

2021-2024
Local Control Accountability Plan
(LCAP)

Approved by the WLA Board of Directors on
May 31, 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Woodward Leadership Academy
CDS code:	36678760126714
LEA contact information:	Jacqueline Johnson, jjohnson@woodwardleadershipacademy.com, 909-266-1762
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

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

Projected General Fund Revenue for the 2022 – 23 School Year		Amount
Total LCFF funds	\$	1,273,026
LCFF supplemental & concentration grants	\$	377,017
All other state funds	\$	461,098
All local funds	\$	2,000
All federal funds	\$	290,152
Total Projected Revenue	\$	2,026,276
Total Budgeted Expenditures for the 2022 – 23 School Year		Amount
Total Budgeted General Fund Expenditures	\$	1,903,167
Total Budgeted Expenditures in the LCAP	\$	1,456,117
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	448,073
Expenditures not in the LCAP	\$	447,050
Expenditures for High Needs Students in the 2021 – 22 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	471,234
Actual Expenditures for High Needs Students in LCAP	\$	304,844

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>Expenditures not included in the LCAP are liability insurance, lease costs, audit and back office service costs, district oversight, banking & payroll fees, legal fees, and depreciation.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2021 – 22 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2021 – 22.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Woodward Leadership Academy

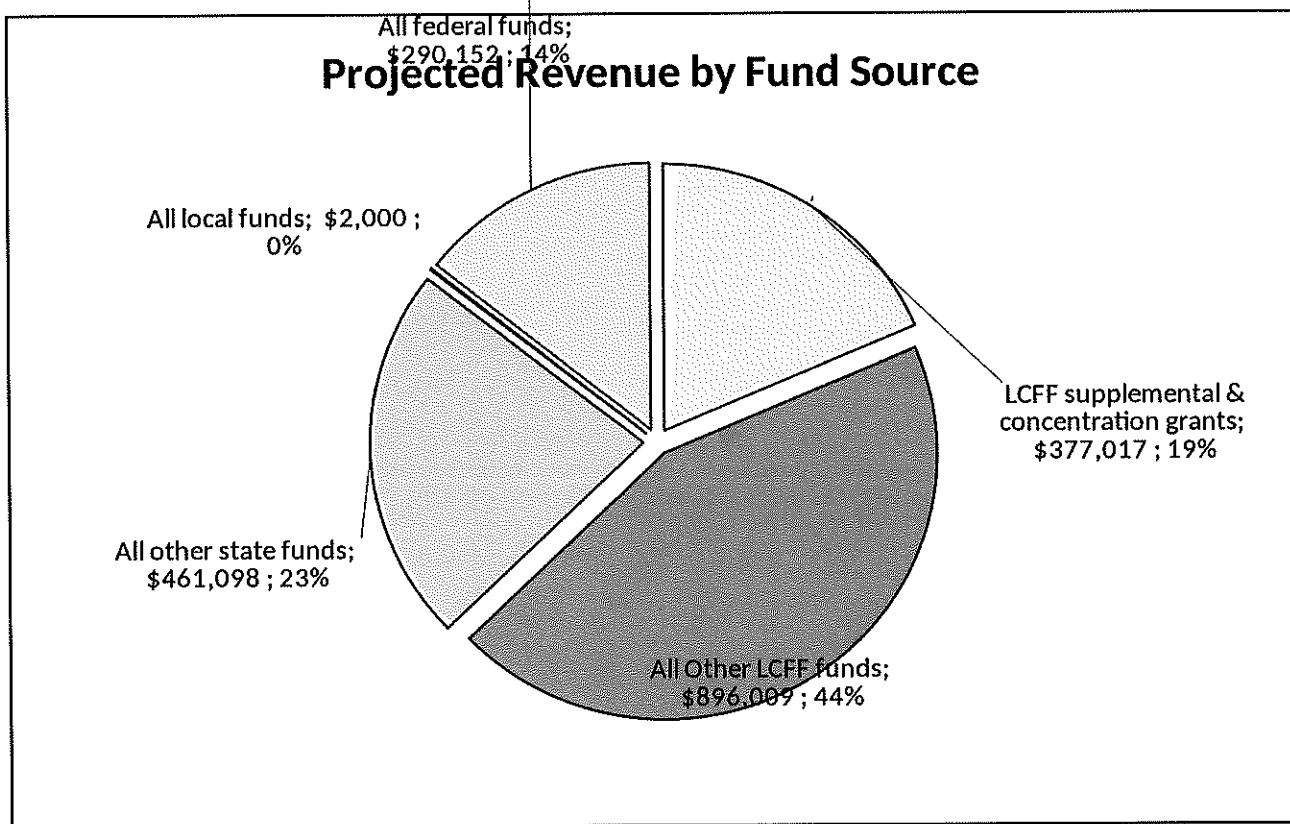
CDS Code: 36678760126714

School Year: 2022 – 23

LEA contact information: Jacqueline Johnson, jjohnson@woodwardleadershipacademy.com, 909-266-1766

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 2022 – 23 School Year

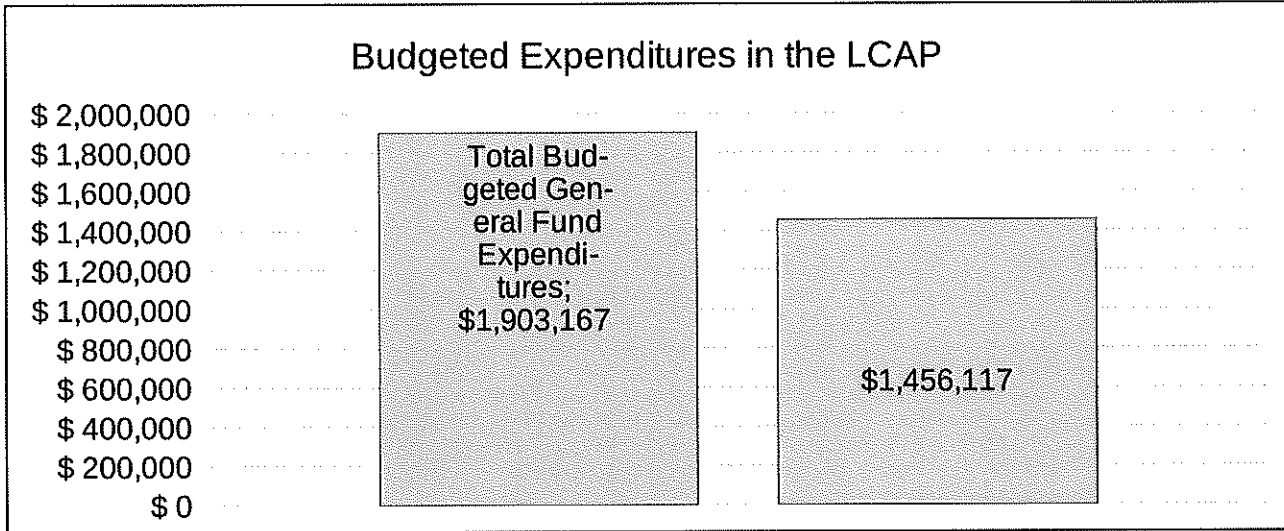


This chart shows the total general purpose revenue Woodward Leadership Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Woodward Leadership Academy is \$2,026,276.00, of which \$1,273,026.00 is Local Control Funding Formula (LCFF), \$461,098.00 is other state funds, \$2,000.00 is local funds, and \$290,152.00 is federal funds. Of the \$1,273,026.00 in LCFF Funds, \$377,017.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Woodward Leadership Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Woodward Leadership Academy plans to spend \$1,903,167.00 for the 2022 – 23 school year. Of that amount, \$1,456,117.00 is tied to actions/services in the LCAP and \$447,050.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

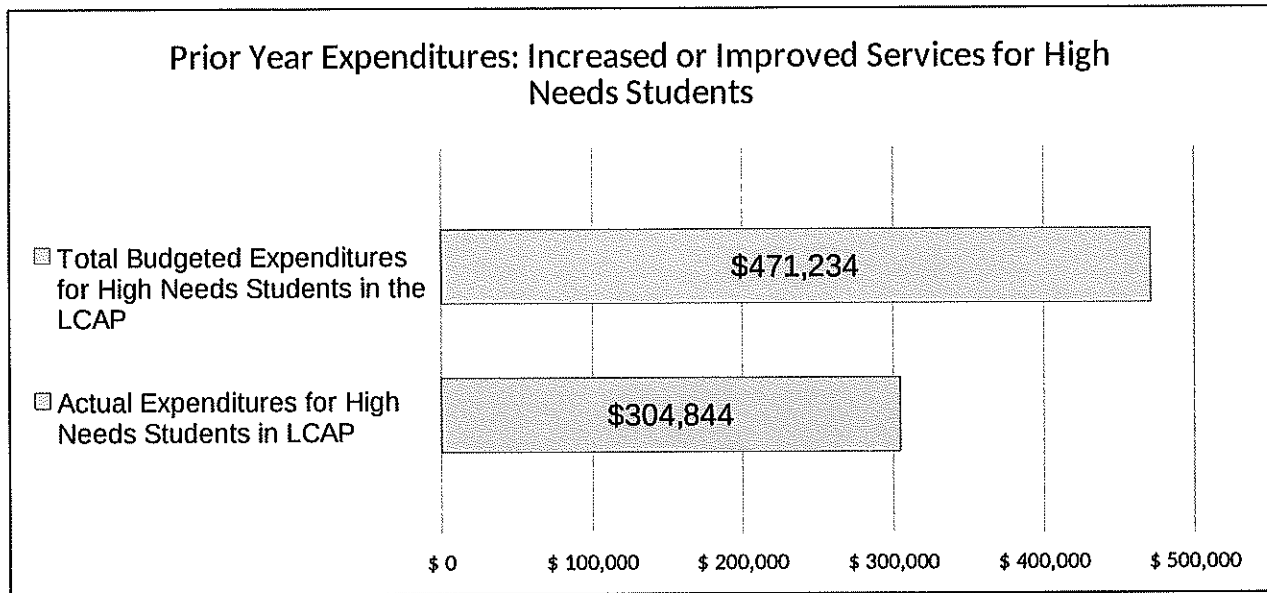
Expenditures not included in the LCAP are liability insurance, lease costs, audit and back office service costs, district oversight, banking & payroll fees, legal fees, and depreciation.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Woodward Leadership Academy is projecting it will receive \$377,017.00 based on the enrollment of foster youth, English learner, and low-income students. Woodward Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Woodward Leadership Academy plans to spend \$448,073.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

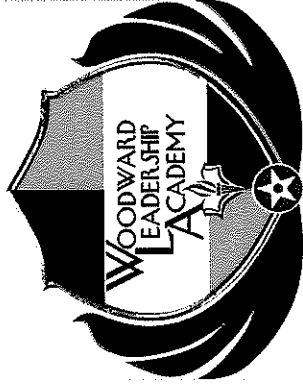
Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Woodward Leadership Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Woodward Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Woodward Leadership Academy's LCAP budgeted \$471,234.00 for planned actions to increase or improve services for high needs students. Woodward Leadership Academy actually spent \$304,844.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$166,390.00 had the following impact on Woodward Leadership Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]



LCAP Mid-Year Update

Woodward Leadership Academy
Monday, February 28, 2022

AGENDA:

- 1. Overview of Requirements**
- 2. Updated Budget Overview for Parents**
- 3. LCAP Actions, Expenditures, Implementation, & Outcomes Update**
- 4. LCAP Goals At-A-Glance**
- 5. Educational Partner Input**

Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

WLA Areas of Focus

Academic Achievement

Parent Engagement

Safe & Welcoming School Environment

Professional Development

Updated Budget Overview for Parents

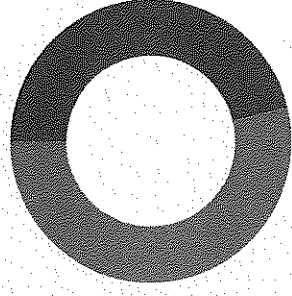
Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	1st Interim 21-22 Budget Amount	Difference
Total LCFF funds	\$ 1,076,416.00	\$ 1,070,974.00	\$ (5,442.00)
LCFF supplemental and concentration grants	\$ 290,462.00	\$ 317,011.00	\$ 26,549.00
All other state funds	\$ 276,903.00	\$ 394,498.00	\$ 117,595.00
All local funds	\$ -	\$ 500.00	\$ 500.00
All federal funds	\$ 258,671.00	\$ 308,027.00	\$ 49,356.00
Total projected revenue	\$ 1,611,990.00	\$ 1,773,999.00	\$ 162,009.00
Total budgeted general fund expenditures	\$ 1,471,109.00	\$ 1,702,606.00	\$ 231,497.00

Woodward Leadership Academy
2021-22 LCAP Supplement Mid-Year Expenditures Summary
For the Period July 1, 2021 - December 31st, 2021/2022

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	711,328	328,852	46%	54%
2	8,806	8,995	102%	0%
3	329,918	199,852	61%	39%
4	5,700	2,481	44%	56%
5	-	-	#DIV/0!	#DIV/0!
6	-	-	#DIV/0!	#DIV/0!
Grand Total	1,055,752	540,180		

Goal 1: Increase student success in ELA, math, science, & literacy

2021-22 LCAP Goal 1

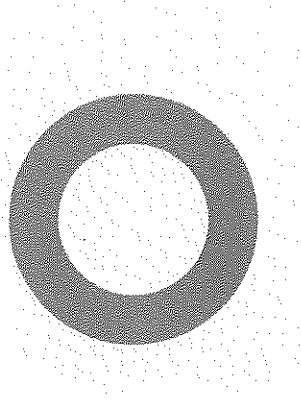


- ★ Student Academic & Social Emotional Support Success
 - (Gen. Ed teachers, SELPA, F/T counselor)
- ★ Intervention Support
 - (Tutors, classroom aides)
- ★ Technology Refresh

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6	-	-	-	#DIV/0!
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Goal 2: Parent & Family Engagement

2021-22 LCAP Goal 2



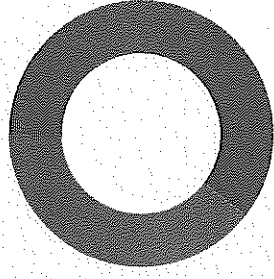
- ★ Effective Communication
 - Aeries ParentPortal, website revamp, google numbers for staff, travel costs for home visits

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Goal 3: Safe welcoming environment/School Connectedness

- ★ F/T counselor
- ★ School-family liaison
- ★ F/T CSO
- ★ Universal Screening Assessment
- ★ Attendance Incentives
- ★ ASES

2021-22 LCAP Goal 3

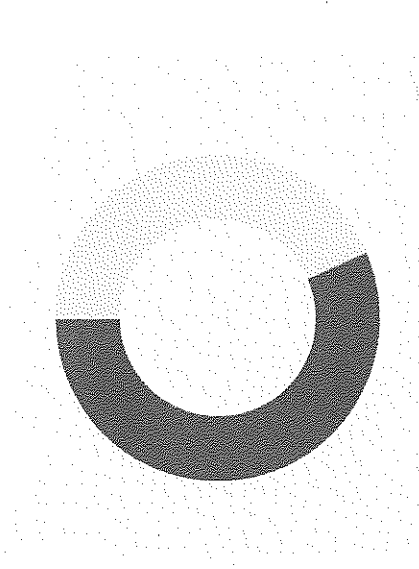


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Goal 4: Professional Development

PBIS, SEL, Conferences

2021-22 LCAP Goal 4



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6	-	-	-	#DIV/0!
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LCAP Goals At-A-Glance

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	Contributed to Increased or Improved Services?	Status
1	1	Student Academic & Social Emotional Support Success	N	2
1	2	Intervention Support	Y	2
1	3	Technology Refresh and Preparing Students for In-Person Learning	Y	2
2	1	Effective Communication	Y	2
3	1	Elementary Counselor	Y	3
3	2	Classified Staff	Y	2
3	3	Campus Security Officer	Y	3
3	4	Universal Assessment Testing	N	1
3	5	Increase Attendance Rates Schoolwide	N	2
3	6	After School Program	Y	2
4	1	Professional Development	Y	2

Enter 1 for Not Started, 2 for In Progress, or 3 for Complete in Column E.

3	Complete
2	In Progress
1	Not Started

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Woodward Leadership Academy	Jacqueline Johnson, Operations Administrator	jjohnson@woodwardleadershipacademy.com , 909-266-1762

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Woodward Leadership Academy (WLA) has and will continue to engage its educational partners on the use of funds not included in the LCAP. Due to the timing of the LCAP due date by July 1, 2021, and the approval of the State budget a few days thereafter, the following funds were not part of the 2021-22 LCAP: ESSER 3, Universal TK, Educator Effectiveness, and Universal School Meals. To address the best use of these funds for the school and its community WLA used various methods of communication including surveys, virtual meetings, board meetings, community events, emails and school website and videoboard postings to inform and engage all educational partners. After receiving and reviewing the responses using the above stated communication methods, all educational partners were invited to attend PAC (Parent Advisory Committee) Meetings to collaborate and further address their student's learning losses and to ask questions. The results of these discussion were then taken to the school's board for added analysis and input from board members. All monthly board meeting minutes are then posted to the school's website. WLA also held weekly staff meetings beginning the start of the school year to address the needs of their staff and students and how ESSER 3 dollars could supplement the programs and supports of the school. ESSER 3 funds were discussed openly at board meetings beginning in July 2021 (during the financial report) prior to the expenditure plan approval allowing board members and all other educational partners to weigh in on what they felt would be the best use of these funds. The same efforts were made for Educator Effectiveness funds. Universal TK and Universal School Meals are still very much in the preliminary funding stages with more fiscal information still to come from the Governor. The school has openly addressed these potential funding sources at monthly board meetings in 2021-22 to provide

information to educational partners, however no funds have been budgeted in 2021-22 due to funding from this portion of the budget package not set to kick in until 2022-23.

WLA's third party back-office team work's very closely with the school to update them on current and upcoming funding sources and the allowable uses of those funds so school staff can relay that information openly to its educational partners through the avenues stated above. This process will continue monthly at board meetings, at weekly staff meetings, PAC meetings and through additional surveys to all educational partners to get the best feedback on the needs of the school. All these efforts have and will continue to be a priority for Woodward Leadership Academy to ensure they support their community to the best of their ability.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Woodward Leadership Academy has begun and will continue to use the additional 15% concentration grant add-on funds that it will receive to increase the number of its certificated and classified staff, focusing most of the dollars on the former. Using these add-on funds to bolster its certificated staff will provide smaller class sizes for a more tailored and focused instruction for the pupil, specifically pupils who are low-income, English Learner and/or foster youth. Depending on the staffing pool of teachers and classified staff as the pandemic continues, the school has and plans to continue to hire certificated teachers and classified supports/contracted supports (tutoring supports during and after school) for struggling students, with a focus specifically on students who are low-income, English Learner and/or foster youth. As the school has grown its enrollment over the past few years and with the administrative burden the pandemic has placed on school staff, the need for a school Principal has become even more pressing. The school recently began the search for a strong certificated candidate and may hire a Principal using these add-on concentration funds. The low income, foster youth, and English Learner students are the students who specifically generate these add-on funds and therefore the school recognizes and has plans in place to spend those dollars on those students. Through educational partner engagement, supplemental instruction and support strategies focused on the social-emotional well-being of the child were recognized as the best way to support that student group.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Woodward Leadership Academy solicited representation and feedback from its stakeholders: students, teachers/instructional staff, administration staff, and parents. Stakeholders were contacted through various methods such as surveys, parent engagement meetings, board meetings and Aeries (Student Information System) communication. As the school details its educational partners on the progress of its ESSER 3 plan at upcoming monthly board meetings, PAC meetings and community events it will update the engagement section, as needed.

Woodward Leadership Academy strived to identify learning loss and areas of greatest need for all students. The ESSER III expenditure plan was discussed with the above-mentioned stakeholders. They were given the opportunity to participate in discussions that addressed the planning processes to identify support strategies and supplemental instruction for students. All

students including at-risk, low-income, foster youth, homeless, English learners, students with disabilities, students who are below grade level, tribal and disengaged students are eligible under the plan.

The feedback provided valuable information that helped WLA to determine how to best assist the students with supplemental instructions and support strategies. Social-emotional well-being and the need for supplemental instructions and support strategies foundational skills were of the main concern requested to address learning loss. To address this, the school brought on its Counselor full-time (previously part-time) to address the mental health needs of its students and hired on an educational consulting company to provide one-on-one tutoring for students. Another area of concern for the stakeholders was what methods WLA would use to keep the students and staff healthy and safe. To increase safety, the school added security cameras around the building to limit any potential intruders and budgeted additional hours for custodial/maintenance to the facility to prevent the spread of the virus. After all information was gathered, the WLA administration considered everything and made the determination to strengthen all areas within the plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Taking all the responses and conversations with educational partners into account, WLA has implemented the following using federal one-time stimulus funds:

- Hired a full-time Custodian and purchased PPE and cleaning supplies per the school's grant plan. The school has also increased its usage with Cintas who provides cleaning supplies and materials.
- Purchased 90 Chromebooks for remote learning in case hybrid or in-person learning was affected. To prepare for in-person learning as well as to ensure remote learning went smooth, WLA purchased 2 Sharp LCD TV's, 7 projectors and Chromebook carts.
- Paid for additional increases in auditing and business service fees due to the pandemic
- Contracted with a teacher substitute company to ensure continuity of learning if a staff member is sick or unable to work. This was not part of the original ESSER plans, but the growing need forced the school to shift needs quickly.
- Contracted with Scholarly Foundations to provide tutoring and support services during and after school hours to help with lost learning time. WLA/Scholarly Foundations will review the data results from the intervention supports to understand signs of progress or lack thereof.

WLA has experienced some challenges in implementing portions of their federal stimulus plans, however. Those challenges include:

- Attendance rates have been far lower than planned which has created a tighter budget and a need to shift the use of some of the one-time federal funds. The school intended to hire an in-classroom instructional aide per its ESSER 3 plan but is waiting on directives from the State and Governor's office if an ADA hold harmless or something similar will stabilize funding for the 2021-22 school year.
- Staffing shortages throughout the community and the State have created a very limited staffing pool. The school has brought on some staff only to see them not show up after a few days on the job. WLA does still plan to hire an additional instructional aide with ESSER 3 dollars to provide in-classroom supports brought on by the pandemic for its students.

- Increased virus variants have also shifted school stimulus funds to purchase more air quality purifiers for staff, parent, and student safety.

As Omicron has become more and more prevalent at the beginning of the 2022 calendar year, the school anticipates it may need to shift more expenditures to PPE and safety measures as well as strengthening reengagement strategies to try and keep students actively learning daily. The school will work with all educational partners to gain input on the best paths forward.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Woodward Leadership Academy has used the fiscal resources (one-time federal funds) it has received in 2021-22 to increase safety measures for staff and students, support staff retention via bonuses and improve systems for student engagement and reengagement, per its Safe Return to In-Person Instruction and Continuity of Services Plan. This has been done through increased hours of the school Custodian in 2021-22, by contracting with a substitute pool to ensure teachers are in the classroom consistently to provide in-person learning to the greatest extent possible and utilizing a tutoring company to support the needs of every WLA student, focusing mainly on learning losses. Through the first half of the 2021-22 school year, WLA has utilized one-time stimulus funds per the schools ESSER 3 Expenditure Plan to increase PPE, air quality, school cleanliness, additional back-office support, and tutoring. Per the school's LCAP, ESSER 3 Plan, ELO Plan and Safe Return to In-Person instruction, the school has invested in PPE and custodial costs to ensure safety of all parties coming onto the school site, added a tutor and additional after school supports, and increased its communication/communication methods to all its educational partners (Aeries communication and new video board communications) to provide them with the most up-to-date information on the school. Per the LCAP, WLA has also increased staff meetings, consistently held board meetings (also increased board members for greater school support) and monthly parent meetings to ensure all input and data is shared and analyzed.

As the Omicron variant continues to spread, the school will continue to review its plans with all educational partners to address the most pressing concerns of the school and its community.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID–19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and 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
Woodward Leadership Academy	Jacqueline Johnson, Operations Administrator	jjohnson@woodwardleadershipacademy.com (909) 266-1762

Plan Summary [2022-23]

General Information

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

Woodward Leadership Academy (WLA) is a public charter school that serves Transitional Kindergarten through Sixth Grade students in San Bernardino City and the surrounding area. During the 2021-'22 school year, we had the honor of partnering with families to meet the educational needs of over 100 students.

The goals and actions found in this LCAP address our vision and mission which are:

Vision: To raise the achievement levels of ALL students through a rigorous academic program that will foster scholarly habits, nurture leadership skills and develop strong character qualities needed to flourish throughout their educational career and in life.

Mission: To expand the choices that parents and students have for a high quality educational opportunity within the public school system; To prepare our students to attend, compete and complete at the leading colleges and universities in the nation; To realize this vision by discovering and developing each student's unique gifts, abilities and talents. Do this by offering students a sense of purpose and an exceptional educational experience while helping them become responsible, self-disciplined, creative global thinkers and ethical citizens.

The Basics:

- * 7 member Board of Directors
- * 16 employees: 7 certificated (teachers & counselors.); 9 classified (Director of Operations, campus safety officer, instructional assistants, paraprofessionals, & custodians.);

Enrollment: 96 (Fall 1 CALPADS)

Grade Level Enrollment (# students):

- o TK = 5
- o K = 14
- o 1 = 15
- o 2 = 19
- o 3 = 16
- o 4 = 14
- o 5 = 7
- o 6 = 6

2021-2022 Demographics (Unduplicated Count)

93.75% socioeconomically disadvantaged

7.2% English Learners

2.1% with identified special needs

2.2% foster youth

7.2% homeless

2021-22 Student Population (Ethnicity)

71.875% Black (Non-Hispanic)

18.75% Hispanic/Latino

2% White (Non-Hispanic)

2% Pacific Islander (Non- Hispanic)

5.2% Multi-Ethnicity

The parents of WLA have chosen this charter school for its small community learning environment, leadership and character development, as well as the extracurricular enrichment opportunities.

Reflections: Successes

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

After returning to in-person learning after a 1 ½ years of distance learning (due to the COVID-19 pandemic and closure of our school campus) there are many accomplishments that WLA is very proud of. Although the state has temporarily suspended the reporting of state indicators on the Dashboard, our local data outlines our successes for the 2021/2022 school year.

The teaching staff remained committed to providing a quality education for our students. WLA continued providing effective support to all students. The staff continued to meet the needs of students, together with their parents/guardians, working to remove barriers to learning, physical, emotional, and mental wellbeing. In addition, students participated in Benchmark Testing at the beginning of the school year, during midyear, and again at the end of the school year to assess areas of growth and continued areas of need so that we can support the student where they are in achievement.

We are proud of our staff who received ongoing Professional Development training to help support their instructional delivery and support for a positive campus climate.

All students were provided with curriculum, a variety of additional learning materials, and Chromebooks. Our school also tried to keep students engaged in extracurricular pursuits whenever possible, such as sports and afterschool clubs.

From stakeholder input, we're most proud of the family-like culture that resonates within the WLA community.

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.

Overall, WLA's performance results for all students and for specific groups show that improvement is needed in the areas of English Language Arts, math, and reading. Despite reported growth strides, data continues to demonstrate that more concentrated efforts need to be made in these areas.

Community stakeholders are committed to identifying any barriers and providing an equitable educational program that will promote academic achievement. WLA will continue to focus on stakeholder education around academic success, student wellness, attendance and tardies, and chronic absenteeism.

LCAP Highlights

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

WLA will use a Multi-Tiered System of Intervention and Support to address the State Priorities. These include the following:

Conditions of Learning:

- 1) Basic Services
- 2) Implementation of Common Core Standards
- 3) Course Access

Student Outcomes:

- 4) Student Achievement
- 5) Other Student Outcomes

Engagement:

- 6) Parental Involvement
- 7) Student Engagement
- 8) School Climate

Based upon recent local data, and with input from staff and school community stakeholders, we have identified five LCAP goals that will help us achieve our vision and mission:

LCAP Goal	Examples of Actions	Examples of Metrics
<p>Goal 1: Increase student success in ELA, math, science, and literacy</p>	<ul style="list-style-type: none"> • Retain quality general education teachers • Contracted SELPA support services • Employ a full time counselor • Enrichment support • Classroom Aide (as appropriate) • Purchase/Replace technology 	<ul style="list-style-type: none"> • Teacher credentialing and assignment • Sufficient instructional/technology materials • State & local ELA, math, & science assessments

	<ul style="list-style-type: none"> • Purchase necessary classroom materials for students
State Priorities: Basic Services, Implementation of State Standards, Course Access	

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 2: Increase the occurrences of positive social interactions (i.e. kindness, empathy, etc) as well as provide support for positive mental health	<ul style="list-style-type: none"> • Social Emotional Support Professional Development • Mental Health/Wellness Support • Positive Behavior Incentives 	<ul style="list-style-type: none"> • School-wide SEL lessons • Implementation of best practices
State Priorities: School Climate, Student Achievement, Other Student Outcomes		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 3: Engage parents and families to support student success in school	<ul style="list-style-type: none"> • Communication through Aeries ParentPortal • School-wide Website revamp • Google phone numbers for staff • Home visits (as appropriate) • Classroom Parent-Partners 	<ul style="list-style-type: none"> • Analysis of Parent usage of Parent Portal • Participation/attendance in school sponsored events • Number of Home Visits
State Priorities: Parent Engagement, Student Engagement		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 4: Foster a safe welcoming learning environment where students learn and feel connected to school	<ul style="list-style-type: none"> • Full time counselor • School-Family Liaison • Full time Campus Safety Officer • Universal Screening Assessment to evaluate student voice • Attendance Incentives 	<ul style="list-style-type: none"> • Number of class presentations, small group, & 1:1 counseling sessions • Number of school-family events • School Climate Survey data • After school program participation data

	<ul style="list-style-type: none"> • Soar Club (ASES) 	<ul style="list-style-type: none"> • Attendance data
State Priorities: Basic Services, School Climate		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 5: Provide regular and ongoing professional development opportunities that will address the areas of academic instruction, mental health awareness, career development and safe school culture	<ul style="list-style-type: none"> • PBIS Workshops • SEL Professional Development • CCSA Conference for Administration 	<ul style="list-style-type: none"> • Documentation of sign-in sheets • Review & Implementation of best practices
State Priorities: School Climate, Student Achievement, Other Student Outcomes		

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.

Not Applicable. Woodward was not identified for CSI.

Support for Identified Schools

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

Not Applicable. Woodward was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Not Applicable. Woodward was not identified for CSI.

Stakeholder Engagement

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

The ongoing engagement of stakeholders is a key part of WLA's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. Informational and feedback opportunities were given to allow stakeholders to participate in the LCAP Annual Update presentations. The Board of Director meetings, professional development, parent meetings and parent surveys were another way to hear and consider input. Feedback throughout the year is organic and ongoing. Parents offer feedback regularly that is considered for revision and update. During weekly meetings, staff provide reflection on the previous week and upcoming events. During this process school issues are consistently worked on and school direction refined. Our LCAP goals have been updated based on data review with stakeholders, a review of the data with leadership, and budgeted resources.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input. Stakeholders voiced that students needed to "catch up" in areas where there are identified learning gaps. The goals detailed within this LCAP all support a student's ability to increase their academic success by ensuring that their basic, social-emotional, and mental health needs are met.

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

Stakeholder input influenced the development of this LCAP. Feedback from parents, students, community, and staff members informed programs and services for students, families and the community.

Stakeholders have expressed a need to maintain an investment in technology, maintain a focus on safety and recruit and maintain quality staffing. Stakeholder feedback also demonstrated that WLA should enhance its efforts around the following:

- * extended learning programs
- * continued investment on safety
- * continued support on Social-Emotional learning
- * expanded mental health support
- * additional school staff to support intervention, coaching, outreach support to families, support for student groups in need of accelerated learning like English learners, students with special needs, gifted and talented, foster youth, at-promise, low income and

homeless

- * quality professional development to support staff
- * professional development on early literacy, core instruction, ELD strategies, new staff member supports
- * multi-tiered systems of support
- * intervention programs
- * before and after school programs, expanded summer school programs
- * increased support to help families engage their child at school
- * increased support to closely monitor chronic attendance/absences, especially for foster and homeless youth
- * continued Restorative Practices training for stakeholders
- * Cultural Proficiency training and implementation
- * maintain student wellness programs, mental health access, collaborative services, case management
- * computers and Hot Spots
- * time to plan/collaborate

Goals and Actions

Goal

Goal #	Description
Goal 1	Increase academic achievement in the areas of ELA, Math, Science, & Literacy.

An explanation of why the LEA has developed this goal.

CA Dashboard Data (2019) and self-study findings indicate the need to increase the academic performance of all students in *Meeting or Exceeding* grade level standards. This is done by increasing the rigor and relevance of our curriculum and instruction. Core subject matter instruction will also include interventions, enrichment activities, differentiated instruction, project based and blended learning.

WLA Stakeholders recognize the extent to which barriers prevent students from setting and achieving goals and that barrier removal is essential to increase ADA. Lastly, WLA realizes the importance of staying current with instructional technology as a means of increasing student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
WLA teacher credentials and assignments	100% of WLA teachers are properly credentialed and appropriately assigned	100% of WLA teachers were properly credentialed & assigned			100% of WLA teachers are properly credentialed and appropriately assigned
Student access to standards-aligned instructional materials	100 % of WLA students have access to standards-aligned instructional materials	100% of WLA students had access to standards aligned instructional materials.			100 % of WLA students have access to standards-aligned instructional materials
College and Career Readiness:	WLA students were given opportunities to participate in college and career readiness and career readiness	WLA hosted monthly college and career readiness activities that students			100% of students will participate in college and career readiness

Participation in activities	preparedness activities	participated in. These activities included: career fairs, college tours (virtual and in-person), career exploration lessons and workshops.	preparedness activities	preparedness activities
Technology	100% of students have access to a chromebook and internet	100% of WLA students had access to a chromebook and a hot spot (as required).	100% of students have access to a chromebook and internet	100% of students have access to a chromebook and internet
Distance Learning opportunities	100% of students have access to distance learning	While 100% of WLA students had access to the distance learning program, only 4% of the students utilized the program full time. Other students utilized the Distance Learning program intermittently, mainly due to their need to quarantine as a result of illness or symptoms thereof.	100% of students have access to distance learning	100% of students who desire distance learning will have access
Skills acceleration: Academic Enrichment Support	All 3rd-6th grade students have access to Academic Enrichment Support	WLA's 3rd-6th grade students had access to Academic Enrichment Support.	All 3rd-6th grade students have access to Academic Enrichment Support	100% of WLA students will have access to Academic Enrichment Support
Increase the percentage of students who are performing at grade level or above in ELA	Baseline data as determined by iReady Diagnostic Assessments taken in the Fall of 2021:	End of Year data as determined by iReady Diagnostic Assessments taken in the Spring of 2022:	Baseline data as determined by iReady Diagnostic Assessments taken in the Fall of 2021:	10% meet or exceed-ELA 10% meet or exceed-math

and math (Grades K-2)	ELA (K-2) 8.6% are at or above grade level Math (K-2) 2.3% are at or above grade level	ELA (K-2) 29.7% are at or above grade level Math (K-2) 13.8% are at or above grade level			10% meet or exceed-ELA 10% meet or exceed-math
Increase the percentage of students who are meeting or exceeding standards as measured by the CAASPP in ELA and Math (Grades 3-6)	Baseline data as determined by iReady Diagnostic Assessments taken in the Fall of 2021: ELA (Gades 3-6) 9.3% at are or above grade level Math (Grades 3-6) 0% are at or above grade level	Data TBD once CAASPP scores are reported			

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Student Academic Success	<ol style="list-style-type: none"> Hire & retain general education teachers Contract with SBCUSD for SELPA services to support students who receive SPED support 	\$610,072	[Y]
Action 2	Intervention Support through Learning Pods	<ol style="list-style-type: none"> Enrichment support (Scholarly Foundations) Classroom Aide Learning Pod Facilitator 	\$261,341	[Y]

Action 3	Providing in-class resources to support students learning	<ol style="list-style-type: none"> 1. Replace technology (as needed) 2. Purchase necessary classroom materials for learning enrichment 	\$73,000	M
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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.

Overall, we were able to implement all three actions outlined in Goal #1. All of the general education teachers that we hired were properly credentialed and assigned. We also maintained our contract with San Bernardino City Unified School District (SBCUSD) for SELPA services for our students. One unexpected turn that we faced in the implementation of Action #1 was the mid-year resignation of two of our teachers. We were able to fill these positions with qualified long-term substitute teachers who remained with us until the conclusion of the school year. All teachers and students had access to operational technology which was used to enhance the learning experience throughout the year. They also received intervention support through an outside contracted company. Support was provided daily using both push-in and pull-out methods.

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

There were a few material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Goal #1, specifically for Action #2 (Intervention Support) and Actions #3 (Technology refresh and Preparing students for in-person learning). We were able to fulfill the identified Action Items as outlined in the LCAP. We used additional funding to better support the needs of the students, which accounts for the differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

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

Our overall analysis of Goal #1 is that we continue to make progress towards increasing academic achievement in the core subjects. Having qualified teachers is a key element to ensuring the success of our students. WLA will not waver in our practice of hiring individuals who are not only properly credentialed, but also have a passion to educate students who need additional academic support to their growth to grade-level attainment.

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.

One change to Action #2 that will occur in the upcoming school year is the implementation of Learning Pods. These small group learning opportunities will provide more concentrated intervention opportunities for students. The groupings will be created based upon student academic data and will be closely monitored for potential changes every 6 weeks. Another metric that will be re-evaluated is the full time

Distance Learning Program. Data regarding need, program effectiveness, and implementation practices will help to determine if the program will remain as an academic option for the upcoming school years.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	Increase the occurrences of positive social interactions (i.e. kindness, empathy, etc) as well as provide support for positive mental health

An explanation of why the LEA has developed this goal.

Returning to in-person learning after 1 ½ years of distance learning highlighted a variety of challenges with social interactions amongst students. While students were happy to return to the traditional learning environment, there were moments of difficulty in the area of interpersonal communication. Also noted was that the re-introduction to an "open society" (a world outside of immediate family) created feelings that were not always easy for students to verbalize. As such, WLA is adding Goal #2 to the LCAP for the 2022/23 school year in order to place an intentional focus on understanding social emotional learning/wellness and how it can positively impact a student's academic achievement and help build capacity in students in and outside of the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Staff will receive training in Social Emotional Learning	Staff participated in Professional Developments regarding SEL, however, they did not receive formal training in the topic.	Goal will be measured during the 2022/23 school year.			100% of WLA staff will receive training in a data-driven Social Emotional Learning curriculum
Students will receive instruction in the area of SEL using a	Students who received Tier 2 & 3 supports were given	Goal will be measured during the 2022/23 school year.			SEL instruction will be a Tier 1 intervention

data-driven curriculum.	instruction in area of SEL			
Decrease the amount of referrals due to negative social interactions.	54% of the office referrals during the 2021/22 school year were as a result of negative social interactions between students	Goal outcomes will be reported at the conclusion of the 2022/23 school year.		Negative social interactions will account for less than 15% of all office referrals

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Social Emotional Support	<ol style="list-style-type: none"> 1. Purchase licenses for a research based, data-driven SEL Curriculum 2. Provide professional development for adult stakeholders 	\$4,500	[Y]
Action 2	Mental Health Support	<ol style="list-style-type: none"> 1. Contract with outside counseling service provider (Clay Counseling) 	\$20,000	[Y]
Action 3	Positive Behavior Incentives	<ol style="list-style-type: none"> 1. Facilitate an incentive store (Aviator Store) to promote positive behaviors 	\$5,000	[Y]

Goal Analysis [LCAP Year]

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 this 2022-23 goal will occur during the 2023-24 update cycle.

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

Analysis of this 2022-23 goal will occur during the 2023-24 update cycle.

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

Analysis of this 2022-23 goal will occur during the 2023-24 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 this 2022-23 goal will occur during the 2023-24 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
Goal 3	Engage parents and families to support student success in school

An explanation of why the LEA has developed this goal.

Self-study data outlines that parent and family engagement needs to improve to better support the overall learning for our students. When parents and families are engaged in a student's academic program, the student has an increased chance of excelling academically. As such, WLA will develop and implement opportunities where parents and families can participate and communicate effectively in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the WLA community and promote educational success for their children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain strong parent communication. Communication will be measured by	In 2020-21 WLA utilized Aeries communication to communicate with Parents. Data shows	During the 2021/22 school year, WLA used Aeries as its primary source of communication with			100% of WLA Parents will be contactable through Aeries

Aeries Communication/Parent Square.	there was 88% contactability.	parents/guardians. Data shows that there was 93% contactability.	Communication/Parent Square.
Maintain an updated website	WLA has a website that is minimally maintained. Families do not value it as a source of information.	WLA contracted services with a web designer to improve the effectiveness of information distribution to parents/guardians and to the community.	WLA will have a website that is regularly maintained, that is seen as a valuable source of information for all stakeholders.
All teaching staff will have a google phone number to allow ease of communication with parents/families.	100% of all teachers had a google phone number.	100% of all teachers were issued a google phone number. They utilized this number as a way to communicate with their students' parents/guardians.	100% of all teachers will have a google phone number issued to them.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Effective Communication	<ol style="list-style-type: none"> 1. Communication through Aeries ParentPortal 2. School-wide Website revamp 3. Google phone numbers for staff 4. Travel costs for home visits 5. Recruit Classroom Parent-Partners 	\$14,016	[Y]

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.

During the 2021/22 school year, there weren't any substantive differences between the planned actions and the actual implementation therein. We significantly increased our parent communication which increased our parental involvement throughout the school year. Staff utilized their google numbers to maintain effective communication with parents/guardians. The revamp of our school-wide website also provided timely and effective communication to our stakeholders.

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

There was a significant increase in the Budgeted Expenditures and the Estimated Actual Expenditures for the year. This is primarily due to us taking opportunities to re-engage families back into an in-person learning environment.

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

Use of the online parent communication allowed for timely and effective communication with our parents/guardians. Effective communication helped to ensure that families were made aware of events and therefore increased overall participation in school-wide events. The facilitation of home visits also helped us to keep the lines of communication open with our school families, which helped us to better understand and support their individual needs.

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.

For the upcoming year, we will enhance our efforts to provide effective communication by recruiting parents/guardians to serve as Classroom Parent Partners. These individuals will help to increase the overall sense of a positive school community as well as enhance the overall parental engagement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal 4	Foster a safe welcoming learning environment where students learn and feel connected to school

An explanation of why the LEA has developed this goal.

Goal 4 and its subsequent Actions are priorities for WLA. Goal 4 is a broad goal focused on improving performance across the wide range of metrics listed below. Currently, 100% of students do not attend school daily. Students need to be actively engaged in school daily in order to build lifelong habits for success in secondary school and into their college and career experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase student attendance rates and reduce the number of students who are chronically absent.	Due to challenges that came with distance learning during the the 2020-21 school year, the chronic absenteeism rate (18 or more absences for the school year) was 53%.	During the 2021/22 school year, the chronic absenteeism rates (students with 18 or more absences for the school year) was 21.4%.			Improve student attendance rates over 2021-22. Decrease Chronic Absentee rate by 3% for students compared to 2021-22.
	During the 2019-20 school year, the chronic absenteeism rate was 45%. *Attendance calculated from Aug to mid-March due to				

					<p>COVID-19 related school closures</p> <p>During the 2018-19 school year, the chronic absenteeism rate was 54%.</p>
<p>Maintain a full time counseling program to support the academic and social emotional needs of the students.</p>			<p>During the 2021/22 school year, WLA employed a full time school counselor for the entire school year.</p>	<p>In the 2020-21 school year, WLA had a part time counselor.</p>	<p>Maintain a full time counseling program to support the academic and social emotional needs of the students.</p>
<p>The work provided by the School-Family Liaison will (a) help to decrease the absenteeism rates (b) help increase the feelings of connectedness amongst students, especially those in the unduplicated population.</p>			<p>Weekly communication was sent home to families.</p> <p>There was a reported decrease in student absenteeism from 53% (during the 20/21 school year) to 21.4% (during the 21/22 school year).</p>	<p>This was not a position during the 2020-21 school year. No data to provide.</p>	<p>School-Family Liaison will provide correspondence and outreach for students, with an emphasis on unduplicated students.</p>
<p>Maintain a fulltime CSO who can provide a safe & welcoming environment for students</p>			<p>During the 2021/22 school year, WLA employed a full time CSO who provided support to ensure a safe and welcoming school environment.</p>	<p>Due to campus closures, we did not have a CSO on site during the 2020-21 school year.</p>	<p>Campus Security Officer (CSO)</p>

Universal Assessment Screening (UAS)	Not used during the 2020-21 school year. Data to be collected in fall of 2021.	Informal Universal Assessment Screening efforts were used during this year. These efforts yielded qualitative results. Quantitative data to be collected in fall of 2022.	Improve on students' overall feelings of connectedness using 2021-22 data as a baseline.
Soar Afterschool Program (ASES)- to increase the participation and engagement of students	During the 2020-21 school year, less than 25% of students participated in the afterschool program. These low numbers were a result of distance learning.	During the 2021-22 school year, approximately 61.2% of students participated in the afterschool program.	Increase overall student participation in the Soar after school program to 85% or higher.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Elementary Counselor	1. Full time counselor	\$82,440	[Y]
Action 2	Classified Staff	1. School-Family Liaison	\$134,122	[Y]
Action 3	Campus Safety Officer	1. Full time CSO	\$51,740	[Y]
Action 4	Universal Assessment Screening	1. Universal Screening Assessment to evaluate student voice on school climate, teaching and learning, relationships, and belonging.	\$7,100	[N]
Action 5	Increase Attendance Rates Schoolwide	1. Attendance Incentives	\$40,000	[N]
Action 6	After School Program	1. Soar Club (ASES)	\$140,086	[Y]

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.

During the 2021/22 school year, there weren't any substantive differences between the planned actions and the actual implementation therein. We maintained a full-time counselor, a school/family liaison, as well as a full time campus security (safety) officer. These individuals were instrumental in helping to foster a welcoming school environment. They also supported efforts to improve school-wide attendance.

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

The most significant difference between Budgeted Expenditures and Estimated Actual Expenditures was in the priority to increase attendance rates schoolwide. Deliberate efforts were made to incentivize students which led to an increase in student attendance. Another priority area where there was a slight difference between Budgeted Expenditures and Estimated Actual Expenditures was Universal Assessment Screening. For this Action Item, we used a variety of engagement strategies to assess the overall culture of our school. No other Action Item saw a difference between budgeted and actual expenditures.

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

Having the personnel (Action Items 1-3 & 6) is the key to fostering a safe and welcoming environment where students feel connected. We were able to successfully make progress with this goal because of the positive rapport that was established between staff members and families. During the school year, there was a significant decrease in school-wide absenteeism rates; there was an increase in participation in the SOAR Club (after school program); there was also a significant increase in parental involvement during after school activities.

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.

The only change that we anticipate for the upcoming school year is the collection of quantitative data to be able to further analyze the stakeholders' perceptions on the overall school climate. For all other identified Action Items, we will work towards enhancing the efforts that were made during the 2021/22 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
Goal 5	Provide regular and ongoing professional development opportunities that will address the following: academic instruction/strategies; social-emotional learning; mental health awareness; college/career development; safe school culture; positive behavior interventions & supports; restorative justice

An explanation of why the LEA has developed this goal.

WLA believes that the staff members who serve our scholars are a key factor in student success. Providing training and support to staff is an essential component of ensuring student achievement. The core support for all teachers includes opportunities for professional development that will ensure that all students can be successful in a rigorous common core curriculum.

Our student achievement data demonstrates a need to increase the academic performance of ALL students in meeting or exceeding grade level standards in English language arts (ELA) and mathematics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Weekly PD Meetings	During the 2020-21 school year, teachers met weekly to engage in focused PD topics	During the 2021/22 school year, staff met weekly to engage in specific PD topics.			All staff will meet weekly to engage in focused PD topics.
Positive Behavior Intervention Supports	Due to school closures caused by COVID-19, PBIS instruction was not taught with fidelity.	With a focus on returning to in-person learning, PBIS instruction was not taught with fidelity this year.			WLA will have a fully implemented PBIS
Social-Emotional Learning	During the 2020-21 school year, staff and students received	During the 2021-22 school year, staff and students continued to			WLA will continue to implement SEL

	SEL instruction & support.	receive SEL instruction & support.	instruction and support.
CA Charter Schools Association (CCSA)	During the 2020-21 school year, WLA was a member of CCSA. Administration attended the annual conference.	WLA remained a CCSA member in good standing. Administration attended the annual conference.	WLA will continue to be a CCSA member in good standing.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Professional Development	PBIS and SEL Professional Development, CCSA Conference for Administration. The idea here is to increase certificated and classified staff's breadth of knowledge to adequately support student learning at any level.	\$15,700	[N]

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.

During the 2021/22 school year, there weren't any substantive differences between the planned actions and the actual implementation. Weekly PD training/workshops were conducted to support the overall school environment. Topics included SEL, Restorative Justice, grading practices, campus safety, a review of school processes, curriculum & assessment, McKinney-Vento, and more.

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

There were not any material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal.

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

The 2021/22 professional development opportunities were specifically designed to support the overall needs and wellbeing of all stakeholders including staff, students, families, and community members.

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.

For the upcoming school year, we will continue to foster quality professional development opportunities, especially those that will enhance the understanding and implementation of social-emotional learning practices and those that will solidify a foundation in PBIS.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$377,017	\$30,847

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.08%	0%	\$0	42.08%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

There are several actions that are being implemented at WLA that are increasing or improving services for unduplicated students. They include:

Home visits (Goal 3)

Targeted professional development opportunities to support teachers with ELA/math/science/literacy curriculum; instructional strategies supporting CCSS; instruction supporting literacy/math across disciplines; and assessment of all core subject matter (Goals 1 and 5)

Provide communications and support (Goals 1, 2, and 3)

Continued use of technology to support instruction (Goals 1)

Expand the school counselor program for academic, social-emotional, and behavioral support (Goals 1, 2 and 3)

Expanding professional development opportunities to support teachers with knowledge of creating and maintaining healthy lifestyles for themselves and our students (Goals 2 and 4)

Prioritize access to intervention during the school day for targeted students (Goals 1, 2 and 3)

Fidelity implementation of Positive Behavior Interventions and Supports (PBIS) and Restorative Practices, as part of a larger MTSS (Goals 2, 3 and 4)

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that implemented broadly, with the expectation that implementation is principally benefiting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:

- Full-time Counselor Program
- Classroom Aide
- Staff Professional Development
- Intervention
- Support Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Home Visits
- Technology Refresh
- School-Family Liaison
- Universal Assessment Survey
- Increased Attendance

2021-22 Annual Update Table

Totals:		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		\$ 1,055,751.00	\$ 1,191,720.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Student Academic & Social Emotional Support Success	No	\$ 578,725	\$ 540,685
1	2	Intervention Support	Yes	\$ 43,602	\$ 125,000
1	3	Technology Refresh and Preparing Students for In-Person Learning	Yes	\$ 89,000	\$ 126,000
2	1	Effective Communication	Yes	\$ 8,806	\$ 53,951
3	1	Elementary Counselor	Yes	\$ 75,454	\$ 66,000
3	2	Classified Staff	Yes	\$ 64,969	\$ 54,373
3	3	Campus Security Officer	Yes	\$ 43,703	\$ 49,311
3	4	Universal Assessment Testing	No	\$ 2,292	\$ 9,200
3	5	Increase Attendance Rates Schoolwide	No	\$ 3,500	\$ 22,000
3	6	After School Program	Yes	\$ 140,000	\$ 140,000
4	1	Professional Development	Yes	\$ 5,700	\$ 5,200

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 301,586	\$ 138,495	\$ 304,844	\$ (166,349)	19.82%	42.54%	22.73%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Intervention Support	Yes	\$ -	\$ 90,000.00	0.00%	12.56%
1	3	Technology Refresh and Preparing Students for In-Person Learning	Yes	\$ 49,000	\$ 89,000.00	6.84%	12.42%
2	1	Effective Communication	Yes	\$ -	\$ 41,076.00	0.00%	5.73%
3	1	Elementary Counselor	Yes	\$ 37,727	\$ 33,000.00	5.26%	4.61%
3	2	Classified Staff	Yes	\$ -	\$ -	0.00%	0.00%
3	3	Campus Security Officer	Yes	\$ 43,703	\$ 43,703.00	6.10%	6.10%
3	6	After School Program	Yes	\$ 8,065	\$ 8,065.00	1.13%	1.13%
4	1	Professional Development	Yes	\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 8, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 716,595	\$ 301,586	0.00%	42.09%	\$ 304,844	42.54%	85.08%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

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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)).

- o 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 improve services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.