and regular weekly emails from the school sites and District newsletters and bulletins sent in both English and Spanish helped families stay connected to current information and ongoing options for engagement. Townhall ZOOM meetings were scheduled with strong attendance and all WUSD School Board meetings were live-streamed and recorded for posting on the District website. The District took the extra step of engaging a communication specialist to provide ongoing information related to school reopening with an additional cost of $17,500 as well as increased Spanish translation supports for all communications at a cost of an additional $2,000.

The District also met the challenge of student connection to schools and to one another with increased options for socialization via school-based events, assemblies, recess events, and parent/child dance and art nights all on ZOOM. The school staff continually responded to requests from families asking for the additional live instructional time leading to a mid-course revision of the distance learning schedule to increase teacher-to-student live instruction at all grade levels. The middle school provided an in-person tutorial option for students who were either not attending online classes, remaining off-camera, and/or showing signs of disengagement and potential school failure. A tiered approach or re-engagement strategies for pupils who were absent from distance learning included the initiation of targeted support cohorts on campus, counselor outreach and counseling 1:1 supports for students and their families, dedicated student support time offered by all middle school teachers, and personal contact with students by their teachers. The introduction of Targeted Student Support Cohorts was challenging in terms of connecting with students who were already disengaging from school proved difficult and resulted in additional outreach to parents/guardians and students who were not engaging in instruction.

With all families supported with technology devices, hot spots, and learning programs, accessibility to distance learning did not appear as an issue in Wiseburn. Still, understanding that some students would struggle with learning away from the classroom WUSD provided full access to all online learning programs to families during the 2020 summer months and created a tiered approach to learning via the 2021 summer program to address the learning needs of all students. The traditional summer program was doubled in both time and the number of students, families were provided with open access to learning programs at home and encouraged to keep the technology loaned out by the District for the summer months, and students with special needs were provided with an extended

school year to address learning regression. The District's unduplicated pupil population was given priority access to the summer learning program to ensure a continuum of learning and address learning loss.

Overall effectiveness - Families in WUSD provided positive feedback regarding communication and collaboration in the District's 2021 Local Control Accountability Plan survey with 77% of respondents agreeing or strongly agreeing that their child's school views all members of the WUSD community as partners in education. The results were also positive in the areas of how their child's school approach diversity, equity, and inclusion with 89% of respondents agreeing or strongly agreeing to this prompt. In addition, 82% of respondents agreed or strongly agreed that the District makes outreach efforts to encourage access to information. A lower response rate of 62% appeared in the area of employees and stakeholders feeling connected and involved with a similar response rate of 63% agree or strongly agree in the area of employees and stakeholders seeing themselves as playing an active role in Wiseburn's continuous improvement efforts. Based on these results, ongoing feedback through additional surveys, stakeholder meetings, and the District website question/suggestion link, Wiseburn sees the need for additional attention to family and employee engagement in decision-making venues in addition to ongoing social and educational events at schools sites and at the District level.

Analysis of School Nutrition

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

The overall successes of the school nutrition program in 2020-21 was the District was able to provide approximately 10,000 meals to our community. Our food service workers were flexible in their work hours and work locations, ensuring the District could continue to serve the community. The challenges were not being able to predict as accurately as we wanted as to how many meals would be distributed each day. Some days were as high as 400 meals while others were as low as 200 meals. Another challenge was that because Free/Reduced applications were not required for free meals under the Seamless Summer Option (SSO) program, the District experienced a decline in the unduplicated pupils (English Language Learners, low socio-economic status, foster youth). The District engaged in a great deal of outreach asking the families to complete an Alternative Income Application. Not as many families submitted the Alternative Income form, and as such, the District saw it's unduplicated pupils decrease from 1,068 in 2019-20 to 933 in 2020-21, a decrease of 135 unduplicated pupils or -14%. This caused the District to receive approximately $70,000 less than received in 2019-20.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

All material differences between the budgeted expenditures and the estimated actual expenditures have been identified in each relevant section of the Learning Continuity Plan update.

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.

Based on lessons learned, the new 2021-2024 LCAP will carry a strong emphasis in its actions related to the social-emotional needs of not only students but staff and families as well. The Wiseburn Unified School District is anticipating learning loss when we return to school in the 2021 school year and we recognize that it will take time and a plan to support students with mitigating this loss, especially for pupils with unique needs. The District will continue to rely on data to determine students' academic progress and needs. Along with data, feedback from the classroom teacher will be extremely important as well. All site teacher teams are committed to continuing with the administration of universal diagnostics throughout the coming year. Student outcome reports provide information about each individual student and how they are being assessed in order to make plans for strategic differentiation based on the needs of students, which would include unique pupil groups and UPP. Our Tier II intervention plan for students with learning loss will be slightly more intensive and may involve pulling out or pushing-in services. Our elementary sites all have reading specialist RtI teachers who have been trained in analyzing the diagnostic results, supporting teachers in providing interventions for in class, and for differentiating instruction 1:1 or in a small group during the day outside of the class. Middle grades students who are not making progress are contacted by their school counselor to determine what is needed to best support the pupil. Tier II intervention strategies are provided within the classroom setting by both the students' teachers and, at times, instruction aides. If the teacher grade-level team determines that this is needed, diagnostic data, as well as teacher formative data and observations, would be reviewed and more intense Tier II intervention is offered outside of class. In addition, educational technology needs related to both product and programs which serve students as they prepare for a world beyond the classroom will prioritize the need for a full-time ed tech specialist to work with teachers to promote active learning and future-ready skills at all grade levels. Safety training beyond drills and basic first aid has emerged as a need resulting in added actions related to proactive health and safety measures. Continued use of

new benchmark assessments in grades 2-5 for Mathematics and reading will inform teaching practices and intervention needs, and Tier II interventions for all grades will be increased to address students experiencing persistent issues with learning loss. Access to both EASE and CARESolace will be included in the LCAP as a stable and proactive approach to wellness in Wiseburn.

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

Student learning loss will continue to be identified through the District Early Warning System which will be supported through ongoing use of the District data system (Performance Matters) and retention of an assessment and data coordinator position dedicated to increasing use of data to inform instruction, identify learning gaps, regression, and loss, and assist with an increase in Tier II interventions. The purchase of a Mathematics intervention program is in process to align to classroom instruction and address gaps in foundation math skills for students at all grade levels. In addition, pupils with unique needs remain a priority with LCAP actions and funding identified to promote social-emotional and extended learning supports and personnel available during both the school day and beyond the bell.

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.

In order to meet the increasing mental health needs of WUSD students, staff, and families during this year of school closure and pandemic issues, the addition of counseling supports such as the EASE and CARESolace counseling consult programs as well as the addition of an elementary school counselor represent substantive differences between the planned actions and what was implemented or expended on the actions. These actions are described in areas specific to mental health and wellness in the LCP.

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.

The process of developing goals for the 2021-24 LCAP began early in the 2019-2020 academic year through a series of stakeholder focus groups organized to identify Wiseburn Unified School District's core essential values and assurances. Each meeting weighed the needs of families, staff, and students based on survey data, student outcome data from the 2019 CAASPP results and local indicators, review of the Early Warning System predictor data, and input from the focus group members which included parents, staff, bargaining unit members, and School Board members. As a result, the new LCAP will be based on five pillars to include safety, whole child, future-ready, collaboration and community (Diversity, Equity, Inclusion-DEI), and organizational strength. Each pillar/goal is supported by a goal statement that clarifies purpose, intent, and expected outcomes. LCAP meetings held with parents, students, DELAC, and the District LCAP committee with SELPA representation worked to revisit data and the pillars/goals and assurances confirming that what was developed in 2019 represented the needs of the District whether students were learning in school or at a distance. Student, staff, and family needs for engagement, socialization, connection, and safety remained at the center of all discussions and decisions related to the LCAP actions for each goal.

The actions and services that the Wiseburn Unified School District implemented to meet the increased or improved services requirement during In-Person and Distance Learning programs, and steps are taken to address student learning loss were based on 2019 CAASPP results for math and English Language Arts, Summative ELPAC results, and reading and math Renaissance STAR benchmark results. Analysis of this data pointed up a persistent gap in Mathematics with 60% of students meeting or exceeding proficiency on the 2019 CAASPP and 54% of students meeting or exceeding proficiency on the 2020 beginning of the year STAR assessment. The summative ELPAC results for 2018-19 showed students continuing to exceed expectations with 87% meeting or exceeding the standard. The 2020 California Healthy Kids Survey, parent surveys related to distance learning and technology accessibility, and staff surveys regarding distance learning need results were analyzed. As such, the District improved student support in the areas of safety, social-emotional well-being, staff mental health services, increases in technology accessibility for students and teachers, and the addition of assessments in Mathematics to support identification of learning loss matched with increased teacher collaboration time to review student data outcomes and personalize instruction for both Tier I and Tier II supports.

Substantial differences in what transpired over the year and what was originally described in the 2019-2020 LCAP and 2020-2021 LCP were based on the changing information received from the Los Angeles County Health Department, the California Department of Education, and the Wiseburn Board of Education. Safety measures such as COVID testing and daily health monitoring provisions were added and staffing to support sanitization, air filtration measures, and furniture removal all came into play based on current and new information provided to the District. For students, small targeted support cohorts at each school for identified students were inspired by increased use of the District Early Warning System which looked at attendance, grades, and student discipline/engagement. Students' needs for connection and emotional support prompted the District to hire an additional elementary

counselor and increase the number of counseling interns at the middle school to provide social-emotional curriculum, counseling groups, family counseling, and access to community resources. To further promote creative well-being the District made the support online program offered by the LA Office of Education, EASE, available to all staff and provided families with access to CARESolace a concierge program for families in distress providing options and, if needed, a warm handoff to counseling and rehabilitation services in the area. Added emphasis on student engagement and the options offered via technology, too, increased staff and student needs resulting in additional needs for student headphones, hotspots, and Chromebooks. In addition, the District purchased a pilot set of smart boards to address the changing needs of teachers in the area of distance learning. Training for teachers in various online learning applications and distance learning strategies, too, increased a need for educational tech specialists.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of the goals and actions in the 2021-2024 LCAP. Going forward, the new 2021-2024 LCAP will carry a strong emphasis in its actions related to the social-emotional supports, educational technology, safety training, use of in-house benchmark assessments in grades 2-5 for Mathematics and reading, and increased Tier II interventions for all grades. Pupil learning loss continues to be assessed via the District's uniform assessment system (Renaissance STAR math and STAR reading), the early warning system, regular data review coordinated on sites for teachers, and ongoing data analysis by District and site administrators. Actions developed in the new LCAP will focus on how to maintain the system of data collection and analysis, and address the needs of each of the specific pupil groups with unique needs. Based on data received during the LCAP stakeholder meetings and the LCAP family/teacher/community survey, a stronger focus on student, family, and staff social-emotional wellness is necessary along with an employee development plan attending to a multi-tiered system of supports approach to academics, student behavior, and social-emotional needs. The newly developed District LCAP goals (safety, whole-child, future-ready, community and collaboration, institutional strength) offer a full continuum of focus areas to serve all children and those who support their learning and growth. The District will use the LCAP as a basis to bring in additional resources in the areas of academic coaching, counseling, equity and diversity, and intervention to support the growth of MTSS structures, services for staff and families, and address the complicated needs of students with unique needs, specifically English Learners, students identified as low income, students with disabilities, and students who are homeless or in foster care.

It cannot be understated that the Wiseburn Unified School District has approached this past year of school closure and online learning in a proactive manner. In all cases, from surveys to stakeholder meetings, to continuous communication and carefully implemented educational and social-emotional programs and school safety protocols, Wiseburn has remained responsive and focused on the well-being of students throughout.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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	16,629,300.00	16,386,475.00
	0.00	0.00
Base	13,075,050.00	13,272,325.00
Measure CL	1,482,500.00	1,222,200.00
Other	10,500.00	10,500.00
State Mandate Funds (1X $)	35,000.00	15,000.00
Supplemental	1,804,250.00	1,643,950.00
Title I	177,000.00	172,500.00
Title II	45,000.00	50,000.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	16,629,300.00	16,386,475.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	14,447,000.00	14,176,500.00
2000-2999: Classified Personnel Salaries	520,000.00	554,000.00
4000-4999: Books and Supplies	441,000.00	451,900.00
5000-5999: Services and Other Operating Expenditures	1,120,300.00	1,133,075.00
5800: Professional/Consulting Services and Operating Expenditures	101,000.00	71,000.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	16,629,300.00	16,386,475.00
		0.00	0.00
0000: Unrestricted	Base	0.00	0.00
0000: Unrestricted	Measure CL	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	11,535,500.00	11,600,000.00
1000-1999: Certificated Personnel Salaries	Measure CL	985,000.00	861,000.00
1000-1999: Certificated Personnel Salaries	Other	10,500.00	10,500.00
1000-1999: Certificated Personnel Salaries	State Mandate Funds (1X $)	35,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,704,000.00	1,517,500.00
1000-1999: Certificated Personnel Salaries	Title I	177,000.00	172,500.00
2000-2999: Classified Personnel Salaries	Base	433,750.00	466,750.00
2000-2999: Classified Personnel Salaries	Supplemental	86,250.00	87,250.00
4000-4999: Books and Supplies	Base	290,000.00	292,000.00
4000-4999: Books and Supplies	Measure CL	150,000.00	129,900.00
4000-4999: Books and Supplies	Supplemental	1,000.00	30,000.00
5000-5999: Services and Other Operating Expenditures	Base	815,800.00	913,575.00
5000-5999: Services and Other Operating Expenditures	Measure CL	291,500.00	210,300.00
5000-5999: Services and Other Operating Expenditures	Supplemental	13,000.00	9,200.00
5800: Professional/Consulting Services and Operating Expenditures	Measure CL	56,000.00	21,000.00
5800: Professional/Consulting Services and Operating Expenditures	Title II	45,000.00	50,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	165,000.00	124,800.00
Goal 2	11,150,000.00	11,242,975.00
Goal 3	928,000.00	1,038,000.00
Goal 4	141,000.00	98,700.00
Goal 5	30,800.00	26,900.00
Goal 6	2,340,500.00	2,226,100.00
Goal 7	641,500.00	642,500.00
Goal 8	893,000.00	681,000.00
Goal 9	34,500.00	21,500.00
Goal 10	305,000.00	284,000.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$350,000.00	$630,200.00
Distance Learning Program	$1,133,500.00	$952,500.00
Pupil Learning Loss	$258,000.00	$247,000.00
Additional Actions and Plan Requirements		$192,500.00
All Expenditures in Learning Continuity and Attendance Plan	$1,741,500.00	$1,829,700.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$350,000.00	$626,300.00
Distance Learning Program	$678,500.00	$568,000.00
Pupil Learning Loss	$63,000.00	$59,500.00
Additional Actions and Plan Requirements		$4,000.00
All Expenditures in Learning Continuity and Attendance Plan	$1,091,500.00	$1,253,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		$3,900.00
Distance Learning Program	$455,000.00	$384,500.00
Pupil Learning Loss	$195,000.00	$187,500.00
Additional Actions and Plan Requirements		$188,500.00
All Expenditures in Learning Continuity and Attendance Plan	$650,000.00	$575,900.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wiseburn Unified School District	Aileen Harbeck/Dave Wilson Assistant Superintendent/CBO	aharbeck@wiseburn.org/dwilson@wiseburn.org (310) 725-2101

Plan Summary [2021-22]

General Information

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

The Wiseburn Unified School District (K-12), established in 1896, serves students from Hollyglen and the surrounding unincorporated areas of Los Angeles County (Del Aire and Wiseburn). With four district schools (TK-8) and five independent charter schools (TK-12), Wiseburn and Da Vinci combine for a total of almost 4,500 students. About 50% of the District is located in the City of El Segundo, which contains numerous major employers, including aerospace and high tech industries as well as communications and entertainment. The area's ideal climate and close proximity to cultural and sporting events along with various shopping venues make it highly desirable. Wiseburn is immediately south of Los Angeles International Airport and one and one-half miles east of the Pacific Ocean. It is bordered by the Century Freeway on the north and divided by the San Diego Freeway running north/south. In addition to the air and auto transportation infrastructure, the Green Line Metro rail traverses the District bringing workers to the employment centers. Roughly, the District boundaries are Sepulveda Boulevard on the west, Marine Avenue on the south, Imperial Highway on the north, and Inglewood Avenue on the east. During the past decade the District enrollment, which at its peak reached 2,900 pupils in the 1950s before dropping to 1,100 in the 1980s, has been growing. Resident student enrollments have increased and been supplemented by pupils granted interdistrict attendance permits and by the launching of the charter schools. Currently, the ethnic composition of the student body enrolled in the four WUSD K-8 schools is Multiracial 8%, Asian 8%, Caucasian16%, African-American 13%, and Latino 55%, reflective of current California demographics. Two District schools, Juan de Anza Elementary School and 138th Street Elementary School are designated to receive Title I funding with a District average for families identified as low income of 38% and 12% of the District's student population are enrolled in the English Language Learner program. Diversity, with balance, is one of Wiseburn's greatest strengths in preparing graduates for life in the "real" California. Being both small and suburban, Wiseburn offers a unique combination of a "family atmosphere" in an opportunity-rich setting. The Mission of the Wiseburn Unified School District is to provide a safe, orderly environment focused on the academic, social, and physical needs of the whole child while emphasizing community participation. To meet the challenges of the technological and complex world, Wiseburn students will acquire the skills necessary to become capable lifelong learners and productive citizens. This Local Control Accountability Plan is reflective of the goals, actions, and services that support students in the four Wiseburn Unified School District schools. The independent charter schools authorized by the WUSD are supported by individually developed LCAP documents.

Reflections: Successes

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

Through analysis of our available state and more current local data, and utilizing community and district stakeholder input via the LCAP Committee, School Site Councils and site PTA membership, a community-wide survey, and a review of 2019 California Assessment of Student Performance and Progress (CAASPP) and local STAR assessment result data, the WUSD identified strengths in the area of English Language Arts and growth in the area of Mathematics instruction at all grade levels. WUSD utilized a universal diagnostic assessment for all students in grades K-8 multiple times throughout the year.

Data: Reading and Mathematics
A review of the 2019 results reveals an overall performance level of Blue (highest) in English Language Arts for grades 3-8. Of the 8 total student groups reviewed in the California School Dashboard reporting system, the 2019 State indicators show successes with students identified as socio-economically disadvantaged (SED) students as well as students identified as English Language Learners scoring in the performance level of Green (second highest) in English Language Arts. Further, students identified as English Learners who have been reclassified and no longer receiving EL supports beyond the classroom scored 50.3 points above the standard, an increase of +10 pts from the previous year's CAASPP ELA assessment. The 2019 state dashboard shows that in the area of English Language Arts all of Wiseburn's students scored 49 points above standard which was an increase of 5.6 points placing them in the blue, or highest, band. Socioeconomically disadvantaged students scored 27.6 points above the standard which maintained this growth from 2018 placing them in the green band. English Language learners scored 13.7 points above the standard which was an increase of 3 points placing them in the green band. In Star reading, our Reclassified English Learners outperformed their English-only and Initially English proficient counterparts. RFEP students were 68% proficient while their peers were 63% proficient in reading.

WUSD students continue to achieve in the area of reading. Our Reclassified English Language Learners are doing exceptionally well in closing the achievement gap by surpassing their peers.

In the area of Mathematics, with the exception of the District students with disabilities (SWD) population, all significant student groups performed either at the very high (Blue), or the high (Green) range performance levels as shown in the 2019 CA Dashboard report. A significant increase in performance is evident with students identified as English Learners and students with special needs increasing performance from Orange (second lowest) to Yellow (midpoint) performance level and the District Hispanic and socio-economically disadvantaged (SED) student populations from Yellow (midpoint) to Green (second highest) performance level. In Mathematics the 2019 state dashboard shows all of Wiseburn's students scored 18.3 points above standard which was an increase of 11.7 points placing them in the green band. Socioeconomically disadvantaged students scored 3.9 points above the standard in 2019 which was an increase of 12 points from 2018 placing them in the green band. Students enrolled in the English Language Learner program scored 16.9 points below the standard, an increase of 16.6 points placing them in the green band. Finally, students with a disability scored 54.9 points below the standard in 2019 which was an increase of 11.7 points from 2018 placing them in the yellow band. In Star math, our Reclassified English Learners outperformed their English-only and Initially English proficient counterparts. RFEP students were 43% proficient while their peers were 42% proficient in Math.

We did not see any significant dips in the area of Math. Our Reclassified English Language Learners closed the achievement gap by surpassing their peers.

District Response: Successes
The Wiseburn Unified School District plans to build upon these noted successes by maintaining existing supports with ELD programs and adding coaching and consultant supports in the areas of science and technology, English Language Arts, and Mathematics as well as ensuring continued student access to technology district-wide for the purposes of learning and increasing support of teacher collaboration. WUSD will build upon ongoing initiatives to further develop multi-tiered systems of support focusing on personalization of learning for students and professional growth for teachers. Attention to growing this tiered approach to addressing student learning in the classroom (tiers 1 and 2) and outside of the classroom (tier 3) prioritizes the needs of English learners and low-income students, growing essential practices that work to increase learning in real-time. Such practices are based on regular data review by administrators and teachers and the development of workshop instructional practices in the areas of writing, reading, and Mathematics that encourage student voice, choice, and inquiry in all subjects.

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.

Through analysis of our available state and more current local data, and utilizing community and district stakeholder input via the LCAP Committee, School Site Councils and site PTA membership, a community-wide survey, student focus group input, and a review of 2019 California Assessment of Student Performance and Progress (CAASPP) and STAR assessment result data, the WUSD identified needs and challenges in the area of reading and Mathematics instruction at all grade levels and in the area of social-emotional resources to support students both in school and beyond. Due to the suspension of CAASSP testing, WUSD utilized a universal diagnostic assessment for all students in grades K-8 multiple times throughout the year.

Data: Reading and Mathematics
In reviewing overall CAASPP proficiency levels for student groups, the achievement gap for socioeconomically disadvantaged students versus non-socioeconomically disadvantaged students continues to close in both Language Arts and Mathematics. Still, in reviewing STAR reading results over time, a persistent achievement gap appears in the area of reading between students identified as low income (52% proficiency) and those not identified as low income (68% proficiency). STAR math results reveal a similar learning gap between students identified as low income (32% proficiency) and those not identified as low income (45% proficiency). CAASPP results, too, reflect a similar learning gap with students with disabilities (SWD) with a performance level of Yellow (midpoint) one to two levels below their peers. Serving our socioeconomically disadvantaged students continues to be an area of need in both reading and math.

Data: Social-Emotional Support
With students, teachers, and families returning to school following a year of distance learning, the social-emotional needs of all groups are evident. Results from the California Healthy Kids Survey (CHKS) and family surveys throughout the year offering open-ended responses reflect a strong need for additional tools to support students and their families. The 2020-21 CHKS was markedly different from the previous

incarnations, in that it reflected our remote learning situation. However, one question that remained the same and is of note is that of chronic sadness - 5th-grade students who completed the survey reported that 63% of them felt sad some, most or all of the time and 52% of grade 7 students who completed the survey reported the same.

Data: Chronic Absenteeism (EL/SWD)
As reported in the California Dashboard for the 2019-2020 school year, WUSD's chronic absentee rate stood at 4.3% with the highest absenteeism rate in the lower elementary grades. Although a decrease of 0.1%, from 2018-2019 this rate of absenteeism does not meet the WUSD LCAP goal of 2% or less.

District Response: Identified Need

Reading and Mathematics
The Wiseburn Unified School District's plan for new and/or improved steps to address all noted achievement gaps include retooling of multiple tiered support services (MTSS) at all sites to embed tier 1 and tier 2 intervention practices within the school day, continued and additional services of a Response to Intervention specialists in the areas of math and reading and increased parent and teacher education opportunities and resources focused on social-emotional needs of students. To address the academic gaps of student groups two or more levels below the 'all students' performance level, WUSD created a document to guide site administrators and intervention specialists on protocols surrounding student identification for tier 3 intervention support that emphasizes the use of data to ensure no student is missed and all students have access to such supports. The District's data system, performance matters, was reformatted to include an Early Warning System (EWS) to quickly identify students at risk of learning loss or failure. This system is updated daily through the District's student information system (SIS) and is accessible to all district and site administrators to regularly note students who are not attending school, receiving a D or F in math or reading, and who may be disengaged from school for any reason as identified through discipline or behavior issues. Further, WUSD provided access to the digital library, Renaissance's MyOn, only through the 2020-2021 school year when students did not have access to libraries at school or in the community. The use of children's literature was added to music instruction in the TK-2 classes and the District purchased and trained intervention staff in the use of Fountas and Pinnell's LLI intervention series for reading, a researched-based program. WUSD added two weeks to the summer targeted support program for identified students in both reading and math and purchased a math support program (Symphony Math) which allows for both online and in-person instructional supports focused on foundational skills in math. The introduction of a co-teaching initiative over the next three years via professional learning by administrators and both general education and special education teachers will address inequities in learning for students with disabilities promoting full inclusion matched with IEP goals and supports. Through appropriate and informed identification of students needing tier 3 intervention, the ongoing use of the EWS, effective use of intervention materials, training of staff in tiered instructional responses to students' academic needs both in and beyond the classroom, and the introduction of co-teaching pairing general education and special education teachers, WUSD will address and close learning gaps experienced by students in both reading and Mathematics.

Social-Emotional Support
Challenges experienced in 2020 with teachers' capacity to absorb new information related to social-emotional development while also keeping up with the changing demands of distance learning were identified and will be addressed via availability and training in SEL resources, ensuring that the counseling referral process is effective and efficient, and increasing elementary staff so that counselors remaining accessible to teachers, students, and families. Professional learning and parent outreach and education led by District counselors

will be designed and scheduled throughout the school year and during pupil-free days affording staff and families time to understand and access resources on behalf of their students. Each school's positive behavior support committee will reconvene in 2021 to plan and implement schoolwide student programs that promote a positive school climate in and outside of the classroom through shared language, restorative practices, and increased student incentive opportunities. WUSD has also determined the need for the development of successful systems at all sites to increase low-income and immigrant parent involvement at school/district events and as a part of stakeholder committee work thereby increasing both parent and student connectedness to school. In this way, WUSD will employ a District Coordinator to build community and collaboration among students, families, and staff and address diversity, equity, and inclusion in the WUSD.

Chronic Absenteeism
WUSD will increase administrative support at the elementary level by adding both an assistant principal and a full-time counselor and an elementary assistant principal to address issues with chronic absenteeism, often the result of mental health or social-emotional issues for students. This additional support will provide equity in staffing across all elementary sites allowing for increased focus on positive behavior supports, family supports and outreach, partnerships with community mental health providers, and parent/caregiver education offerings.

LCAP Highlights

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

While the fundamental purpose of our schools is to ensure all students learn at high levels, Wiseburn USD goes further ensuring students graduate from our schools prepared for future challenges, both academic and personal. Through the development of new LCAP goals and assurances, analysis of state and local data, and input from staff and stakeholders, we identified our focus areas to achieve our district's all-encompassing mission: "The Mission of the Wiseburn Unified School District is to provide a safe, orderly environment focused on the academic, social, and physical needs of the whole child while emphasizing community participation. To meet the challenges of the technological and complex world of the 21st Century, Wiseburn students will acquire the skills necessary to become capable lifelong learners and productive citizens." Based on this process, the actions and services in the LCAP fell into the following areas of influence:

Goal 1. Safety ~ We assure that all stakeholders will have access to a safe learning environment both physically and emotionally and are assured that well-trained adults and children on campus will take reasonable actions to maintain the safety of all students.

Goal 2. Student-Centered/Whole Child ~ We assure that our instructional program and students' entire experience at school are attentive to individual students' academic and social-emotional strengths, needs, and choices. We specifically assure that this commitment applies to all students where every child is known, and their strengths and weaknesses are addressed accordingly.

Goal 3. Future Ready ~ We assure teaching and learning that includes digital literacy, reasoning, and collaborative-based experiences in academic and co-curricular programs to strengthen students' ability to excel as lifelong learners in an ever-changing world. We commit to

empowering all students to leave our schools with positive views and self-confidence supported by the knowledge, skills, and attitudes to equip them for an evolving world. The commitment includes an authentic and practical approach to student learning and a priority for professional learning opportunities for staff.

Goal 4. Community and Collaboration (Diversity, Equity, Inclusion) ~ We assure that all members of the WUSD community are viewed as partners in education. We believe in diversity, equity, and inclusion. We assure all employees and stakeholders feel connected, involved, included, heard, and respected as integral members of the WUSD community. In turn, all community members will plan an active role in WUSD's continuous improvement. The District will continue its efforts at outreach to encourage community access to online, published, and more personalized settings to remain informed, involved, and knowledgeable about WUSD programs and initiatives.

Goal 5. Organizational Strength ~ We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the development of our team, and we seek to implement best practices in the vital areas required to operate the District. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our assurances in a fiscally prudent and equitable manner.

Based on these areas of focus, the LCAP actions are designed to work in concert to address learning and emotional difficulties while promoting the higher learning aspirations of all students. Key highlights include: maintaining newly added counseling supports TK-8 to include counseling and psychologist associates (Goal 2), ensuring all campuses are supported by an assistant principal position focused on student positive interventions and outreach, increasing the District focus on MTSS strategies through training and personnel supports (Goal 1), providing middle school students with college and career exploration opportunities (Goal 3), providing Teacher on Special Assignment (TOSA) supports in Mathematics, Science, and Language Arts (Goal 3), increasing staffing of the elementary physical education program to increase student fitness and increase teacher collaboration time (Goal 2), adding a District coordinator position to address diversity, equity and inclusion in WUSD (Goal 4), and growing teacher collaboration supports in designing instruction, and promoting targeted support services to address high-need students to include students identified as English Learners (Goal 3).

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.

No schools in the Wiseburn Unfield School District meet eligibility criteria for comprehensive support and improvement funding.

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.

A major function of the Local Control Accountability Plan (LCAP) is to provide a transparent process for developing the overall budget for the District reflective of actions designed to increase student achievement. The WUSD LCAP memorializes the outcome of the LCAP development process, which reflects: (a) comprehensive strategic planning, (b) meaningful engagement with stakeholders, and attends to (c) all legal requirements. While the Wiseburn Unified School District is committed to providing stakeholders an opportunity to participate in the LCAP process at many levels, the sections included within the LCAP do not and cannot reflect the full development process. Stakeholders include students, parents, teachers, staff, community members, local bargaining units, and administrators. The LCAP development process is designed as a year-round progression that is inclusive, transparent, and thoughtful. The School Site Councils at each of the District's four schools develop a Single Plan for Student Achievement (SPSA) aligned with the LCAP goals. In the same way, at the District level, the new LCAP is developed and updated each year with the eight State LCAP priorities in mind. Specifically, the LCAP Committee, Parent Advisory Committee, District Curriculum Committee, and the District English Language Advisory Committee (DELAC) work to develop the details of the LCAP plan and monitor the yearly cycle of implementation. The District English Learner Advisory Council serves as a guiding group in creating and revising the LCAP with meetings in April and June, providing input on the use of supplemental funds to best serve our English Learners. These stakeholder groups provide valuable input which results in identifying specific programs primarily focused on support for English Language Learners, foster youth, and students with low socioeconomic status. The LCAP Committee and the Parent Advisory Committee meet over a period of months with members representing caregivers, community members, Wiseburn Faculty Association, CSEA, the local SELPA, and administration. The WFA and CSEA leadership also meet regularly for consultation with the Superintendent, Chief Business Official, and the Assistant Superintendent of Human Resources to provide input regarding all aspects of student and staff needs. The Superintendent personally provides information garnered from these discussions with the LCAP, Parent Advisory, and DELAC committees at their regularly scheduled meetings in relation to the LCAP development process. Using the Adaptive School Model, meetings are designed to be active and involve the participants in meaningful analysis and discussion about using limited resources to best meet the needs of all students, including English Learners, Foster Youth, and Socio-Economically Disadvantaged (SED) students. In addition to student input via results from the California Healthy Kids Survey, a student focus group is organized through the middle school student council to discuss LCAP goals and actions and district and site leadership present the LCAP providing a forum for discussion at each school's open association PTA meetings. The final draft of the LCAP is reviewed in a presentation to the DELAC Committee in June, and the Parent Advisory Committee and LCAP Committees also in May. These committees may offer additional comments and affirmed that the plan moves forward for Board review. Each committee is also asked to affirm the LCAP process in Wiseburn as both transparent and productive. Comments offered by stakeholders were addressed during the meeting times. The final LCAP Committee meeting did require written follow-up to comments/questions by those in attendance which were addressed in writing by the Superintendent and sent via email to committee members. A public hearing was held on June 15, 2021, at a regularly scheduled meeting of the Board of Trustees. No written comments were provided to the Superintendent during the public hearing and; therefore, no additional response was offered by the Superintendent. The LCAP was presented for approval by the Board of Trustees on June 28, 2021, at a regularly scheduled meeting of the Board of Trustees.

The Wiseburn USD LCAP is supported by the District's strategic plan. This multi-year plan is meant to guide the District's core work of ensuring whole-child student success. The strategic plan was the result of the collaborative efforts of numerous District stakeholder committees which consisted of more than 100 participants representing teachers, support staff, administrators, parents, and community members from across our system. Over a period of one year, committee attendees arrived at a consensus around the District 5 goals through a series of informative meeting sessions/focus groups where input from all stakeholders was solicited. The goals were further reviewed and discussed by the WUSD Board of Trustees and Superintendent during an open session of the School Board and determined to be reflective of the District's mission. Further, the newly developed strategic plan provides the entire District community with clarity around the key district goals and operating priorities for the WUSD. The goals and metrics provided via the strategic plan align with all 8 State Priorities and form the basis for the new 2021-2024 District LCAP.

WUSD Six Strategic Focus Areas:
1. Safety
2. Student-Centered/Whole Child
3. Future Ready
4. Community and Collaboration (Diversity, Inclusion, Equity)
5. Organizational Strength

With the goals identified, actions and expenditures were defined through a series of stakeholder meetings throughout the 2020-2021 school year via ZOOM, staff and community surveys, and consultation with the local SELPA representative, a student focus group, school staff, and administrators as well as the District Cabinet members. Based on stakeholder feedback from parents/caregivers, classified and certificated staff, school administrators, SELPA representation, the Board of Trustees and District Cabinet members, a full-time counselor and a full-time assistant principal were added to the elementary staff to address chronic absenteeism and increase social-emotional supports to include anti-bullying and restorative justice/positive behavior support programs (Goal 1 Action 10; Goal 1 Action 11). In addition, actions related to training of all school staff in support of students experiencing trauma, specifically students identified as low income, homeless, or in foster care were included along with no-cost access to the EASE confidential counseling services offered by the Los Angeles County Office of Education for all District employees and CARESolace a resource for mental health services available to students, families, and staff (Goal 2 Action 12). The District's need to address inclusion and equity also emerged from stakeholder input resulting in the development of a new District Diversity, Equity, and Inclusion Coordinator position to provide support services to staff and families and prioritize restorative practices and curriculum review (Goal 4 Action 5). Stakeholder support for student enrichment resulted in the continued prioritization of an extensive electives program at the middle school addressing all areas of science, technology, engineering, arts, and math (STEAM) interests of students (Goal 2 Action 6) with plans to further extend the lower grade access to instrumental music for all students, specifically those identified as low income (Goal 2 Action 16; Goal 2 Action 5). A review of both 2019 CAASPP SBAC results and local assessment outcomes specifically in the upper grades highlighted the need to increase math instructional supports at the middle school with small math classes in grade 6 (Goal 3 Action 13). Regular input by stakeholders led to an increase in funding set aside for translation of materials that go to

Wiseburn families (Goal 3 Action 3). Based on specific input from school principals and teachers identifying a need for increased options for teacher collaboration within the school day, a new elementary physical education position was created for the elementary schools allowing teachers time to meet, review student data, work with coaches, and plan for the tiered instructional needs of their students (Goal 2 Action 7). In Wiseburn, the processes for gathering stakeholder input strongly influence the actions and expenditures identified in the 2021-2024 Local Control Accountability Plan (LCAP).

Goals and Actions

Goal

Goal #	Description
1	Safety ~ We assure that all stakeholders will have access to a safe learning environment both physically and emotionally and are assured that well-trained adults and children on campus will take reasonable actions to maintain the safety of all students.

An explanation of why the LEA has developed this goal.

This Maintenance Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals encompassing safety in relation to facilities, student behaviors, absenteeism, and accountability. This goal focuses on student and staff safety encompassing State Priorities 1 and 6 as based on results of a recent safety audit conducted at all school sites, the California Healthy Kids Survey results, District data retrieved from the California Dashboard, and focus group shared priorities. With these measures, this goal will be monitored using a more specific and data-intensive approach to measure outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully credentialed and appropriately assigned teachers: CALPADS 4.1 Staffing, 4.3 Assignments/ CA Dashboard Basics: Teachers, Instructional Materials, Facilities	2019-2020 100% of teachers were fully credentialed and appropriately assigned.				100% of teachers will be fully credentialed and appropriately assigned. Standard Met on the CA Dashboard
School Accountability Report Card (SARC)	2019-2020 100% of students have access to instructional materials in print or electronic formats as				100% of students have access to instructional materials in print or electronic formats as reported in site SARC reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reported in site SARC reports.				
Annual number of Williams Complaints	2019-2020 no Williams complaints received				0 Williams complaints received
School Safety (Pupils): California Healthy Kids Survey Grades 5 and 7	2019-20 CHKS survey results indicate 87% of grade 5 and 82% of grade 7 students marked high or moderate on the question about feeling safe at school.				90% of students indicate they feel safe at school on the CHKS
CA Dashboard: District Suspension Rate	2019 CA Dashboard Suspension Indicator shows 1.1% suspended at least once an increase of 0.6% from the year before, for a Yellow overall dashboard rating				CA Dashboard Suspension Status Indicator will be Green or Blue
Middle School Drop Out Rate	2019-2020 the middle School Dropout Rate was at 0 students.				Maintain 0 students for the Middle School Dropout Rate
SARC Facilities Review Outcomes	2019-2020 annual overall rating of 'good' or 'exemplary' on 100% of the district school SARC facilities repair reports to ensure all students are provided with safe school facilities.				100% of the district school SARC facilities repair reports will have an annual overall rating of 'good' or 'exemplary'

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Training for safety: The District will provide staff with training on sexual harassment, mandated reporting, blood-borne pathogens, pesticides, and ALICE training	2019-20 100% of certificated and credentialed staff completed these trainings with a minimum or better passing score.				100% of credentialed and classified staff complete the courses with a minimum or better passing score.
LCAP Survey- Children at this school have access to a learning environment that is physically safe.	2020-21 Survey respondents Agree/Strongly Agree 90%				96% of survey respondents Agree/Strongly Agree

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Infrastructure - Network Safety	The District employ a network safety systems specialist to review existing infrastructure and ensure overall security of student data and Distict systems.	$5,000.00	No
2	Professional Staffing	The District will maintain proper teacher and administrative staffing ratios and ensure appropriate credentialing.	$20,000.00	No
3	Classified Staffing	The District will maintain proper staffing to support school and district operations and student supports.	$5,696,000.00	No
4	Staff Safety Training	The District will provide staff with ALICE, and Epi-pen training as required, as well as safety-related online modules	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
5	Professional Learning-Classified Staff	Classified Staff will provide multiple trainings in areas such as: Social support for students, prompting hierarchy, positive behavior support, CPI Nonviolent Crisis Prevention, assistive technology, adapting / modifying classroom materials, CPR, and facilitating social interactions with typical peers.	$10,000.00	No
6	Assignment Monitoring	The District provide appropriate support staff to ensure that all WUSD students learn from properly credentialed teachers in their authorized area of instruction.	$101,000.00	No
7	Scheduled Inspection and Maintenance	The District will have systems in place to improve facility safety, security, and cleanliness of all district buildings and campuses.	$2,000.00	No
8	Deferred Maintenance-Preventative Maintenance	The District will commit 3% to 5% of General Fund expenditures towards deferred maintenance and routine restricted maintenance on an annual basis.	$897,000.00	No
9	Middle School Campus Monitoring Personnel	The District will ensure campus monitoring by designated aides to support and supervise students during school athletic and enrichment events throughout the middle school campus. Through high visibility on campus and positive contact with students, additional personnel in this area will facilitate a safe school climate both during school and beyond the bell that will support English Learners, foster youth, and low-income pupils towards improved educational outcomes.	$64,500.00	No Yes
10	Elementary Assistant Principal Positions	Low-income pupils, English Learners, and Foster Youth are the most susceptible to issues with bullying, discipline, and behavioral issues at school resulting in poor attendance. This action works to build a positive school environment and create incentives to increase attendance levels and decrease truancy. Ongoing review of data and stakeholder input has led to a District decision to hire three full-time	$376,500.00	No

Action #	Title	Description	Total Funds	Contributing
		elementary assistant principals to focus on student attendance, behavior, safety, and parent engagement needs.		

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	Student-Centered/Whole Child ~ We assure that our instructional program and students' entire experience at school are attentive to individual students' academic and social emotional strengths, needs, and choices. We specifically assure that this commitment applies to all students where every child is known, and their strengths and weaknesses are addressed accordingly.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal was developed based on stakeholder feedback which emphasized the need for access to mental health supports on all District campuses and personalization of learning for all students in WUSD specifically our unduplicated pupil population. This goal focuses on the needs of students encompassing State Priorities 4, 5, 6, and 8. Recent local assessment data in reading and math as well as results from student surveys, parent surveys, and a heightened emphasis on the use of data to support personalization of learning, staff supports, and increased mental health and enrichment support for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Renaissance Star Reading summative (End of the Year) assessment results.	2019-20 Star Reading End of the Year results show that 22% of students were not meeting reading standards.				Decrease students not meeting reading standards by 2% annually
Renaissance Star Math summative (End of the Year) assessment results.	2019-20 Star Math End of the Year results show that 25% of students were not meeting math standards.				Decrease students not meeting math standards by 2% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey Grades 5 and 7	2019-20 CHKS survey results indicate 93% of grade 5 and 81% of grade 7 students marked high or moderate in the area of Academic Motivation.				95% of grade 5 students and 95% of grade 7 students will will mark high or moderate in the area of Academic Motivation on the CHKS
California Healthy Kids Survey Grade 5	2019-20 CHKS survey results indicate 78% of grade 5 students marked Yes, most of the time or Yes, all of the time on the area of the school providing Social-Emotional learning supports.				90% of grade 5 students will will mark Yes, all of the time or Yes, most of the time in the area of Social Emotional Learning Supports on the CHKS
California Healthy Kids Survey Grade 5 and 7	2019-20 CHKS survey results indicate 86% of grade 5 and 65% of grade 7 students marked high or moderate on the question "I have a say in how things work."				80% of grade 5 students and 70% of grade 7 students will mark high or moderate on the question/statement "I have a say in how things work."
California Healthy Kids Survey Grade 7	2019-20 CHKS survey results indicate 74% of grade 7 students marked high or moderate on the question "I do things that make a difference."				80% of grade 7 students will mark high or moderate on the statement "I do things that make a difference."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard: District Suspension Rate	2019 CA Dashboard Suspension Indicator shows 1.1% suspended at least once an increase of 0.6% from the year before, for a Yellow overall dashboard rating				CA Dashboard Suspension Status Indicator will be Green or Blue
Instructional Materials	2019-2020 100% of students had access to standards-aligned instructional materials				100% of students have access to standards-aligned instructional materials

Actions

Action #	Title	Description	Total Funds	Contributing
1	System of local performance assessments	The District will build a system of aligned local performance assessments for students to routinely demonstrate their progress in reading and Mathematics.	$25,000.00	No
2	Student Performance Data System	The District will maintain a comprehensive and consistent system for student data which allows for in-depth analysis of student performance of low-income pupils, English Learners, Foster Youth, and Redesignated Fluent English Proficient students across the K-8 system for Wiseburn Unified. Data will be accessible at the student, teacher, site, and district levels.	$7,000.00	No
3	Certficated Staff Lesson Study/LAB Days and Extended Teacher Collaboration Time	The District will provide substitute teachers to support 4 lesson study days for TK-5 certificated staff with a focus on accelerating student progress through the implementation, expansion, or enhancement of tier 1 learning supports in Mathematics and writing. The District will provide this same support to English Language Arts certificated staff	$105,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for grades 6-8 with a focus on reading. All certificated staff will be afforded additional teacher collaboration time monthly to further plan for tier 1 instruction on behalf of all students.		
4	Positive Behavior Supports (PBS) Program	The District will support site PBS programs to address anti-bullying practices which impact learning and attendance utilizing restorative practices, community circles, and social emotional curriculum and materials.	$65,000.00	No
5	Elementary Arts Education	The District will increase support for Arts Education programs in music and visual arts to enrich and broaden learning experiences for all WUSD elementary students affording equal access to all students.	$265,000.00	No
6	Middle School Electives Program	The District will continue to support a robust elective program to include Visual and Performing Arts, STEM/PLTW, orchestra/symphonic/strings/ and concert band, and leveled Spanish Language instruction affording equal access to all students.	$650,500.00	No
7	Elementary Physical Education Program	The District will provide a healthy elementary physical education program across grades TK-5.	$260,000.00	No
8	Reading Tier 3 Intervention Services and Resources	The District will provide Tier II and Tier III reading intervention personnel and resources for identified students with a focus on low-income students, English Learners, and Foster Youth.	$31,500.00	Yes
9	Mathematics Tier 3 Intervention Services and Resources	The District will provide Tier II and Tier III Mathematics intervention personnel and resources for identified students with a focus on low-income students, English Learners, and Foster Youth.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	School Counseling Services	The District will provide in-school counseling services that afford tier 2 social/emotional support to students TK-8 with a focus on foster youth and low-income pupils.	$645,500.00	Yes
11	Trauma Informed Practices and Social-Emotional Curriculum Training	The District will provide training to staff in support of students experiencing trauma (tier 3), specifically students identified as low income, homeless, or in foster care.	$128,000.00	Yes
12	WUSD Community Counseling Resources	The District will provide all employees access to EASE confidential counseling services and CARESolace mental health services for students and families, specifically those identified as low income, homeless, or in foster care. (Supplemental)	$7,500.00	Yes
13	Gifted and Talented Education (GATE) Services and Resources	The District will provide equal access for identification to the district GATE program by implementing a universal screening process for all 3rd grade students.	$40,000.00	No
14	Class-size reduction program Kindergarten - Grade 3	The District will maintain reduced class size in TK - 3rd Grade to provide a lower student to teacher ratio and improve student performance.	$500,000.00	No
15	Staff Evaluation	The District will work with certificated staff to revise the staff evaluation protocols and expectations to include measures of performance in supporting developmental relationships and positive learning environments.	$30,000.00	No
16	Board Certified Behavior Analyst	The District will provide in-school behavior support services that afford social/emotional assistance to students TK-8 with a focus on foster youth and low-income pupils.	$140,000.00	No

Action #	Title	Description	Total Funds	Contributing
17	Social Emotion Support - WEB	The District will sustain the "Where Everyone Belongs" (WEB) program at Dana Middle School to support middle school transition and school connectedness	$10,000.00	No
18	Extended School Year & Targeted Summer Support Program	The District will provide a targeted learning summer program for identified students achieving two levels below grade level in math or reading as determined by benchmark assessment data, grades, and school recommendation.	$150,000.00	No
19	TK-8 Supports - Mathematics/Reading/Writing	The District will provide consultant support in the areas of Readers/Writers Workshop and Cognitively Guided Instruction (CGI) essential teaching practices to accelerating student progress through the implementation, expansion, or enhancement of tier 1 learning supports	$135,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Future Ready ~ We assure teaching and learning that includes digital literacy, reasoning, and collaborative-based experiences in academic and co-curricular programs to strengthen students' ability to excel as lifelong learners in an ever-changing world. We commit to empowering all students to leave our schools with positive views and self-confidence supported by the knowledge, skills, and attitudes to equip them for an evolving world. The commitment includes an authentic and practical approach to student learning and a priority for professional learning opportunities for staff.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on the future college and career readiness needs of students encompassing State Priorities 2, 5 and 7. Recent State assessment data, parent surveys, and a heightened emphasis on literacy in the areas of science, technology, engineering, and math education as part of the California State Standards have led to a focus on creating opportunities for all students in the areas of college and career readiness. Actions and metrics will work in concert to achieve this goal focusing on the Multi-Tiered System of Support Tiers emphasizing college and career readiness and the individual needs of each child in the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard average for all grades 3-8 students in English Language Arts	2019 California Dashboard average for all grade 3-8 students shows a Language Arts indicator of 49 above standards. An increase of 5.6 points from the year before, for a Blue overall dashboard rating.				California Dashboard Language Arts indicator will be Blue or Green
Annual CAASPP Summative Assessment Results	2019 CAASP English Language Arts data shows 9% of grade 3				CAASPP Language Arts data for grade 3 students will show 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for English Language Arts: Performance Matters Scoreboard	students in the Not Met category.				in the Not Met category
California Dashboard average for SED students in English Language Arts	2019 California Dashboard average for SED students shows a Language Arts indicator of 27.6 points above standard. Maintained 2.5 points from the year before, for a Green overall dashboard rating.				California Dashboard Language Arts indicator for SED students will be Blue or Green
California Dashboard average for English Language Learners in English Language Arts	2019 California Dashboard average for English Language learners shows a Language Arts indicator of 13.7 points above standard. An increase of 3 points from the year before, for a Green overall dashboard rating.				California Dashboard Language Arts indicator for English Language Learners will be Blue or Green
California Dashboard average for all grades 3-8 students in Mathematics	2019 California Dashboard average for all grade 3-8 students shows a Mathematics indicator of 18.3 points above standard. An increase of 11.3 points from the year before, for a				California Dashboard Mathematics indicator will be Blue or Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Green overall dashboard rating.				
California Dashboard average for SED students in Mathematics	2019 California Dashboard average for SED students shows a Mathematics indicator of 3.9 points below standard. An increase of 12 points from the year before, for a Green overall dashboard rating.				California Dashboard Mathematics indicator for SED students will be Blue or Green
California Dashboard average for English Language Learners in Mathematics	2019 California Dashboard average for English Language learners shows a Mathematics indicator of 16.9 points below standard. An increase of 15.6 points from the year before, for a Green overall dashboard rating.				California Dashboard Mathematics indicator for English Language Learners will be Blue or Green
Annual California Dashboard English Learner Progress Indicator (ELPI)	2019 California Dashboard for ELPI shows 57.9% of English Learners were making progress towards English language proficiency with a high performance level.				The District will maintain or increase 57.9% of students making progress towards English language proficiency
California Dashboard Academic Engagement	2019 CA Dashboard Chronic Absentee Rate indicator shows				California Dashboard Chronic Absenteeism indicator for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4.3% of students were chronically absent which was maintained at -0.1%, for a Green overall dashboard rating.				students will be Blue or Green

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development Program and Resources	The District will provide additional services including designated ELD teachers, instructional aides, and resource materials to support all English Language Learners.	$395,000.00	Yes
2	English Learner Proficiency Assessment	The District will provide support for implementation of the EL proficiency exam for English Learner students. Including providing video Student Score reports to families in English and their identified home language.	$2,300.00	Yes
3	Spanish Language Resources and Materials	The District will purchase Spanish (or other languages) versions of instructional material to support student access to core content.	$10,000.00	Yes
4	Preschool Enrichment Program	The District will support the initiation of an inclusive preschool program for students with special needs through appropriate staffing and training.	$275,000.00	No
5	Co-Teaching	The District will support initial and continued development of co-teaching practices to promote inclusion of special education students in all learning environments.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	College and Career Readiness	The District will provide students, grades 7 and 8, the college/career exploration tool 'Headed2 California Careerzone.	$5,000.00	No
7	Certificated Staff Professional Learning	The District will provide three (3) pupil free days for the purposes of professional growth to all WUSD teachers with a focus on academic and social-emotional needs of students.	$266,500.00	No
8	Teacher Leadership	The District will pursue a strategic rollout of professional development to build (a) teacher capacity to create classroom environments and use instructional methodologies that intentionally cater to student practice and advancement of college and career readiness, and (b) leader capacity to manage the change process, create an enabling school culture, and support shifts in teacher practice.	$50,000.00	No
9	Administrative Leadership	The District will support site administrators in building leadership capacity to manage the change process, create a school culture of collective responsibility, and support shifts in teacher practice through the continuation of the District principal collaborative workgroup.	$25,000.00	No
10	Mathematics Targeted Support	The District will provide additional support to Mathematics classes grades 6-8 to address student learning needs.	$60,000.00	No
11	STEM Education	The District will support online PLTW materials access to promote STEM college and career option awareness throughout the WUSD.	$5,000.00	No
12	Next Generation Science Standards (NGSS) Resources and Materials	Provide NGSS aligned resources to teachers and students through a TK-8 adoption process and subsequent professional development processes.	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Access to Essential Grade Level Curriculum	The District will replenish California State Standards aligned resources and materials for all TK-8 students and teachers.	$40,000.00	No
14	Online Student Learning Resources	The District will provide ongoing support of online learning resources which provide outcome data and adaptive learning options for all levels of student learning.	$45,000.00	No
15	Technology Support Personnel	The District will continue to employ 3 full time staff to provide technology support services to staff, students, and families.	$255,500.00	No
16	District Data & Assessment Coordinator	The District will employ a full-time District Coordinator to address assessment and data and Tier II and Tier III educational programs to include the English Language Development program in the WUSD. This position supports the needs and circumstances of unduplicated pupils by supporting programs to increase learning in classrooms and intervention programs, specifically for low-income pupils, English Learners, and Foster Youth. This position will provide data analysis of student outcomes and coordinate the State mandated assessment processes to include the English Language Proficiency Assessments for California (ELPAC).	$150,500.00	Yes
17	District Teacher on Special Assignment - Mathematics	Employ a Mathematics Teacher on Special Assignment (TOSA) to assist teacher teams in developing tier 1 and 2 systems of support area in the area of math primarily directed to address accessibility for targeted students.	$100,000.00	No
18	District Teacher on Special Assignment - Balanced Literacy	Employ Balanced Literacy Teacher on Special Assignment (TOSA) to assist teacher teams in developing tier 1 and 2 systems of support in the areas of reading and writing primarily directed to address accessibility for targeted students.	$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
19	District Teacher on Special Assignment - NGSS	Employ a Next Generation Science Standards (NGSS) Teacher on Special Assignment (TOSA) to assist teacher teams in developing tier 1 and 2 systems of support in the area science primarily directed to address accessibility for targeted students.	$113,000.00	No
20	Certificated Staff Additional Professional Learning	The District will provide two (2) additional/optional professional learning days in August 2021 to all WUSD teachers with a focus on post-pandemic academic and social-emotional needs of students.	$107,000.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Community and Collaboration (Diversity, Equity, Inclusion) ~ We assure that all members of the WUSD community are viewed as partners in education. We believe in diversity, equity, and inclusion. We assure all employees and stakeholders feel connected, involved, included, heard, and respected as integral members of the WUSD community. In turn, all community members will plan an active role in WUSD's continuous improvement. The District will continue its efforts at outreach to encourage community access to online, published, and more personalized settings to remain informed, involved, and knowledgeable about WUSD programs and initiatives.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed by focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on access and equity encompassing State Priority 3 as based on results of stakeholder feedback, survey results, and focus group shared priorities. Actions and metrics will work in concert to achieve this goal focusing on diversity, inclusion, and equity providing for both transparency and access for all District stakeholders in support of each child in the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain participation rate for parent attendance at scheduled conferences as measured by parent conference sign in sheets for conference attendance.	2019-20 WUSD parent conference attendance: 97%				Maintain participation rate for parent attendance at scheduled conferences at 97%
Annually increase parent participation on the English Language Development Needs Assessment Survey	2020-21 the district wide ELD Survey completion increased from 76 respondents in 2019-20 to 146 respondents.				Maintain or increase parent survey participation annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as measured by survey participation.					
Annually increase participation on the WUSD Local Control Accountability Plan (LCAP) Survey as measured by survey participation.	2020-21 district wide LCAP Survey completion increased from 248 respondents in 2019-20 to 287 respondents in 20-21.				Maintain or increase survey participation annually
Parent Input in Decision Making: LCAP Survey- The district makes outreach efforts to encourage community access to district information in order to remain informed, involved, and knowledgeable about WUSD programs and initiatives.	2020-21 Survey respondents Agree/Strongly Agree 82%				Maintain or increase survey respondents indicating Agree/Strongly Agree
Net Promoter Score: LCAP 2019-20 Survey	2019-20 LCAP Net Promoter Score is 73.8%				Score in the 70-100% range which is viewed industry wide as the "Excellent range".
Google Analytics: Website data	2020-2021 96,126 page views.				Maintain or increase page views
Social Media Analytics: Facebook followers	2020-2021 645 followers				Maintain or increase the number of followers to 1,000
Social Media Analytics: Instagram followers	2020-21 1,032 followers				Maintain or increase the number of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					followers by 2% annually
Email Analytics: District Email	2020-21 Average open rate 59%				Maintain above national educational institution standard open rate of 21%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Accountability	The district will develop a system of accountability accessible to students and their families to support clear communication and promote student progress (i.e., report cards, resource allocation, online parent-guardian/student access to course learning expectations and performance outcomes, conferences, etc.).	$8,500.00	No
2	District Communications	The District will increase transparency for families and parent participation in decision-making groups, school and district events, and informational workshops via communications support personnel.	$100,000.00	No
3	Communications Outreach and Access	The District will provide appropriate technologies to increase District outreach and public access by providing live streaming of Board of Education meetings.	$70,000.00	No
4	Translation Services	The District provides support services including interpreters, parent education and other communication supports.	$10,000.00	Yes
5	Diversity, Equity, Inclusion (DEI) Coordinator	The District will employ 1 full time staff to provide support services to staff and families in the area of DEI prioritizing family outreach and education, restorative practices, social-emotional learning, and	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum review to build staff capacity to promote diversity, equity, and inclusion.		
6	Community Partnerships	The District will partner with community organizations to include afterschool and summer programs, mental health organizations, and social service agencies to create more opportunities for relationships and student/family support.	$500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Organizational Strength ~ We assure WUSD will manage the District as a whole, as well as individual school sites, with prudent and effective organizational procedures and practices. This includes appropriate and effective internal controls that are regularly evaluated and improved, as needed. We assure the development of our team, and we seek to implement best practices in the vital areas required to operate the District. Wiseburn further commits to maintaining a strong fiscal position that, to the extent possible, supports the high-quality advancement of our commitments in a fiscally prudent and equitable manner.

An explanation of why the LEA has developed this goal.

This Broad Goal was developed through a series of focus groups made up of WUSD families, teachers, and students to create a district-wide strategic plan built on common goals. This goal focuses on overall district fiscal stability encompassing State Priority 1. LCAP Committee, School Site Councils, the WUSD Board of Trustees, Superintendent and Cabinet, and the District Finance Committee provide regular input to ensure funding is equitably and appropriately distributed based on student needs. School Site Plans and the LCAP provide guidance while the Business Office in collaboration with site Principals create annual budgets that reflect the overall support of all students, specifically the district's unduplicated pupil population.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance or ADA (2nd period report of attendance)	2020-21 ADA 97.1%				Maintain an all District ADA of 97.1%
Chronic Absenteeism Rate: CA Dashboard	2019 CA Dashboard Chronic Absentee Rate indicator shows 4.3% of students were chronically absent which was maintained at -0.1%, for a Green				California Dashboard Chronic Absenteeism indicator for all students will be Blue or Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	overall dashboard rating.				
Middle School Dropout Rate: CALPADS - Fall 1 - Report	2019 middle school drop out rate 0%				0% middle school drop out rate
Reserve for Economic Uncertainties (REU)	2020-21 Reserve for Economic Uncertainties" or "REU" level is 10.0% for 2020-21.				17% reserve
Fiscal audit findings.	2019-2020 revealed 0 (zero) fiscal audit findings.				0 (zero) fiscal findings with each audit
School Site budgets	2019-20 all school sites maintained balanced budgets				All school sites maintain balanced budgets

Actions

Action #	Title	Description	Total Funds	Contributing
1	Systems Implementation (BEST)	Implementation of position management subscriptions and systems to maintain internal controls (BEST).	$30,000.00	No
2	Audit Processes	The District will support independent audits each year to review attendance and budget accounting.	$19,500.00	No
3	Work Order Systems	The District will provide time and attendance software (AESOP) /inventory control software, etc. to support accountability systems within the district.	$18,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	Technology Infrastructure - Educational Tech Supports	The District will upgrade and integrate District wireless system and infrastructure for 1 to 1 technology implementation. With greater reliance on digital tools for learning, the infrastructure system is integral to providing equal access for all students to district learning resources.	$150,000.00	No
5	Partnership Development	The District will employ consultant support to focus on the continued evolution of the unique partnership between WUSD and DaVinci Schools.	$13,500.00	No
6	Student Enrollment Support	The District will provide appropriate staffing and resources to ensure stability of student enrollment.	$178,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.79%	1,621,000

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.

All actions contributing to increased/improved services that benefit unduplicated pupils are provided in this overview.

Goal 1
Action 9: Middle School Campus Monitoring: Programs beyond the school day for low-income, homeless, and foster youth to increase safety for students, assuage delinquent behaviors, and encourage a positive school climate, continue to be in high demand in the WUSD. Campus monitoring by designated aides will provide supervision of students in Extended Day Programs as well as those attending school athletic and enrichment events throughout the middle school campus. Such supervision is necessary to ensure a safe, supportive, and positive school climate for students who often have no other options for afterschool care/engagement. This continuing action has resulted in an observed increase in student attendance at afterschool events/athletic competitions and 2020-21 California Healthy Kids Survey results revealing 90% of students choosing to Agree/Strongly Agree regarding a sense of safety on campus. This continuing action is principally directed towards foster youth, English Learners, and low-income pupils as a means of offering a safe place for students beyond the school day to study, socialize and participate in afterschool programs. Results from student surveys and staff observations reinforce that the following action will contribute to an increased sense of safety on campus for unduplicated pupils: Maintain 0.5 campus aide at Dana Middle School.

Goal 2
Actions 8 and 9: After assessing the needs, conditions, and circumstances of our socioeconomically disadvantaged students, English Learners, and students in foster care we learned that such students face unique learning challenges. The results of the 2019 CAASPP assessment for English Language Arts reveal a 3% increase in the achievement gap between SED and non-SED student populations from 12% in 2018 to 15% in 2019. The 2019 CAASPP Math results reveal no change in the achievement gap between SED and non-SED

student populations from 17% in 2018 to 17% in 2019. Based on this data, we plan to develop and implement tier 3 intensive intervention student supports on a District-wide basis. This action is principally directed towards socioeconomically disadvantaged students as well as our English Learner and Foster Youth and we expect that all students identified as not meeting grade-level standard based on end-of-year CAASPP results in English Language Arts and math as well as local reading and math assessments will receive intervention supports. This action will result in all students scoring above the not-met level for their grade level with a goal of closing the achievement gap in both areas of learning. Our ongoing observations and experience suggest that the following actions will contribute to improved educational outcomes principally directed towards low-income pupils, English Learners, foster youth: provide personnel to facilitate universal screening and tier 3 intense intervention supports in reading and math for identified students beyond and within the school day.

Actions 10-11-12: Analysis of family, student and staff surveys highlight the pressing need for the WUSD to provide multiple forms of support to students and families to address social-emotional needs at the individual and universal levels, specifically for those not able to easily access resources independently due to language barriers, poverty, or lack of adult support. In order to address this condition for our low-income students, we will develop and implement a multi-tiered system of support through counseling staff and social-emotional resources to engage students in daily interactions with their class to build community and connection with teachers and peers. Through the introduction of a social-emotional curriculum, teachers will be provided with community-building daily, weekly, and themed discussion prompts, lessons to promote social-emotional learning, and professional development to gauge and address the mental health and social-emotional needs of students (trauma-informed practices). Through counseling staff, teachers, students, and parents will be able to refer students for individual counseling, group counseling, crisis assessment/intervention, and referrals to community resources. Counseling personnel will be available specifically for our unduplicated pupil families who may see the school/district as the only means of gaining support through school counselors, the district mental health clinician, interns, and trainees. Additionally, teachers may reach out to counselors to facilitate classroom lessons to address a common theme or classroom-level concern. It is through this three-pronged approach that WUSD will address the social-emotional needs of students and their families in the coming post-pandemic year marked by school closure, isolation, and barriers to learning for our students. These actions are being provided on an LEA-wide basis and we expect our students, families, and teacher survey responses to show increased outcomes in the areas of connectedness, safety, and confidence in school staff as supportive. Our ongoing observations and research reinforce the effectiveness of the following actions which contribute to increased educational outcomes for unduplicated pupils: Increase counseling staff, provide trauma-informed practices, and social-emotional curriculum training.

Goal 3
Action 16: Low-income pupils, English Learners, Foster Youth, and RFEP students are the most likely to need intervention services that require consistent tracking of performance outcomes. A persistent achievement gap specifically between our economically disadvantaged students and non-economically disadvantaged peers is evident in our most recent STAR reading (12% gap) and math (17% gap) results. The WUSD has therefore prioritized the need to maintain a coordinator position to develop a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low-income, English Learner, Foster Youth, and Re-designated Fluent English Proficient student performance across the WUSD. The system of data collection, analysis, and communication is necessary to specifically identify and support individual student needs for unduplicated pupils. These data will further allow teachers and administrators to group and track progress for students and to engage with parents and parent groups regarding the progress of unduplicated count students with increased access to data online at the student, teacher, site, and district levels. It is our expectation that the position of coordinator will create a system of data access and review within our schools not yet systematized creating a clear and effective means of

approaching data to afford unduplicated students a personalized and informed means of closing learning gaps in both English Language Arts and math. Our ongoing observations and experience suggest that the following action will contribute to increasing parent engagement for families of unduplicated pupils: Sustain Data Assessment Coordinator to facilitate a student information system, online assessments, and 3rd party support providers into one integrated system for data analysis.

Goal 4
Action 5: Through a review of research and results from school site family, staff, and student surveys in the district in relation to the needs, conditions, and circumstances of our low-income students, WUSD has determined the need for the development of successful systems at all sites to increase low income and English Learner parent involvement at school/district committees and parent education events; thereby, increasing both parent and student connectedness to school and understanding of student learning needs. There is an abundance of research supporting what is evident in our survey results related to social-emotional professional involvement in relation to student mental health needs and, specifically, how adult connections and parental involvement at school act as a predictor of early adolescents' school bonding and academic achievement in eighth grade (Perkins, Daniel F., et al. "Thriving in School: The Role of Sixth-Grade Adolescent–Parent-School Relationships in Predicting Eighth-Grade Academic Outcomes." Youth & Society 48.6 (2016): 739-762.). Based on research and input from school site surveys in the district, WUSD has determined the need for the development of a new position to address diversity, equity, and inclusion to take actionable steps in increasing student and family connectedness to and active participation in schools. Our goal is to increase participation by our unduplicated pupil families at parent education events and school and district committee meetings as identified by a review of attendance logs. This action is principally directed towards low-income pupils and English learners as well as foster youth who traditionally have a lower participation attendance rate at PTA, DELAC, ELAC and LCAP committee events: Employ a District Coordinator to build community and collaboration among students, families, and staff and address diversity, equity, and inclusion in the WUSD.

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

For the fiscal year 2021-22, the net of a projected 5.07% cost of living adjustment (COLA) in LCFF revenues (including Supplemental funding), combined with a decrease in the District's unduplicated pupils is projected to give a slight increase to Supplemental funding over the prior year by approximately $7,000. To clarify, the District projects to receive approximately $1,621,000 in Supplemental funding for the fiscal year 2021-22. In total, the District will be allocated approximately $1,621,000 or 7.79% in Supplemental funding to provide additional programs and/or services for the unduplicated pupils. The proportionality calculation of 7.79% represents the minimum level of increased programs/ services that will be provided to the unduplicated students above and beyond what the non-unduplicated pupils will be provided.

The augmentations identified on a district-wide and school-wide basis serve the interest of unduplicated students. Limited to Unduplicated Student Groups, WUSD CAASPP results for 2019 indicate English Learners are being effectively supported in their learning and acquisition of English and in their English Language Arts achievement; in fact, Wiseburn results significantly exceed statewide trends. In 2019 the California Dashboard indicates that 57.9% of WUSD students identified as English Learners are making progress towards English language proficiency, while the overall State results indicate 48.3% of English Learners making progress. In addition, WUSD EL students who have

been reclassified achieved CAASPP results indicating 50.3 points above standard in English Language Arts, while the State reflects 4 points above standard for reclassified English Learners in English Language Arts. Based on this data, our ongoing observations suggest that all elements of our continuing actions to support the WUSD ELD program contribute to these strong outcomes: English Language Development teachers and instructional aides (Goal 3, Actions 1-2), additional materials provided to support Spanish speakers (Goal 3, Action 3), translation services to engage and inform families of students identified as English Learners (Goal 4, Action 4).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$10,519,300.00	$1,714,500.00	$1,195,500.00	$95,500.00	$13,524,800.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$11,441,500.00	$2,083,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology Infrastructure - Network Safety	$5,000.00				$5,000.00
1	2	All	Professional Staffing	$20,000.00				$20,000.00
1	3	All	Classified Staffing	$5,696,000.00				$5,696,000.00
1	4	All	Staff Safety Training	$9,500.00				$9,500.00
1	5	All	Professional Learning-Classified Staff			$10,000.00		$10,000.00
1	6	All	Assignment Monitoring	$101,000.00				$101,000.00
1	7	All	Scheduled Inspection and Maintenance	$2,000.00				$2,000.00
1	8	All	Deferred Maintenance-Preventative Maintenance	$897,000.00				$897,000.00
1	9	English Learners Foster Youth Low Income RH Dana Middle School	Middle School Campus Monitoring Personnel	$64,500.00				$64,500.00
1	10	All	Elementary Assistant Principal Positions	$376,500.00				$376,500.00
2	1	All	System of local performance assessments			$25,000.00		$25,000.00
2	2	All	Student Performance Data System			$7,000.00		$7,000.00
2	3	All	Certficated Staff Lesson Study/LAB Days and Extended Teacher Collaboration Time		$105,000.00			$105,000.00
2	4	All	Positive Behavior Supports (PBS) Program			$65,000.00		$65,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	Elementary Arts Education			$265,000.00		$265,000.00
2	6	All	Middle School Electives Program	$650,500.00				$650,500.00
2	7	All	Elementary Physical Education Program			$260,000.00		$260,000.00
2	8	English Learners Foster Youth Low Income	Reading Tier 3 Intervention Services and Resources	$31,500.00				$31,500.00
2	9	English Learners Foster Youth Low Income	Mathematics Tier 3 Intervention Services and Resources	$35,000.00	$35,000.00			$70,000.00
2	10	Foster Youth Low Income	School Counseling Services	$521,000.00	$124,500.00			$645,500.00
2	11	English Learners Foster Youth Low Income	Trauma Informed Practices and Social-Emotional Curriculum Training	$128,000.00				$128,000.00
2	12	English Learners Foster Youth Low Income	WUSD Community Counseling Resources	$7,500.00				$7,500.00
2	13	All	Gifted and Talented Education (GATE) Services and Resources	$40,000.00				$40,000.00
2	14	All	Class-size reduction program Kindergarten - Grade 3			$500,000.00		$500,000.00
2	15	All	Staff Evaluation	$30,000.00				$30,000.00
2	16	All	Board Certified Behavior Analyst		$140,000.00			$140,000.00
2	17	Grade 6 students	Social Emotion Support - WEB			$10,000.00		$10,000.00
2	18	All Students with Disabilities Identified students	Extended School Year & Targeted Summer Support Program		$150,000.00			$150,000.00
2	19	All	TK-8 Supports - Mathematics/Reading/Writing		$135,000.00			$135,000.00
3	1	English Learners	English Language Development Program and Resources	$395,000.00				$395,000.00
3	2	English Learners	English Learner Proficiency Assessment	$2,300.00				$2,300.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners	Spanish Language Resources and Materials	$10,000.00				$10,000.00
3	4	Students with Disabilities	Preschool Enrichment Program		$275,000.00			$275,000.00
3	5	Students with Disabilities	Co-Teaching	$10,000.00				$10,000.00
3	6	All	College and Career Readiness	$5,000.00				$5,000.00
3	7	All	Certificated Staff Professional Learning	$266,500.00				$266,500.00
3	8	All	Teacher Leadership		$50,000.00			$50,000.00
3	9	All	Administrative Leadership				$25,000.00	$25,000.00
3	10	All	Mathematics Targeted Support		$60,000.00			$60,000.00
3	11	All	STEM Education	$5,000.00				$5,000.00
3	12	All	Next Generation Science Standards (NGSS) Resources and Materials	$200,000.00				$200,000.00
3	13	All	Access to Essential Grade Level Curriculum	$40,000.00				$40,000.00
3	14	All	Online Student Learning Resources			$45,000.00		$45,000.00
3	15	All	Technology Support Personnel	$255,500.00				$255,500.00
3	16	English Learners Foster Youth Low Income	District Data & Assessment Coordinator	$150,500.00				$150,500.00
3	17	All	District Teacher on Special Assignment - Mathematics		$100,000.00			$100,000.00
3	18	All	District Teacher on Special Assignment - Balanced Literacy		$220,000.00			$220,000.00
3	19	All	District Teacher on Special Assignment - NGSS		$113,000.00			$113,000.00
3	20		Certificated Staff Additional Professional Learning		$107,000.00			$107,000.00
4	1	All	Accountability			$8,500.00		$8,500.00
4	2	All	District Communications		$100,000.00			$100,000.00
4	3	All	Communications Outreach and Access				$70,000.00	$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	English Learners	Translation Services	$10,000.00				$10,000.00
4	5	English Learners Foster Youth Low Income	Diversity, Equity, Inclusion (DEI) Coordinator	$145,000.00				$145,000.00
4	6	All	Community Partnerships				$500.00	$500.00
5	1	All	Systems Implementation (BEST)	$30,000.00				$30,000.00
5	2	All	Audit Processes	$19,500.00				$19,500.00
5	3	All	Work Order Systems	$18,500.00				$18,500.00
5	4	All	Technology Infrastructure - Educational Tech Supports	$150,000.00				$150,000.00
5	5	All	Partnership Development	$13,500.00				$13,500.00
5	6	All	Student Enrollment Support	$178,000.00				$178,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,500,300.00	$1,659,800.00
LEA-wide Total:	$1,018,500.00	$1,178,000.00
Limited Total:	$417,300.00	$417,300.00
Schoolwide Total:	$64,500.00	$64,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**9**	Middle School Campus Monitoring Personnel	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dana Middle School	$64,500.00	$64,500.00
2	**8**	Reading Tier 3 Intervention Services and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,500.00	$31,500.00
2	**9**	Mathematics Tier 3 Intervention Services and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$70,000.00
2	**10**	School Counseling Services	LEA-wide	Foster Youth Low Income	All Schools	$521,000.00	$645,500.00
2	**11**	Trauma Informed Practices and Social-Emotional Curriculum Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,000.00	$128,000.00
2	**12**	WUSD Community Counseling Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	$7,500.00
3	**1**	English Language Development Program and Resources	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$395,000.00	$395,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	English Learner Proficiency Assessment	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,300.00	$2,300.00
3	3	Spanish Language Resources and Materials	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	$10,000.00
3	16	District Data & Assessment Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,500.00	$150,500.00
4	4	Translation Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	$10,000.00
4	5	Diversity, Equity, Inclusion (DEI) Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	$145,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.