

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Wonderful College Prep Academy – Delano		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Wonderful Company, founded by Lynda and Stewart Resnick, has been working side-by-side with the residents of the Central Valley to impact positive, lasting change in the community, with education at the center of multi-generational change. In 2009, after working collaboratively with community members, the Resnick's founded Wonderful College Prep Academy (the Academy) in Delano with the mission of ensuring all students are prepared to earn a college degree and pursue a promising career.

The Academy currently serves 880 students in grades 6-12. The high school is ranked #1 in Delano and among the top 3 in Kern County, in high school English and math. The Academy boasts one of the highest four-year college acceptance rates in the community with 76% of graduates accepted to a 4-year college in 2017.

The Academy believes that with intensive support, exposure and opportunity, all children can maximize their potential to learn and realize their dreams. The Academy creates a nurturing and welcoming learning environment for its students and families, with a deep commitment to the community.

LCAP HIGHLIGHTS

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

With input from all stakeholders, 4 goals – the first three are LCAP specific goals and the fourth is a local goal -- have been identified for Wonderful College Prep Academy:

Goal 1: Student Achievement

Establish a collective commitment to improve systems to ensure every student receives instruction and support that is rigorous, relevant, coherent, and articulated in order to reach their full potential while maintaining high expectations for all.

Goal 2: Student Engagement and School Climate

Ensure a school climate that is relationship-centered, safe, healthy, and secure thereby enhancing academic, personal, and professional development for all students, parents, and employees.

Goal 3: Parent Engagement

Ensure all parents and community members have an opportunity to meaningfully participate in the decision-making processes and the educational programs of students attending the Academy.

Goal 4: High Quality Staff

The Academy will provide all student's access to fully credentialed teachers, support staff and instructional materials.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The Academy utilized a collaborative process in the review and preparation of goals, actions, and services. Goals, actions, expenditures, and measurable outcomes were student centered, achievement focused, and aligned to required State priorities. Most importantly, the process and review was data-driven.

Review of progress indicators after the 2015-16 LCAP process resulted in The Academy's focus on creating a relationship centered culture. The State indicator for suspension rates for all students declined significantly (indicator "Green"). Suspension rates also declined significantly for EL's, students of color, and socio-economically disadvantaged students (indicator "Green").

The Academy's commitment to integrated and designated ELD support resulted a significant increase in EL achievement (indicator "Green").

State indicators (blue) for graduation rates demonstrate The Academy's resolve to transform expectations for student achievement in California Central Valley. Graduation rates increased for all students including socio-economically disadvantaged students and Hispanic/Latino students.

This progress is a reflection of the Academy's dedication to its vision and mission to serve all students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

A comprehensive review of student achievement data and State indicators reiterate the need to address English Language Arts (Grades 3-8) and Mathematics (Grades 3-8) achievement. All students maintain a very low status (Indicator “Red”) while EL’s made modest increases in ELA achievement. All students in Grades 6-8 decreased in achievement among students with disabilities, Hispanic/Latino students, and socio-economically disadvantaged students making significant and moderate decreases respectively. The Academy did not have any Blue or Green indicators for any sub group of students in grades 6-8.

Steps taken to address these areas include: (1) Deepen balanced literacy articulation between grade levels through professional development during summer and Fall (2) Leverage 16-17 school year literacy gains by continuing to invest in instructional coaching and continuous professional development for upcoming school-year (3) Math basic skills summer camp for rising 7, 8 and 9th graders who identify in above demographic categories (4) Ensure quarterly data reports (benchmarks, grade reports, interim results, and so forth) are disaggregated among sub-groups for continuous focus and improvement (5) School-wide focus on rigorous assessments/performance tasks to drive instructional design and student case management.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

While the process for reviewing goals, actions, services, expenditures, and outcomes was collaborative, the Academy recognizes a need to strategically involve more parents and other stakeholders in the compilation and evaluation of State and local priority data.

The Academy will consider expanding future plans to reflect other State and local priority related actions that are funded by other funding sources.

Although significant progress has been made in creating a safer, healthier school environment evidenced by State suspension indicators, the Academy recognizes the increase in suspensions for students with disabilities as noted by the state indicator “orange.” It is the expectation of the Academy that additional parent engagement strategies and innovative school safety protocols will continue to create an environment that fosters high student achievement for all students.

The Academy has adopted and implemented additional supports and interventions to address the performance gaps in ELA and Math achievement in Grades 6-8. The addition of literacy coaches, additional professional development opportunities in Reader’s and Writer’s workshops, intentional intra-departmental planning sessions, and continued focus on designated ELD instructional strategies are all expected to promote ELA and Math achievements in Grades 6-8 in the next three years.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Wonderful College Prep Academy serves 98% Hispanic/Latino students, 81% socio-economically disadvantaged students (according to participation in the FRPM), and 25% identified EL students. Therefore, initiatives to increase student achievement and support a healthy, safe, and nurturing student environment for all students include:

- 1) Providing additional ELD support grades 6-8
- 2) Strengthen math program and increase achievement school-wide for all students

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$15,322,722
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,440,459

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

\$10,631,249

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>Establish a collective commitment to improve systems to ensure every student receives instruction and support that is rigorous, relevant, coherent, and articulated in order to reach their full potential while maintaining high expectations for all. All high school students will have access to early college dual enrollment.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1: Basic

A. Appropriately assigned and fully credentialed teachers – Target is to hire 100% fully credentialed teachers.

B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target: maintain sufficient supply of textbooks and materials.

C. School facilities maintained in good repair – Current rating: Good. Target – maintain Good rating.

ACTUAL

80% core content teachers were appropriately assigned and credentialed in subject areas. Given Statewide teacher shortage, 20% of teachers held short term permits (non-intern).

100% of pupils at the Academy were provided access to standards aligned instructional materials necessary to participate in the instructional program.

School facilities are maintained in excellent condition for all grades. The Academy opened a brand new state-of-the-art campus for grades 9-12 in the Fall of 2016.

<p><u>Priority 2: Implementation of State Standards</u> A. Academic content and performance standards – Target: 100% implementation as measured by Action Plans, Scope and Sequence, Unit Plans, Lesson Plans, and teacher surveys.</p>	<p>Based on anecdotal weekly observations, learning walks, as well as lesson plan reviews academy teachers fully implemented the academic content and performance standards adopted by the state board. The school administration reports regularly to the Board of Directors regarding implementation and student progress toward mastery of the state standards.</p>
<p>B. Designated and Integrated ELD will be provided for identified ELLs in both middle and high school.</p>	<p>Designated and integrated ELD was provided to 100% of identified EL's in the high school. Integrated ELD was provided to 100% of identified EL's in middle school. Academy continues to research best practices for designated supports among all English Language Learners.</p>
<p><u>Priority 4: Pupil Achievement:</u> A. Statewide assessments – 2014-15 CASSPP Overall ELA: 27% Meet or Exceed Standard; Overall Mathematics: 25% Meet or Exceed Standard. Target: To increase the number of students Meeting or Exceeding Standard by at least 10% (to 37% and 35% respectively).</p>	<p>2015-16 CAASPP overall ELA: 29% Meet or Exceed Standards; overall Math: 23% Meet or Exceed Standards.</p>
<p>B. API – Weighted 3-year average-NA</p>	<p>N/A</p>
<p>C. UC/CSU/Technical Education/a-g requirements: Preliminary 2015-16 data: 9th: 55%; 10th: 58%; 11th: 60%; 12th: 71% have completed the requirements. Target: 20% increase at each grade level will meet a-g requirements.</p>	<p>Preliminary 2016-17 data: 9th - 61%; 10th – 62%; 11th – 66%; 12th – 76% have completed UC/CSU a-g requirements.</p>
<p>D. CELDT Progress –2014-15: 87% Target: 95% of students will increase one proficiency level per year.</p>	<p>25% (39/155) of students increased one proficiency level on overall CELDT achievement.</p>
<p>E. EL Reclassification Rate –2014-15 25% are being reclassified. Target is 45%</p>	<p>58% of students (126/217) qualified for reclassification after the October 2016 testing cycle based on overall CELDT score.</p>
<p>F. Advanced Placement Examination – 2014-15 No participation, Target: No participation</p>	<p>N/A</p>
<p>G. Early Assessment Program – Preliminary 2015-16: 33% of 11th have scored Advanced on SBAC ELA and 3% have scored Advanced on SBAC Mathematics. Target: 43% for Advanced ELA and 15% Advanced for Mathematics.</p>	<p>38% of 11th graders scored Advanced on SBAC ELA and 15% scored Advanced on SBAC math.</p>

Priority 7: Course Access:

A. Broad course of study: All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.

All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, and a wide array of Bakersfield College courses offered WCPA students without charge and will continue increasing the frequency and offerings for outgoing years.

B. Programs and services provided to unduplicated pupils (ELs, SED, and foster youth): Refined system of supports and intervention for ELLs and SED students.

In addition to having access to the full range of courses offered on the WCPA campus, unduplicated pupils are also provided opportunities to participate in ELD support classes, on-site tutoring programs, and Intense Intervention Classes at multiple times during the instructional day. Enrichment Saturday School was also provided to all students.

C. For students with exceptional needs:

WCPA provides individuals with exceptional needs the least restrictive learning environment, which allows access to the full range of courses offered on the WCPA campus. Individuals with exceptional needs are also provided opportunities to utilize personalized learning software such as System 44, RAZ Kids, and ALEKS, and Reading Plus.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1a**

Actions/Services	<p>PLANNED 1A. Recruit and hire fully credentialed teachers in every content area and maintain small class size in order to maximize student learning.</p>	<p>ACTUAL 85% of teachers in every content area was fully credentialed. Small class size was maintained to maximize student learning (25-1 student-to-teacher ratio).</p>
Expenditures	<p>BUDGETED Certificated Salaries and Benefits/Intervention Teachers 5 FTE English 1110: \$300,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT 4 FTE Mathematics 1110: \$240,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Certificated Salaries and Benefits/Intervention Teachers 5 FTE English, 4FTE Mathematics 1110 & 3000: \$387,540 LCFF SUPPLEMENTAL AND CONCENTRATION 1110 & 3000: \$360,632 TITLE I</p>

Action **1b**

Actions/Services	<p>PLANNED 1B. Provide sufficient supply of textbooks and materials for all courses offered and update classroom libraries to support a culture of literacy and academic rigor.</p>	<p>ACTUAL 100% of students were provided standards aligned rigorous instructional materials.</p>
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Action

1c

Actions/Services

PLANNED
 1C. Department Chairs will collaborate to develop training material and assessment that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.

ACTUAL
 Department Chairs met weekly to collaborate and develop instructional plans and assessments to support the academic achievement of all students.

Expenditures

BUDGETED
 Teachers' Salaries-Stipend/Extra Duty
 Department Chair Stipends
 1175: \$10,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Teachers' Salaries-Stipend/Extra Duty
 Department Chair Stipends
 1175 & 3000: \$15,879
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

1d

Actions/Services

PLANNED
 1D. English Language Arts teachers will engage in Readers and Writers Workshop professional development to improve literacy rates and instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.

ACTUAL
 100% of ELA teachers were trained in Readers and Writers workshop to improve overall student achievement in literacy. Lesson plans and instructional materials were rigorous coherent and aligned with Readers and Writers workshop models.

Expenditures

BUDGETED
 Travel and Conferences
 5200: \$24,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Travel and Conferences
 5200: \$5,123
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
 5200: \$1,367
 TITLE II

Action

1e

Actions/Services

PLANNED
 1E. Teachers will create assessments, data analysis tools, and tracking system for student performance data during Academic Conferences which will be held in cycles.

ACTUAL
 Teachers created assessments, data analysis tools, and case management systems for tracking student performance. Data was presented to students and parents at academic conferences every six weeks.

Expenditures

BUDGETED
 Teachers' Salaries/Substitute
 1170: \$20,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Teachers' Salaries/Substitute
 1170: \$10,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

1f

Actions/Services

PLANNED
 1F. Hire a Math Director to support Teach To One: Math implementation.

ACTUAL
 Math Director was hired and maintained to support Teach-To-One.

Expenditures

BUDGETED
 Certificated Salary and Benefits
 1200: \$85,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Certificated Salary and Benefits
 1200 & 3000: \$72,687
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

1g

Actions/Services

PLANNED
 1G. Hire 3 Teach To One: Math Instructional Assistants for Mathematics

ACTUAL
 Three Teach-To-One math instructional assistants were hired.

Expenditures

BUDGETED
 Classified/Instructional Aides Salary and Benefits
 2100: \$85,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Classified/Instructional Aides Salary and Benefits
 2100 & 3000: \$78,326
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action **1h**

Actions/Services	PLANNED 1H. Hire two CORE coaches for additional coaching supports for teachers in English Language Arts and Mathematics.	ACTUAL Two CORE coaches – one for ELA and one for Math – were hired to support and coach teachers.
Expenditures	BUDGETED Non Instructional Consultants 5850: \$37,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Non Instructional Consultants 5850: \$32,490 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action **1i**

Actions/Services	PLANNED 1I. Hire two Literacy Coaches/Teachers	ACTUAL Two literacy coaches/teachers were hired.
Expenditures	BUDGETED Certificated Salary and Benefits 1200: \$187,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Certificated Salary and Benefits 1110, 1200, & 3000: \$202,525 LCFF SUPPLEMENTAL AND CONCENTRATION

Action **1j**

Actions/Services	PLANNED 1J. Provide Saturday School Intervention/Enrichment	ACTUAL Saturday school intervention/enrichment/advancement was provided to all students in grades 6-12.
Expenditures	BUDGETED Certificated Salary/Extra Duty/Stipends 1175: \$54,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Certificated Salary/Extra Duty/Stipends 1175 & 3000: \$31,758 LCFF SUPPLEMENTAL AND CONCENTRATION

Action 1k

Actions/Services	PLANNED 1K. Purchase college textbooks for Early College Pathway	ACTUAL College textbooks were purchased for all Early College and Dual Enrollment classes.
Expenditures	BUDGETED Approved Textbooks and Core Curricular Materials 4110: \$25,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Approved Textbooks and Core Curricular Materials 4110: \$15,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action 1l

Actions/Services	PLANNED 1L. Hire an Early College Instructor	ACTUAL Early college instruction was hired.
Expenditures	BUDGETED Certificated Salary and Benefits 1110: \$105,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Certificated Salary and Benefits 1110 & 3000: \$114,311 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action 1m

Actions/Services	PLANNED 1M. Hire an Early College Support Teacher	ACTUAL Two early college support teachers were hired.
Expenditures	BUDGETED Certificated Salary and Benefits 1110: \$64,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Certificated Salary and Benefits 1110 & 3000: \$69,128 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

1n

Actions/Services

PLANNED
1N. Purchase Common Core-aligned supplementary instructional materials for core content areas.

ACTUAL
Common core aligned supplementary instructional material for core content areas were purchased.

Expenditures

BUDGETED
Approved Textbooks and Core Curricular Materials
4110: \$17,500
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
Approved Textbooks and Core Curricular Materials
4210: \$16,728
LCFF SUPPLEMENTAL AND CONCENTRATION

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action/services for this goal were implemented as planned. Where necessary, additional actions were taken to ensure student achievement. The LCAP for the 16-17 SY paralleled other plans aimed at raising achievement for all students. This focus allowed the school to implement the plan last summer for the beginning of the school year with fidelity. Identified teachers, support staff (math director, coaches) were hired and maintained through-out the school year.

Actual and estimated expenditures for budgeted items under personnel align closely to the actual plan which speaks to the carefully crafted plan and overall implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The 16-17 SY began with a strong focus in middle school literacy and math achievement. As such, strategic plans, LCAP, and school-wide goals focused on increasing previous outcomes in these areas, particularly as it relates to English Language Learners, Foster Youth, and students who qualify for special education services. Based on NWEA, preliminary SBAC results and internal interim assessments – middle school ELA achievement saw double digit growth – a major improvement from previous years. Math had a slight increase in grades sixth and seventh grade with a decrease in eighth grade. Results after a single year in ELA and Math are promising. Reader's and Writer's workshop/Teach to One: Math implementation included a focus on hiring coaches/director, intense professional development and overall investment in materials. The 17-18 SY will continue strong momentum in ELA with a deeper, school-wide focus in mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The key difference between budgeted expenditures and estimated actuals were noted under action 1a – recruit and hire fully credentialed teachers. In some cases, the average teacher was hired than originally budgeted due to hiring teachers with greater years of experience. Professional development began during the 15-16 SY and carried over into the 16-17 SY which accounts for the decrease in travel and conferences than originally budgeted. Overall, budgeted expenditures and actuals remained closely aligned.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis

State indicators and dashboards will help Academy staff align key priorities for the upcoming school year with school-wide goals. The Academy establishes school-wide goals at the beginning of each school year after a thorough review of previous year outcomes. The LCAP as well as the key priorities will ensure clear focus with varies metrics to measure progress through-out the school year (state dashboards, state assessment results, local benchmarks and interim assessments, and stakeholder engagement surveys, for example).

Although the Academy was able to ensure staffing, create smaller class sizes, and provide instructional resources across all subject areas it is believed with a continued focus on case management and consistent data cycles through-out the school year all students will achieve end-of-year goals.

Goal 2

Ensure a school culture that is relationship-centered, safe, healthy, and secure thereby enhancing academic, personal, and professional development for all students, parents, and employees.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
<u>State Priority 5: Pupil Engagement</u> a. Attendance rate: 2015-16: 95.78% ; Target: 97%	2016-17 attendance rate is 95.7%.
b. Chronic absenteeism rate: 12% (9% increase from 2014-15; Target: Less than 5%	8.4% (3.6% decrease from 2015-16)
c. Middle school dropout rate: 0; Target: Maintain 0%	0% of middle school students dropped out.
d. 2015-16 High school dropout rate: 0%; Target: Maintain 0%	0% of high school students dropped out.
e. 2015-16 High school graduation rate: 100% ; Target: Maintain 100%	100% of students graduated from high school in 2016-17.

<p><u>State Priority 6: School Climate</u></p> <p>a. Pupil suspension rate: 2015-2016 (N36/747) 4.8 %; Target: 3%</p>	<p>3.75%, a decrease of 1.1% from 2015-16.</p>
<p>b. Pupil expulsion rate: 2015-2016 (N0/747) 0%; Target: 0%</p>	<p>Three students were expelled in the 2016-17 school year (0.03% of students). One student for using illicit substances on campus, one student from bringing an imitation firearm, and one student for brandishing a knife at another student.</p>
<p>c. Parent and student survey results regarding safety and culture: 2016: Parents were surveyed using the California Healthy Kids Survey, school climate module. 95% of the returned surveys indicating parents strongly agree that WCPA has a positive school climate. Target: At least 95%</p>	<p>75% of returned surveys; 85% indicating parents strongly agree that WCPA has a positive school climate. Middle and high school focus on student/student relationships noted as key driver and necessary focus for upcoming school year.</p>
<p><u>State Priority 8: Other Pupil Outcomes/Spring 2016</u></p> <p>a. Foreign Language: 154/154 students received passing grades in Spanish I and II. Target: Maintain 100%</p>	<p>189/190 students received a passing grade.</p>
<p>b. History/Social Science: 81/83 students received passing grades in 11th Grade. Target: Increase to 100%</p>	<p>94/100 11th grade students received a passing grade</p>
<p>c. Physical Education: 430/430 students received a passing grade. Target: Maintain 100%</p>	<p>596/596 students received a passing grade.</p>

Action **2a**

Actions/Services	<p>PLANNED 2A. Hire a College Success Director to improve the support services to high school students and to enhance the success rate of college-going students.</p>	<p>ACTUAL Hired Assistant Principal for high school to improve student support services for students and to improve success rate of early college courses.</p>
Expenditures	<p>BUDGETED Classified Supervisor/Administrator Salary 2300: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Classified Supervisor/Administrator Salary 2300 & 3000: \$97,060 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

Action **2b**

Actions/Services	<p>PLANNED 2B. Hire two campus supervisors to ensure a safe and healthy learning environment.</p>	<p>ACTUAL Four campus supervisors were hired to ensure a healthy and safe environment.</p>
Expenditures	<p>BUDGETED Classified Salary 2200: \$65,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Classified Salary 2200 & 3000: \$61,288 LCFF SUPPLEMENTAL AND CONCENTRATION</p>

Action **2c**

Actions/Services	<p>PLANNED 2C. Hire a School Psychologist Intern to provide socio-emotional support.</p>	<p>ACTUAL School Psychologist Intern was hired to provide social and emotional support for all students.</p>
Expenditures	<p>BUDGETED Classified Salary 2200: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Classified Salary 2200 & 3000: \$100,619 SPECIAL EDUCATION AB602</p>

Action **2d**

Actions/Services	PLANNED 2D. Hire a Student Success Coordinator	ACTUAL A Student Success Coordinator was not hired.
Expenditures	BUDGETED Classified Salary 2200: \$70,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL N/A

Action **2e**

Actions/Services	PLANNED 2E. Students will receive incentives based on performance and improvement to foster a greater school academic culture.	ACTUAL Student incentive programs were created to foster an academic culture of achievement. Incentives included a variety of student centered experiences and activities.
Expenditures	BUDGETED Other Supplies 4390: \$34,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Other Supplies 4310, 4390, 5812: \$14,505 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action **2f**

Actions/Services	PLANNED 2F. Provide technology as a tool to create a school culture that values innovation and academic excellence.	ACTUAL The Academy purchased academic research data base licenses for student achievement.
Expenditures	BUDGETED Student Materials Contracts for search engine licensing to facilitate student research 4310: \$3,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	ESTIMATED ACTUAL Contracts for search engine licensing to facilitate student research 5850: \$3,490 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

2g

Actions/Services

PLANNED
 2G. Adopt Teach To One; Math an innovative approach to middle school Mathematic instruction in order to enhance the academic achievement by building relationships and providing individualized instruction.

ACTUAL
 Careful evaluation of math SBAC data showed a need for an innovative approach to middle school math instruction. Teach-to-One: Math was adopted and fully implemented in grades 6-9 in order to enhance academic achievement through differentiated instruction.

 Intentional classroom spaces were created for tailored individualized instruction. Students in grades 6-9 were one to one with chrome books.

Expenditures

BUDGETED
 Non Capitalized Equipment
 Site License fee
 4400: \$135,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

 Non Capitalized Equipment
 Five interactive whiteboards/projectors
 4400: \$4,500
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

 Non Capitalized Equipment
 Student Chrome books
 4400: \$60,000
 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
 Student Materials
 Site License fee
 4400: \$129,220
 LCFF SUPPLEMENTAL AND CONCENTRATION

 Non Capitalized Equipment
 Three interactive whiteboards/projectors
 4400: \$2882
 LCFF SUPPLEMENTAL AND CONCENTRATION

 Non Capitalized Equipment
 Student Chrome books
 4400: \$60,789
 LCFF SUPPLEMENTAL AND CONCENTRATION

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall actions/services for this goal were implemented for the 16-17 SY. The Academy implemented a robust math program that personalizes instruction responding to math achievement data, while investing in socio-emotional services with hiring a school psychologist intern who previously served as dean of students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Action/services were effective as is evidenced by decreased suspension rate and adoption of student focused instructional program. A continued focus on increased attendance and fostering positive student to student relationships among all grade levels will remain a focus into the new year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Minimal differences between budgeted and actual expenditures. A coordinator was not hired for the upcoming school year, due to extra leverage between a psychologist intern which supported similar goals school-wide.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In order to provide holistic supports for all students, the College Success Director was replaced by an Assistant Principal (change reflected in Goal 2 – Action/Services - 2a). The Academy’s commitment to a safe learning environment required two additional Campus Supervisors (change reflected in Goal 2 – Action/Services - 2b).

Goal 3

Ensure that all parents and community members have an opportunity to meaningfully participate in the decision-making processes and the educational programs of students attending WCPA.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
State Priority #3: Parental Involvement A. Efforts to seek parent input: Target: Administrators, Department Chairs, and other staff will collaborate to create a Parent Engagement Plan to present to guiding coalition by August 2016.	Deliberate efforts were made to increase parent participation. Every six weeks parents were invited to academic conferences. Parents served on School Site Council that met monthly. Administration held various parent events including lunches, Coffee with Executive Director, and after school Information Sessions.
B. Promotion of parental participation: Target: 20% increase participation at school events as measured by sign in sheets and surveys.	10% increased participation as measured in sign in sheets.
C. Promotion of parental participation for individuals with exceptional needs: Target: 20% increase in participation as measured by sign in sheets and surveys.	10% increase in participation (vs. 20% target) for individuals representing students with exceptional needs.

Action **3a**

Actions/Services	<p>PLANNED 3A. Administrators, Department Chairs, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of the work our parents engage in, we know that December and January are the best months to schedule parent training sessions.</p>	<p>ACTUAL Administrators, department chairs, and other staff met to collaborate on ways to increase parental participation. A family engagement plan was not fully adopted during the 2016-17 school year.</p>
Expenditures	<p>BUDGETED Other Supplies/Parent Engagement 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Other Supplies/Parent Engagement 4390: \$543 LCFF SUPPLEMENTAL AND CONCENTRATION</p>

Action **3b**

Actions/Services	<p>PLANNED 3B. Provide parent training to build capacity of parents and families to support student learning.</p>	<p>ACTUAL PIQE was not implemented during the 2016-17 school year.</p>
Expenditures	<p>BUDGETED Non-instructional Consultants: PIQE (Parent Institute for Quality Education) 5850: \$6,000 services LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL N/A</p>

Action **3c**

Actions/Services	<p>PLANNED 3C. Increase communication with parents and families by producing a monthly parent newsletter.</p>	<p>ACTUAL A monthly parent newsletter was produced in English and Spanish.</p>
Expenditures	<p>BUDGETED Advertising/Recruitment 5830: \$1,000 printing LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>ESTIMATED ACTUAL Advertising/Recruitment 5830: \$1,500 printing LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

Action **3d**

Actions/Services

PLANNED
3D. Hire a Parent Liaison to increase services to parents and families and to recruit students.

ACTUAL
A parent liaison worked to increase services to parents and families. Assisted in recruiting students to the school. Served at all parent events as interpreter.

Expenditures

BUDGETED
Classified Salary and Benefits
2200: \$45,000
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Supplies for Student Recruitment
4390: \$5,000
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
Classified Salary and Benefits
2200: \$41,000
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Supplies for Student Recruitment
4390: \$4,500
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Action

3e

Actions/Services

PLANNED
3E. Parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs

ACTUAL
Parents and families of students with special needs were provided individual support and intervention sessions in addition to all regularly scheduled sessions.

Expenditures

BUDGETED
Supplies 4000: \$2,000
Operating Services 5000: \$2,000
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ESTIMATED ACTUAL
Supplies 4000: \$1,500
Operating Services 5000: \$1,500
LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Due to mid-year changes in site and district leadership, some actions/services were not implemented as articulated. However, the actions/services that were implemented (3c, 3d, 3e) ensured parents had an opportunity to meaningfully participate in the decision making processes and educational programs at the Academy.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Academy staff learned a lot during a time of significant growth and school expansion. Additionally, several leadership changes shifted several priorities for the school. Overall, recruitment efforts and some parent and community engagement were implemented with fidelity.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Several leadership transitions this school year shifted several priorities for the school. While an increase in student recruitment and parent engagement was implemented this school year than previous years, a robust parent engagement program (PIQE, for instance) was not implemented. This is observed in the differences between budgeted and actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Parental participation targets were not met due to mid-year changes to site and district leadership (change reflected in Goal 3 - Actions/Services - 3a and 3b). However, actions/services were taken to ensure that The Academy actively engaged parents in the decision-making processes.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Wonderful College Prep Academy does not have a bargaining unit, however, the Academy actively and consistently seeks input and facilitates collaboration among its major stakeholder groups (parents, students, teachers and the broader community). For example, this school year the academy utilized a comprehensive engagement process in which all required stakeholder groups provided input and feedback. Coffee with the Principal, School Site Council, ELAC, ASB, weekly department chair meetings were various stakeholder groups bringing together students, parents, and teacher leaders in order to discuss state priorities with the director of teaching and learning and the executive director. Additionally, the governing board of directors at the academy is comprised of a parent and community representative for both Delano and Kern County.

Department chairs and instructional leaders reviewed state testing, attendance, discipline, and engagement data as part of the planning process. The LCAP was provided to School Site Council for review and feedback from stakeholders was implemented. Furthermore, the governing board of The Academy provided guidance around this review and the Charter Authorizer provided support through the process.

Example Stakeholder Dates:

SSC Dates: 1/24/17, 2/21/17, 5/16/17, 7/7/17

Department Chairs: 3/7/17, 3/14/17, 3/21,

ASB: 1/10/17

Spring Coffee with the Executive Director: 1/17/17, 3/16/17

Board of Directors: 8/2/16, 10/4/16, 10/28/16, 11/29/16, 12/13/16, 1/24/17, 2/28/17, 4/25/17, 5/23/17

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Engaging with stakeholders consistently served as a norming exercise among all stakeholders. It was important for school stakeholders to hear from one another as this helped build consensus and perspective. Increased stakeholder feedback will remain a strong focus into the new school year. The academy will be welcoming two principals to lead K-5 and 6-12 programs. Both leaders are deeply committed to parents as partners and will enhance and deepen the consultations from this school year. From previous LCAP years, consulting with stakeholders has always yielded greater investment related to expenditures at the time of implementation.

For this year's LCAP and annual update, school-wide goals anchored consultations. Middle school achievement has remained the focus for the 16-17 SY, and thus teacher placement, curricular and instructional design were LCAP inputs which provided for ongoing feedback and discussion. Each stakeholder provided different perspective on the various inputs. For instance, during the Fall semester we learned how to tweak and refine practice for Readers/Writers workshop which was an initiative we launched last year as written in the LCAP. As a result, the school purchased Reading Plus to supplement our literacy workshop model. IXL replaced Aleks to support school-wide efforts in conjunction with Teach to One: Math.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Establish a collective commitment to improve systems to ensure every student receives instruction and support that is rigorous, relevant, coherent, and articulated in order to reach their full potential while maintaining high expectations for all.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Ensure a commitment to highly qualified teachers, resources and overall professional development.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1a: Basic Services-Teachers appropriately assigned and fully credentialed for assignment	80%	Increase to 85%	Increase to 90%	Increase to 100%
Priority 1b: Pupils access to standards-aligned materials	100% of students have access to standards aligned materials.	Maintain 100% of students having access to standards aligned materials.	Maintain 100% of students having access to standards aligned materials.	Maintain 100% of students having access to standards aligned materials.

<p>Priority 1c: School facilities maintained in good repair: All facilities continue to have an overall rating of “Exemplary” as indicated on the FIT report</p>	<p>Excellent condition</p>	<p>Maintain in excellent condition</p>	<p>Maintain in excellent condition</p>	<p>Maintain in excellent condition</p>
<p>Priority 2a: Implementation of California academic and performance standards</p>	<p>Administrative walk through observations note partial implementation of CA academic and performance standards in classrooms on a regular basis.</p>	<p>Status to substantial implementation</p>	<p>Status to full implementation</p>	<p>Maintain full implementation</p>
<p>Priority 2b: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency</p>	<p>Establishing program</p>	<p>Maintain program</p>	<p>Maintain program</p>	<p>Maintain program</p>
<p>Priority 4a: Statewide Assessment</p>	<p>All: CAASPP ELA: 29% CAASPP Math: 23%</p> <p>11th Grade: CAASPP ELA: 77% CAASPP Math: 42%</p>	<p>All: CAASPP ELA: 40% CAASPP Math: 30%</p> <p>11th Grade: CAASPP ELA: 78% CAASPP Math: 50%</p>	<p>All: CAASPP ELA: 50% CAASPP Math: 40%</p> <p>11th Grade: CAASPP ELA: 80% CAASPP Math: 60%</p>	<p>All: CAASPP ELA: 60% CAASPP Math: 50%</p> <p>11th Grade: CAASPP ELA: 85% CAASPP Math: 65%</p>
<p>Priority 4b: Academic Performance Index</p>	<p>API – N/A</p>	<p>API – N/A</p>	<p>API – N/A</p>	<p>API – N/A</p>
<p>Priority 4c: Percentage of pupils completing a-g or CTE sequences / programs</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>Priority 4d: Percentage of EL pupils making progress toward English</p>	<p>25%</p>	<p>35%</p>	<p>45%</p>	<p>65%</p>

proficiency				
Priority 4e: English Learner reclassification rate	58%	70%	85%	100%

Priority 4f: Percentage of pupils passing AP exam with 3 or higher	0%	0%	0%	0%
Priority 4g: Percentage of pupils who participate in and demonstrate college preparedness on EAP	SBAC ELA: 38% SBAC Math: 15%	SBAC ELA: 45% SBAC Math: 30%	SBAC ELA: 55% SBAC Math: 40%	SBAC ELA: 60% SBAC Math: 45%
Priority 7a: Extent to which pupils have access to and are enrolled in a broad course of study	WCPA students are offered: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge	WCPA will continue to offer the following courses: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge	WCPA will continue to offer the following courses: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge	WCPA will continue to offer the following courses: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge
Priority 7b: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils	ELD support classes, on-site tutoring programs, and Intense Intervention classes are offered at multiple times during the instructional day along with Enrichment Saturday School to all students.	Continue to offer ELD support classes, on-site tutoring programs, and Intense Intervention classes are offered at multiple times during the instructional day along with Enrichment Saturday School to all students.	Continue to offer ELD support classes, on-site tutoring programs, and Intense Intervention classes are offered at multiple times during the instructional day along with Enrichment Saturday School to all students.	Continue to offer ELD support classes, on-site tutoring programs, and Intense Intervention classes are offered at multiple times during the instructional day along with Enrichment Saturday School to all students.
Priority 7c: Extent to which pupil have access to and are enrolled in programs/services for pupils with exceptional needs	Utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus	Continue to provide utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus	Continue to provide utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus	Continue to provide utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain fully credentialed support teachers in English and Math 6-12 and hire 5 new elementary fully credential teachers	Maintain fully credentialed support teachers in English and Math 6-12 and hire/maintain new elementary fully credential teachers	Maintain fully credentialed support teachers in English and Math 6-12 and hire/maintain new elementary fully credential teachers

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$1,238,471	\$2,035,651	\$2,839,878
Source	LCFF Supplemental and Concentration: \$999K Title I: \$240K	LCFF Supplemental and Concentration Grant: 1,705,000 Title I: 330K	LCFF Supplemental and Concentration Grant: 2,433K Title I: 407K
Budget Reference	1110 – Certificated Personnel Salaries 3000 – Employee Benefits	1110 – Certificated Personnel Salaries 3000 – Employee Benefits	1110 – Certificated Personnel Salaries 3000 – Employee Benefits

Action **1-2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Hire Health Science instructor. Provide sufficient supply of textbooks and instructional materials for all courses offered and classroom libraries to support a culture of literacy and academic rigor for K-12.

Maintain sufficient supply of textbooks and instructional materials for all courses offered and classroom libraries to support a culture of literacy and academic rigor for K-12.

Maintain sufficient supply of textbooks and instructional materials for all courses offered and classroom libraries to support a culture of literacy and academic rigor for K-12.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$74,820 Source LCFF Supplemental and Concentration Grant Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Amount \$75,978 Source LCFF Supplemental and Concentration Grant Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Amount \$78,257 Source LCFF Supplemental and Concentration Grant Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits

Action **1-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR**
 Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional cadre members will collaborate to develop training material and assessment that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.	Instructional cadre members will collaborate to develop training material and assessment that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.	Instructional cadre members will collaborate to develop training material and assessment that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$11,527	Amount \$14,000	Amount \$20,000
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 1175 – Certificated Personnel Salaries 3000 - Employee Benefits	Budget Reference 1175 – Certificated Personnel Salaries 3000 - Employee Benefits	Budget Reference 1175 – Certificated Personnel Salaries 3000 - Employee Benefits

Action **1-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR**
 Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Incoming elementary and new secondary teachers will engage in Readers and Writers Workshop professional development to improve literacy rates and instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.	English Language Arts teachers, including K-4 teachers, will engage in Readers and Writers Workshop professional development to improve instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.	English Language Arts teachers, including 3 rd grade teachers, will engage in Readers and Writers Workshop professional development to improve instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$25,000	Amount \$15,000	Amount \$15,000
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 5200 – Travel & Conferences	Budget Reference 5200 – Travel & Conferences	Budget Reference 5200 – Travel & Conferences

Action **1-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will create SBAC-aligned benchmarks, data analysis tools, and tracking systems to track overall student achievement	Teachers will create SBAC-aligned benchmarks, data analysis tools, and tracking systems to track overall student achievement	Teachers will create SBAC-aligned benchmarks, data analysis tools, and tracking systems to track overall student achievement

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,500	Amount: \$3,500	Amount: \$3,500
Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant
Budget Reference: 1170 – Certificated Personnel Salaries	Budget Reference: 1175 – Certificated Personnel Salaries	Budget Reference: 1175 – Certificated Personnel Salaries

Action **1-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a Math Director to support Teach to One: Math	Maintain a Math Director to support Teach to One: Math	Maintain a Math Director to support Teach to One: Math

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$94,641	Amount: \$96,105	Amount: \$98,988
Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant
Budget Reference: 1200 –Certificated Pupil Support Salaries 3000 – Employee Benefits	Budget Reference: 1200 –Certificated Pupil Support Salaries 3000 – Employee Benefits	Budget Reference: 1200 –Certificated Pupil Support Salaries 3000 – Employee Benefits

Action **1-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Maintain 3 Teach to One: Math Instructional Assistants for Mathematics.

Maintain 3 Teach to One: Math Instructional Assistants for Mathematics.

Maintain 3 Teach to One: Math Instructional Assistants for Mathematics.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$97,320	Amount	\$100,219	Amount	\$103,225
Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant
Budget Reference	2100 – Classified Instructional Salaries 3000 – Employee Benefits	Budget Reference	2100 – Classified Instructional Salaries 3000 – Employee Benefits	Budget Reference	2100 – Classified Instructional Salaries 3000 – Employee Benefits

Action **1-8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain two Literacy Coaches/Teachers	Maintain two Literacy Coaches/Teachers	Maintain two Literacy Coaches/Teachers

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$206,751	Amount \$209,952	Amount \$216,250
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 1200 – Certificated Pupil Support Salaries 3000 – Employee Benefits	Budget Reference 1200 – Certificated Pupil Support Salaries 3000 – Employee Benefits	Budget Reference 1200 – Certificated Pupil Support Salaries 3000 – Employee Benefits

Action **1-9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Unduplicated Student Group(s) Schoolwide **OR** Limited to

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Fall/Spring Saturday School Intervention/Enrichment	Provide Fall/Spring Saturday School Intervention/Enrichment	Provide Fall/Spring Saturday School Intervention/Enrichment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$62,247	Amount \$64,762	Amount \$67,378
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 1175 - Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1175 - Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1175 - Certificated Personnel Salaries 3000 – Employee Benefits

Action **1-10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain an Early College Instructor (History).	Maintain an Early College Instructor (History).	Maintain an Early College Instructor (History).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$91,937	Amount \$93,360	Amount \$96,160
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits

Action **1-11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain an Early College Support Teacher.	Maintain an Early College Support Teacher.	Maintain an Early College Support Teacher.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$70,882	Amount \$71,979	Amount \$74,133
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits	Budget Reference 1110 – Certificated Personnel Salaries 3000 – Employee Benefits

Action **1-12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase Common-Core-aligned supplementary instructional materials for core content areas for K-12; include math/science STEM	Purchase Common-Core-aligned supplementary instructional materials for core content areas for K-12. Expenditure increase due to an increase in student enrollment from K-1 to K-3	Purchase Common-Core-aligned supplementary instructional materials for core content areas for K-12.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$30,500	Amount \$116,000	Amount \$138,000
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 4210 – Books & Supplies 4310 – Materials and Supplies	Budget Reference 4210 – Books & Supplies 4310 – Materials and Supplies	Budget Reference 4210 – Books & Supplies 4310 – Materials and Supplies

New Modified Unchanged

Goal 2

Ensure a school culture that is relationship-centered, safe, healthy, and secure thereby enhancing academic, personal, and professional development for all students, parents, and employees.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8COE 9 10

LOCAL _____

Identified Need

In addition to strong academic supports, the Academy also focuses on providing socio-emotional supports for students and families in a safe learning environment. Counselors, psychologist and campus supervisors will provide services in direct alignment with this goal.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5a: Pupil Engagement: School Attendance Rates:	95.7%	Increase to 97%	Increase to 98%	Increase to 100%
Priority 5b: Pupil Engagement: Chronic absenteeism Rate:	8.4%	Decrease to 5%	Decrease to 3%	Not to exceed 3%
Priority 5c: Pupil Engagement: Middle School dropout rate:	0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Priority 5d: Pupil Engagement: High School dropout rate:	0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Priority 5e: Pupil Engagement: High School graduation rate:	100%	Maintain at 100%	Maintain at 100%	Maintain at 100%

Priority 6a: Pupil Suspension Rate:	3.75%	Decrease to 3%	Decrease to 2%	Not to exceed 2%
Priority 6b: Pupil Expulsion Rate	0.03%	Decrease of 0%	Maintain at 0%	Maintain at 0%
Priority 6c: Other local measures of sense of safety and school connectedness	80% as per stakeholder engagement surveys	90% as per stakeholder engagement surveys	95% as per stakeholder engagement surveys	100% as per stakeholder engagement surveys
Priority 8a: Other pupil outcomes: Foreign Language passing grade	99%	100%	100%	100%
Priority 8b: Other pupil outcomes: History/Social Science passing grade	94%	100%	100%	100%
Priority 8c: Other pupil outcomes: Physical Education passing grade	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire a Lead College Counselor to improve the support services to high school students and to enhance the success rate of college-going students.	Maintain a Lead College Counselor to improve the support services to high school students and to enhance the success rate of college-going students.	Maintain a Lead College Counselor to improve the support services to high school students and to enhance the success rate of college-going students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$98,448	Amount	\$103,277	Amount	\$108,344
Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant
Budget Reference	1200 – Certificated Pupil Support Services 3000 – Employee Benefits	Budget Reference	1200 – Certificated Pupil Support Services 3000 – Employee Benefits	Budget Reference	1200 – Certificated Pupil Support Services 3000 – Employee Benefits
Action	2-2				

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools spans: _____ Specific Schools: _____ Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain two campus supervisors to ensure a safe and healthy learning environment.	Maintain two campus supervisors to ensure a safe and healthy learning environment.	Maintain two campus supervisors to ensure a safe and healthy learning environment.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$56,014	Amount \$57,694	Amount \$59,425
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 2200 – Classified Support Salaries 3000 – Employee Benefits	Budget Reference 2200 – Classified Support Salaries 3000 – Employee Benefits	Budget Reference 2200 – Classified Support Salaries 3000 – Employee Benefits

Action **2-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain a School Psychologist Intern to provide socio-emotional support.

2018-19

New Modified Unchanged

Maintain a School Psychologist Intern to provide socio-emotional support.

2019-20

New Modified Unchanged

Maintain a School Psychologist Intern to provide socio-emotional support.

BUDGETED EXPENDITURES

2017-18

Amount

\$101,401

Source

LCFF Supplemental and Concentration Grant

Budget Reference

2200 – Classified Support Salaries
3000 – Employee Benefits

2018-19

Amount

\$106,375

Source

LCFF Supplemental and Concentration Grant

Budget Reference

2200 – Classified Support Salaries
3000 – Employee Benefits

2019-20

Amount

\$111,593

Source

LCFF Supplemental and Concentration Grant

Budget Reference

2200 – Classified Support Salaries
3000 – Employee Benefits

Action **2-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will receive incentives based on performance and improvement to foster a greater school academic culture.	Students will receive incentives based on performance and improvement to foster a greater school academic culture.	Students will receive incentives based on performance and improvement to foster a greater school academic culture.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$10,000	Amount	\$10,300	Amount	\$10,609
Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant	Source	LCFF Supplemental and Concentration Grant
Budget Reference	4390 – Materials and Supplies	Budget Reference	4390 – Materials and Supplies	Budget Reference	4390 – Materials and Supplies

Action **2-5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Unduplicated Student Group(s) Schoolwide **OR** Limited to

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide technology as a tool to create a school culture that values innovation and academic excellence (one to one laptops for grades 6-12).	Provide technology as a tool to create a school culture that values innovation and academic excellence (one to one laptops for grades 6-12).	Provide technology as a tool to create a school culture that values innovation and academic excellence (one to one laptops for grades 6-12).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3,500	Amount \$3,500	Amount \$3,500
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 4310 – Materials and Supplies	Budget Reference 4310 – Materials and Supplies	Budget Reference 4310 – Materials and Supplies

Action **2-6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue with Teach To One: Math an innovative approach to middle school mathematics instruction in order to enhance the academic achievement by building relationships and providing individualized instruction. Expanding Teach to One to High School (9 th Grade Algebra). License Fees.	Continue with Teach To One: Math an innovative approach to middle school mathematics instruction in order to enhance the academic achievement by building relationships and providing personalized math instruction.	Continue with Teach To One: Math an innovative approach to middle school mathematics instruction in order to enhance the academic achievement by building relationships and providing personalized math instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$137,000	Amount \$137,000	Amount \$137,000
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 4400 – Non-capitalized Equipment	Budget Reference 4400 – Non-capitalized Equipment	Budget Reference 4400 – Non-capitalized Equipment

Action **2-7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide field trips to elementary and middle school students to increase college-going awareness.	Provide field trips to elementary and middle school students to increase college-going awareness.	Provide field trips to elementary and middle school students to increase college-going awareness.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$30,000	\$37,380	\$43,283
Source	LCFF Supplemental and Concentration Grant	LCFF Supplemental and Concentration Grant	LCFF Supplemental and Concentration Grant
Budget Reference	5812 – Professional/Consulting Services and Operating Expenditures	5812 – Professional/Consulting Services and Operating Expenditures	5812 – Professional/Consulting Services and Operating Expenditures

New

Modified

Unchanged

Goal 3

Ensure that all parents and community members have an opportunity to meaningfully participate in the decision-making processes and the educational programs of students attending WCPA.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Academy parents and community stakeholders currently participate in School Site Council, District English Learning Committee, and an Athletic Booster Club. Few parents attend the events at the school, in part due to transportation as students are bused from various surrounding communities beyond Delano. The Academy seeks to change this paradigm and overcome barriers related to parent engagement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3a: Efforts to seek parent input in making decisions for district and sites	Held academic conferences, lunches, coffee with executive director, and after school information sessions every six weeks	Continue to hold six-week academic conferences, lunches, Coffee with Executive Director, and after school information sessions	Continue to hold six-week academic conferences, lunches, Coffee with Executive Director, and after school information sessions	Continue to hold six-week academic conferences, lunches, Coffee with Executive Director, and after school information sessions
Priority 3b: District promotes participation of parents of unduplicated students:	Increased by 10% the participation among ELL families from 30% during the 16-17 school-year. Increase participation will be measured by sign-in sheets for parent coffees, academic conferences, and school-wide town hall meetings.	40% increased participation as measured in sign in sheets.	55% increased participation as measured in sign in sheets.	75% increased participation as measured in sign in sheets.
Priority 3c: District promotes participation of parents of students with	Increased to 50% participation among families of students with exceptional needs from 25% during the	70% as measured in sign in sheets	80% as measured in sign in sheets	90% as measured in sign in sheets

exceptional needs:

16-17 school-year. Increase participation will be measured by sign-in sheets during IEP and/or student success team (SST) meetings).

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3-1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>School Leaders, Instructional Cadre Members, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of work our parents engage in, we know that December and January are the best months to schedule parent-training sessions.</p>	<p>School Leaders, Instructional Cadre Members, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of work our parents engage in, we know that December and January are the best months to schedule parent training sessions</p>	<p>School Leaders, Instructional Cadre Members, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of work our parents engage in, we know that December and January are the best months to schedule parent training sessions</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$10,000
Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant
Budget Reference: 4390 – Materials and Supplies	Budget Reference: 4390 – Materials and Supplies	Budget Reference: 4390 – Materials and Supplies

Action 3-2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide parent training to build capacity of parents and families to support student learning.	Continue to provide parent training to build capacity of parents and families to support student learning.	Continue to provide parent training to build capacity of parents and families to support student learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,000	Amount: \$8,000	Amount: \$15,000
Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant	Source: LCFF Supplemental and Concentration Grant
Budget Reference: 5850 – Professional/Consulting Services and Operating Expenditures	Budget Reference: 5850 – Professional/Consulting Services and Operating Expenditures	Budget Reference: 5850 – Professional/Consulting Services and Operating Expenditures

Action **3-3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide Group(s)
 Schoolwide
 OR
 Limited to Unduplicated Student

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase communication with parents and families by producing a monthly parent newsletter.	Continue to increase communication with parents and families by producing a monthly parent newsletter.	Continue to increase communication with parents and families by producing a monthly parent newsletter.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$1,000	Amount \$1,000
Source	LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference	5830 – Professional/Consulting Services and Operating Expenditures	Budget Reference 5830 – Professional/Consulting Services and Operating Expenditures

Action **3-4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs	Continue to provide parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs	Continue to parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,000 / \$2,000	Amount \$2,000 / \$2,000	Amount \$2,000 / \$2,000
Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant	Source LCFF Supplemental and Concentration Grant
Budget Reference 4000 – Books and Supplies 5000 – Services and Other	Budget Reference 4000 – Books and Supplies 5000 – Services and Other	Budget Reference 4000 – Books and Supplies 5000 – Services and Other

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 2,180,151

Percentage to Increase or Improve Services:

26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Wonderful College Prep Academy – Delano is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Special Programs and Accountability office in ensuring that funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

(Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services)

- Implementing PBIS at all sites to provide behavior interventions to students to decrease the amount of suspensions

Based on supporting research, experience, and educational theory, the Example USD has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

