

# 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](#): 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

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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 Resnicks 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 1,060 students in grades K-1 and 6-12. The high school is ranked #1 in Delano and among the top 5 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 90% of graduates accepted to a 4 year college in 2018.

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.

After a review of the previous year's LCAP, with input from all stakeholders, the four previously identified goals continue to remain high priority goals for the coming school year. The first three are LCAP specific goals and the fourth is a local goal:

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 as appropriate.

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.

## 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.

### Greatest Progress

The Academy utilized a collaborative process in the review of goals, actions, and services. All actions and expenditures aligned to goals are student-centered, achievement focused, and aligned to required state priorities. The process and review was data-driven.

Review of progress indicators after the 2016-17 LCAP process resulted in an intensive focus of creating a culture of balanced literacy throughout our secondary school. This included professional development around the Readers & Writers Workshop model to ensure that students were receiving differentiated, high quality and real world centered literacy instruction. This yielded significant gains in the State indicator for English Language Arts with significant increases in student performance for all subgroups (indicator ""Red"" to indicator ""Yellow""). 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 college-going mission for all students.

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 Mathematics (Grades 3-8) achievement and a renewed focus on suspension rates (grades

K-12). All students maintain a low status (Indicator "Orange") - most vulnerable students, English Learners and students with disabilities experienced a significant decline, with both sub groups having an indicator of "Red".

In terms of suspensions and student discipline, the Academy has seen a moderate incline in suspensions (Indicator "Yellow"). Some sub groups have seen declines in suspension rates, with English Learners and Socioeconomically Disadvantaged students both seeing declines (Indicator "Green"), while other sub groups maintained suspension rates with students with disabilities and Hispanic students maintaining their suspension rates (Indicator "Orange").

Steps taken to address these areas include:

- (1) A schoolwide focus on our K-12 math continuum, with a curriculum adoption K-8 and investing in a K-12 math director
- (2) Ensure quarterly data reports (benchmarks, grade reports, interim results, and so forth) are disaggregated among sub-groups for continuous focus and improvement
- (3) Increase range of student support services through family engagement, case management and social emotional learning - through personell and practices
- (4) 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 programmatic goals is 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 math achievement in Grades 6-12 and proactively address the achieving of new students in the elementary program. The addition of a K-12 literacy director, K-12 math director and additional differentiated professional development will be intended for a stronger focus on mathematics as well as reliable assessments and pacing guides to help to help drive more timely data-driven decision making.

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.

## Increased or Improved services

Wonderful College Prep Academy serves 92% Hispanic/Latino students, 87% socio-economically disadvantaged students (according to participation in the FRPM), and 34% identified EL students. Initiatives to increase student achievement and a healthy, safe, and nurturing student environment for all students include:

- 1) Increasing math achievement school-wide for all students
- 2) Providing ELD support grades K-12

## 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	\$20,667,905
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$9,754,452.00

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 2018-19 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$15,651,922

# 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.

## 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. All high school students will have access to early college dual enrollment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 1a: Basic Services-Teachers appropriately assigned and fully credentialed for assignment</p> <p><b>17-18</b> Increase to 85%</p> <p><b>Baseline</b> 80%</p>	<p>85% of teachers appropriately assigned and fully credentialed for assignment</p>
<p><b>Metric/Indicator</b> Priority 1b: Pupils access to standardsaligned materials</p> <p><b>17-18</b> Maintain 100% of students having access to standards aligned materials.</p> <p><b>Baseline</b> 100% of students have access to standards aligned materials.</p>	<p>100% of students provided access to standards aligned materials K-1, 6-12</p>

## Expected

### Metric/Indicator

Priority 1c: School facilities maintained in good repair: All facilities continue to have an overall rating of "Exemplary" as indicated on the FIT report

### 17-18

Maintain in excellent condition

### Baseline

Excellent condition

### Metric/Indicator

Priority 2a: Implementation of California academic and performance standards

### 17-18

Status to substantial implementation

### Baseline

Administrative walk through observations note partial implementation of CA academic and performance standards in classrooms on a regular basis.

### Metric/Indicator

Priority 2b: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency

### 17-18

Maintain program

### Baseline

Establishing program

### Metric/Indicator

Priority 4a: Statewide Assessment

### 17-18

All: CAASPP ELA: 29% CAASPP Math: 23%

11th Grade: CAASPP ELA: 76% CAASPP Math: 36%

### Baseline

All: CAASPP ELA: 29% CAASPP Math: 23%

11th Grade: CAASPP ELA: 76% CAASPP Math: 36%

### Metric/Indicator

Priority 4b: Academic Performance Index

## Actual

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

100% implementation of CA academic and performance standards

"High" status on CA Dashboard for EL Progress; 100% access to CCSS and ELD standards K-1, 6-12

Results based on anecdotal weekly observations, as well as weekly lesson plan reviews Academy teachers fully implemented academic content adopted by state standards. The Academy reports regularly to the Board of Directors regarding student achievement outcomes.

6-6: ELA - 44%; Math - 21%

11th Grade: ELA: 74%; Math: 40%

N/A

Expected

Actual

**17-18**  
API – N/A

**Baseline**  
API – N/A

**Metric/Indicator**  
Priority 4c: Percentage of pupils completing a-g or CTE sequences / programs

**17-18**  
100%

**Baseline**  
100%

**Metric/Indicator**  
Priority 4d: Percentage of EL pupils making progress toward English proficiency

**17-18**  
35%

**Baseline**  
25%

**Metric/Indicator**  
Priority 4e: English Learner reclassification rate

**17-18**  
70%

**Baseline**  
58%

**Metric/Indicator**  
Priority 4f: Percentage of pupils passing AP exam with 3 or higher

**17-18**  
0%

**Baseline**  
0%

**Metric/Indicator**  
Priority 4g: Percentage of pupils who participate in and demonstrate college preparedness on EAP

100%

Transitioning to ELPAC

24% reclassification rate 6-12.

0%

Preliminary 2017- 2018 SBAC results - ELA 34%, Math 16%

## Expected

### 17-18

SBAC ELA: 45%  
SBAC Math: 30%

### Baseline

SBAC ELA: 38%  
SBAC Math: 15%

### Metric/Indicator

Priority 7a: Extent to which pupils have access to and are enrolled in a broad course of study

### 17-18

WCPA will continue to offer the following courses: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge

### Baseline

WCPA students are offered: Spanish, Music, Art, and a wide array of Bakersfield College courses without charge

### Metric/Indicator

Priority 7b: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils

### 17-18

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.

### Baseline

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.

### Metric/Indicator

Priority 7c: Extent to which pupil have access to and are enrolled in programs/services for pupils with exceptional needs

### 17-18

Continue to provide utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus

### Baseline

Utilization of personalized learning software such as System 44, RAZ Kids, ALEKS, and Reading Plus

## Actual

WCPA continues to offer broad course of study: foreign language, visual art, music, and a wide array of college courses

100% of students have access to designated ELD, support classes, on-site tutoring programs, and intense intervention are provided to every student (new and returning).

The Academy continued to provide personalized learning software through Teach to One: Math, Aleks, Reading Plus and Lexia for 100% of students



## 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain fully credentialed support teachers in English and Math 6-12 and hire 5 new elementary fully credentialed teachers	Maintained fully credentialed support teachers in English and Math across 6-12 grades.  Hired 6 new elementary teachers	\$1,238,471 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$999,000  3000-3999: Employee Benefits Title I \$240,000	\$1,542,085 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$803,909  1000-1999: Certificated Personnel Salaries Title I \$271,057  3000-3999: Employee Benefits Supplemental and Concentration \$117,797  3000-3999: Employee Benefits Title I \$349,322

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Hired a health science instructor for the school year; provided books, instructional materials, classroom libraries to support a culture of literacy K-1 and 6-12.	\$74,820 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,820  3000-3999: Employee Benefits Supplemental and Concentration	\$105,127 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$34,993  2000-2999: Classified Personnel Salaries Supplemental and Concentration \$46,711  3000-3999: Employee Benefits Supplemental and Concentration \$23,423

### Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Instructional department chairs will collaborate to develop training material and assessment that support the academic achievement of all students as aligned with school-wide achievement goals and focus.	Provided stipends for department chairs to collaborate and develop training materials in alignment of academic goals.	\$11,527 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$11,527	\$11,773 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000
		3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration \$1,773

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	2 of 6 teachers attended workshop training during the 2017 summer (growing educators). Additional training scheduled for the 2018 summer.	\$25,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000	\$6,169 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,169

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will create SBAC-aligned benchmarks	This action did not require additional funding; this service and focus took place during teacher professional development Fridays.	\$3,500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,500	0

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a Math Director to support Teach to One: Math	Maintained a math director through December 2017. Beginning January 2018 and through June 2018 used these funds to hire a	\$94,641 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$94,641	\$90,812 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,903

	math consultant to serve as math director after director resigned in December.	3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration \$10,084
			5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,825

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 3 Teach to One: Math Instructional Assistants for Mathematics.	Maintained 3 TTO Math Instructional Assistants	\$97,320 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$97,320	\$66,829 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,713
		3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration \$13,116

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain two Literacy Coaches/Teachers	1 of 2 literacy coaches promoted to Assistant Principal during the summer	\$206,751 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$206,751	\$121,553 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$90,900
	Maintained 1 full-time literacy coach for the year.	3000-3999: Employee Benefits Supplemental and Concentration	3000-3999: Employee Benefits Supplemental and Concentration \$30,653

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide Fall/Spring Saturday School Intervention/Enrichment	Saturday School provided for students during Fall 2017; Additional funds helped support Winter Academy in December and Spring Math Summer Camp	\$62,247 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$62,247	\$18,900 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,900

3000-3999: Employee Benefits  
Supplemental and Concentration

3000-3999: Employee Benefits  
Supplemental and Concentration

## Action 10

### Planned Actions/Services

Maintain an Early College  
Instructor

### Actual Actions/Services

Maintained an Early College  
Instructor; instructor served as site  
history college instructor in  
partnership with Bakersfield  
College for the school year.

### Budgeted Expenditures

\$91,937 1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$91,937

3000-3999: Employee Benefits  
Supplemental and Concentration

### Estimated Actual Expenditures

\$126,527 1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$94,620

3000-3999: Employee Benefits  
Supplemental and Concentration  
31,907.28

## Action 11

### Planned Actions/Services

Maintain an Early College Support  
Teacher

### Actual Actions/Services

Maintained a support teacher to  
support students in Ag Prep and  
Liberal Arts with their college  
course work 9-12

### Budgeted Expenditures

\$70,882 1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$70,882

3000-3999: Employee Benefits  
Supplemental and Concentration

### Estimated Actual Expenditures

\$82,404 1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$61,623

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$20,781

## Action 12

### Planned Actions/Services

Purchase Common-Core-aligned  
supplementary instructional  
materials for core content areas for  
K-12; include math/science STEM

### Actual Actions/Services

Purchased Common-Core-aligned  
supplementary instructional  
materials for core content areas for  
K-12; include math/science STEM

### Budgeted Expenditures

\$30,500 4000-4999: Books And  
Supplies Supplemental and  
Concentration \$30,500

### Estimated Actual Expenditures

90,208 4000-4999: Books And  
Supplies Supplemental and  
Concentration \$81,373

4000-4999: Books And Supplies  
Title I \$8,835

# 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.

Services and actions were implemented as outlined throughout the school year. When necessary, additional actions were taken to ensure the success of students. Some services were slightly altered - for instance, the Academy provided "Homework Lab" for students who were falling behind in their math and English courses after school, which had higher and more consistent attendance than efforts at Saturday School. Identified staff people were identified and maintained throughout the year. The Academy did experience a staffing transition in the Math Director role, and utilized the spring semester to hire a consultant with expertise in teaching mathematics to low-income students and English Learners. Additionally, a strong schoolwide focus on meaningful assessments and use of claim, evidence and reasoning have been continued to ensure that student achievement continues to rise.

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

The primary focus of WCPA in the 17-18 school year has been around raising student achievement in mathematics and maintaining positive momentum in English Language Arts through the use of case management protocols and data analysis in addition to deepening previously successful curricula and instructional practices. Preliminary SBAC results indicate double digit gains in literacy scores and in sixth grade math, with a maintenance of student achievement scores in seventh and eighth grade math. Our elementary NWEA and reading assessment data also demonstrates dramatic growth - with over 80% of students reading on grade level. There are additional data points at both elementary and secondary which show growth among EL students, students with disabilities and low-income students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year served as a baseline year for the elementary program with a new staff and new school leader. The staff adopted curriculum and professional development through-out focusing on the highest levers of need. In areas regarding curriculum purchasing, the Academy maximized resources or piloted various samples in order to assess results before making further purchases increasing the original budgeted expenditure. The differences included additional curricular samples in math and ELD at the kinder and first grade level. These additional resources allowed for teachers to pilot and provide school leadership with feedback and recommendation for the 18-19 school-year.

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.

The Academy is experiencing rapid growth, particularly in the early grades, K-5 with majority of students unduplicated. This increase will require strategic staffing which can be found in the first goal, actions, and services under 18-19 and 19-20. The Academy is invested in teachers through 5th grade as well as small group teachers. The increase in teachers will bolster teacher talent pipeline as well as provide smaller classes sizes, heightened differentiation in all elementary classrooms, as well as middle school math classes which are key focus areas for the school for the upcoming school 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.

## 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 Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 5a: Pupil Engagement: School Attendance Rates: <b>17-18</b> Increase to 97% <b>Baseline</b> 95.7%	96%
<b>Metric/Indicator</b> Priority 5b: Pupil Engagement: Chronic absenteeism Rate: <b>17-18</b> Decrease to 5% <b>Baseline</b> 8.4%	Middle school 9.9%, High school 13.9%, K-12 12%
<b>Metric/Indicator</b> Priority 5c: Pupil Engagement: Middle School dropout rate:	0%

Expected	Actual
<b>17-18</b> Maintain at 0% <b>Baseline</b> 0%	
<b>Metric/Indicator</b> Priority 5d: Pupil Engagement: High School dropout rate: <b>17-18</b> Maintain at 0% <b>Baseline</b> 0%	0%
<b>Metric/Indicator</b> Priority 5e: Pupil Engagement: High School graduation rate: <b>17-18</b> Maintain at 100% <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b> Priority 6a: Pupil Suspension Rate: <b>17-18</b> Decrease to 3% <b>Baseline</b> 3.75%	Middle: 12%, High 3.7% K-12 6.4%
<b>Metric/Indicator</b> Priority 6b: Pupil Expulsion Rate <b>17-18</b> Decrease to 0% <b>Baseline</b> 0.03%	Middle 0%, High 0.4% K-12 0.3%
<b>Metric/Indicator</b> Priority 6c: Other local measures of sense of safety and school connectedness <b>17-18</b> 90% of families report feeling safe / connected as per stakeholder engagement surveys	85% of families marked "agree" to students feeling connected to adults at school.



Expected	Actual
<b>Baseline</b> 80% of families report feeling safe / connected as per stakeholder engagement surveys	
<b>Metric/Indicator</b> Priority 8a: Other pupil outcomes: Foreign Language passing grade <b>17-18</b> 100% of students have passing grade for foreign language <b>Baseline</b> 99% of students have passing grade for foreign language	85% of students have passing grade for foreign language
<b>Metric/Indicator</b> Priority 8b: Other pupil outcomes: History/Social Science passing grade <b>17-18</b> 100% of students have passing grade for history / social science <b>Baseline</b> 94% of students have passing grade for history / social science	90% of students have passing grade for history / social science
<b>Metric/Indicator</b> Priority 8c: Other pupil outcomes: Physical Education passing grade <b>17-18</b> 100% of students have passing grade for physical education <b>Baseline</b> 100% of students have passing grade for physical education	98% of students have passing grade for physical education

## 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire a Lead College Counselor to improve the support services to high school students and to enhance the success rate of college-going students.	Hired a lead college counselor for the school who was then promoted to director of college counseling.	\$98,448 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$98,448	\$103,227 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,195

3000-3999: Employee Benefits  
Supplemental and Concentration

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$26,032

## Action 2

### Planned Actions/Services

Maintain two campus supervisors to ensure a safe and healthy learning environment.

### Actual Actions/Services

Maintained two campus supervisors to ensure safe school environment.

### Budgeted Expenditures

\$56,014 2000-2999: Classified  
Personnel Salaries Supplemental  
and Concentration \$56,014

3000-3999: Employee Benefits  
Supplemental and Concentration

### Estimated Actual Expenditures

\$89,701 2000-2999: Classified  
Personnel Salaries Supplemental  
and Concentration \$71,829

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$17,872

## Action 3

### Planned Actions/Services

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

### Actual Actions/Services

Maintained a school psychologist intern to provide socio-emotional support.

### Budgeted Expenditures

\$101,401 2000-2999: Classified  
Personnel Salaries Supplemental  
and Concentration \$101,401

3000-3999: Employee Benefits  
Supplemental and Concentration

### Estimated Actual Expenditures

\$107,062 2000-2999: Classified  
Personnel Salaries Supplemental  
and Concentration \$80,000

3000-3999: Employee Benefits  
Supplemental and Concentration  
\$27,062

## Action 4

### Planned Actions/Services

Students will receive incentives based on performance and improvement to foster a great school academic culture.

### Actual Actions/Services

Provided students with various incentives during the school year to acknowledge

1. Attendance Rate (Maya Theater; Spirit Shirts)
2. NWEA and SBAC Work Ethic (Field Day)
3. Winter Academy and Spring Math Camp Participation

### Budgeted Expenditures

\$10,000 4000-4999: Books And  
Supplies Supplemental and  
Concentration \$10,000

### Estimated Actual Expenditures

\$9,803 4000-4999: Books And  
Supplies Supplemental and  
Concentration \$9,803

4. Quarterly school-wide Award and Recognitions

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide technology as a tool to create a school culture that values innovation and academic excellence (one to one laptops for grades 6-12).	Provided 1:1 laptops for all students 6-12 (Liberal Arts and middle school)	\$3,500 4000-4999: Books And Supplies Supplemental and Concentration \$3,500	\$64,353 4000-4999: Books And Supplies Supplemental and Concentration \$64,353

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 (9th grade Algebra). License Fees.	Provided Teach to One: Math - License Fees to support middle school and 9th grade algebra courses.	\$137,000 4000-4999: Books And Supplies Supplemental and Concentration \$137,000	\$117,450 4000-4999: Books And Supplies Supplemental and Concentration \$117,450
			Grant 4000-4999: Books And Supplies Other \$210,000

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide field trips to elementary and middle school students to increase college-going awareness.	Provided several field trips K-1 and 6-12 including college visits 6-12 and various exploratory, hands-on trips for K-1	\$30,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000	\$19,755 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$19,755
			CCPT Grant 5800: Professional/Consulting Services

And Operating Expenditures  
Other \$6,874

## 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.

Actions and services were implemented as outlined. WCPA continued with Teach To One math to support students' personalized learning needs, maintained a school psychologist to provide social-emotional support, hired a director of college counseling and provided field trips to promote college-going awareness. Additionally, the school piloted PBIS Rewards in middle school math to identify the utility of a technology based platform to record students' positive behaviors. The elementary school also utilized a technology platform, Bullseye, to track student behavioral data and to provide incentives for students who were making positive behavioral choices - including monthly field trips for scholars who earned all positive behavior points.

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

Graduation and drop out rates continue to maintain positive levels (100% graduation; 0% drop out rates). Our annual stakeholder engagement survey yielded strong satisfaction among parents and family members. There was an overall grand mean of 3.5 on a 4 point scale with 87% of families completing the survey. Though families were generally satisfied, they were also able to provide our school with feedback that connection between students and adults as well as opportunities for students to provide input should be areas of growth for the year to come as those were the lowest rated areas, with grand means ranging from 3.15/4 to 3.27/4. Passing rates for history, PE and foreign language maintained high status - increasing to 100%. Attendance and chronic absenteeism continue to be areas of focus, chronic absenteeism has increased slightly, up to 14%, and ADA has decreased slightly to 95%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main differences between budgets expenditures and actual expenditures relate to increasing student use of technology at our secondary site to enhance our approach to personalized learning and secured a Director of College Counseling to manage our counseling efforts K-12. Additionally, we began our social emotional interventions for students of need for behavioral support.

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.

No significant changes have been made to the goal. In the year to come, the Academy will continue to focus on having a relationship centered culture, deepening it's approach to positive behavioral interventions and supports as well as providing opportunities and experiences for our unduplicated students in the 18-19 school 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.

### 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 Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

**Metric/Indicator**

Priority 3a: Efforts to seek parent input in making decisions for district and sites

**17-18**

Continue to hold six-week academic conferences, lunches, Coffee with Executive Director, and after school information sessions

**Baseline**

Held academic conferences, lunches, coffee with executive director, and after school information sessions every six weeks

**Metric/Indicator**

Priority 3b: District promotes participation of parents of unduplicated students:

**17-18**

40% participation as measured in sign in sheets.

**Baseline**

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.

#### Actual

100% of coffee with principal, parent workshops and academic conferences held for parents during the school year.

40% of EL families participated in parent engagement opportunities such as coffees, town hall meetings, teacher trainings and PIQE trainings throughout the year. 100% of EL families participated in mandatory academic conferences for EL monitoring and redesignation.

## Expected

### Metric/Indicator

Priority 3c: District promotes participation of parents of students with special needs

**17-18**

70% as measured in sign in sheets

### Baseline

Increased to 50% participation among families of students with exceptional needs from 25% during the 16-17 school-year. Increase participation will be measured by sign-in sheets during IEP and/or student success team (SST) meetings).

## Actual

Parents participated in 100% of IEP meetings and 30% of families of students with IEPs participated in programming throughout the school year.

## 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 a parent-training sessions.	School leaders 6-12 worked on a family engagement plan; no additional funds were required for this service; plan will be fully implemented during the 18-19 SY.	\$5,000 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	0 0

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Provide parent training to building capacity of parents and families to support student learning.

Grant recieved to provide parent seminars - partnered with PIQE to provide parent workshops. Academy did not use additonal funds.

\$6,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000

0 0

### Action 3

#### Planned Actions/Services

Increase communiciation with parents and families by producing a monthly parent newsletter.

#### Actual Actions/Services

Issued montly newsletters K-12 which included translation services.

#### Budgeted Expenditures

\$1,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000

#### Estimated Actual Expenditures

\$7,711 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,911

5900: Communications Supplemental and Concentration \$4,800

### Action 4

#### Planned Actions/Services

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 Actions/Services

Services did take place, however did not require any additional fees.

#### Budgeted Expenditures

\$2,000 4000-4999: Books And Supplies Supplemental and Concentration \$2,000

5000-5999: Services And Other Operating Expenditures

#### Estimated Actual Expenditures

0 0

0

# 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.

Actions and services were implemented as outlined. Monthly family newsletters were sent home in English and Spanish; parents were able to participate in PIQE (parents invested in quality education) classes; family engagement plans were developed and executed on at the elementary and secondary school with differentiated programming for families; in addition, families were provided with a variety of opportunities to learn about academic and behavioral programming - such as literacy instruction, SBAC prep, anti-bullying and an informational session on the dangers of 'vaping'. School site council meetings, ELAC meetings and coffee with the principal / Executive Director continued on a six week basis.

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

Attendance at parent events increased throughout the school year - ranging from as few as 25 to as many as 200 families participating in each event. School Site Council meetings were regularly held and increased parent decision making. Additionally, we had 25 families graduate from our PIQE classes - meaning they attended 8 weeks of education on ensuring their children would be set up for success in attending post secondary school. We noted that 40% of EL families were able to participate in our family engagement initiatives throughout the year, while this is sizable growth we are happy to report that 100% of said families also engaging with the school about their children's progress in English Language Development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several activities planned were significantly under budget - as the main expenses related were space and time. There were expenses, which had been budgeted for, related to translation services, family engagement programming and college awareness - specifically for families of unduplicated students. However, the majority of the activities that the Academy engaged in were related to relationship building and planning events on campus for parents to participate in.

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.

No significant changes have taken place related to this goal. In the year to come, the Academy has plans to deepen it's commitment to family and community through executing on the K-12 plans that school leaders have outlined as well as providing more robust programming for families of EL and SPED students.



# Stakeholder Engagement

LCAP Year: **2018-19**

## 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, department chair meetings and full staff reviews of the LCAP and schoolwide goals occurred throughout the year. There were various stakeholder groups bringing together students, parents, and teacher leaders in order to discuss state priorities with school site administrators, Director of Learning and 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. All parents were provided with the opportunity to provide feedback via a survey as well as through coffees with the Principal and Executive Director. Furthermore, the governing board of The Academy provided guidance around this review and the Charter Authorizer provided support through the process.

A sampling of Stakeholder Dates:

School Site Council / English Learner Advisory Council Meetings: 12/14, 1/9, 2/21, 4/24, 5/15

Department Chair Meetings: 12/14, 1/30, 2/27, 3/23

Coffee with the Principal: 1/23, 2/22, 3/14, 4/18, 5/16, 6/6

Board of Director Meetings: 1/16, 2/27, 3/20, 4/24, 5/22

## 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 17-18 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 build upon and refine practice for Readers and Writers Workshop model which was an initiative we launched last year as written in the LCAP. As a result, the school purchased Lexia to supplement our literacy workshop model for our lowest achieving students. We continued to utilize IXL at the high school - adding Teach To One math to our high school program. Most importantly, we began a schoolwide focus on discourse through the use of Claim, Evidence and Reasoning which we believe will be responsible for continued gains in literacy. Families were able to continuously give feedback in regards to the priorities and implementation of said priorities and help the Academy ensure that it is being responsive to our students with the most need - EL and SPED.

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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

Local Priorities:

### Identified Need:

The Academy seeks to level the playing field to ensure that all students are able to apply to top colleges by providing a high quality facility, access to fine arts, small class sizes, college field trips, a focus on holistic health and wellness and the highest quality educational program which includes support for teachers and additional time / opportunity for students to master material. The school was founded on the belief all students deserve equitable access to a college education. In order to fulfill the school's mission the Academy ensures a commitment to highly qualified teachers, resources and overall professional development. Academy students, particularly students of poverty and students with additional needs such as English Learners or those with social emotional needs, have demonstrated a need for additional supports in the areas of reading and math within their learning day to ensure that they get interventions and supports in line with their academic needs - we have NWEA data which suggests that students come to our sixth grade and kindergarten campus reading and performing math significantly below grade level.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1a: Basic Services-Teachers	80%	Increase to 85%	Increase to 90%	Increase to 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
appropriately assigned and fully credentialed for assignment				
Priority 1b: Pupils access to standardsaligned 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.
Priority 1c: School facilities maintained in good repair: All facilities continue to have an overall rating of “Exemplary” as indicated on the FIT report	Excellent condition	Maintain in excellent condition	Maintain in excellent condition	Maintain in excellent condition
Priority 2a: Implementation of California academic and performance standards	Administrative walk through observations note partial implementation of CA academic and performance standards in classrooms on a regular basis.	Status to substantial implementation	Status to full implementation	Maintain full implementation
Priority 2b: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency	Establishing program	Maintain program	Maintain program	Maintain program
Priority 4a: Statewide Assessment	All: CAASPP ELA: 29% CAASPP Math: 23%	All: CAASPP ELA: 40% CAASPP Math: 30%	All: CAASPP ELA: 50% CAASPP Math: 40%	All: CAASPP ELA: 60% CAASPP Math: 50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	11th Grade: CAASPP ELA: 77% CAASPP Math: 42%	11th Grade: CAASPP ELA: 78% CAASPP Math: 50%	11th Grade: CAASPP ELA: 80% CAASPP Math: 60%	11th Grade: CAASPP ELA: 85% CAASPP Math: 65%
Priority 4b: Academic Performance Index	API – N/A	API – N/A	API – N/A	API – N/A
Priority 4c: Percentage of pupils completing a-g or CTE sequences / programs	100%	100%	100%	100%
Priority 4d: Percentage of EL pupils making progress toward English proficiency	25%	35%	45%	65%
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

Modified Action

Modified Action

### 2017-18 Actions/Services

Maintain fully credentialed support teachers in English and Math 6-12 and hire 5 new elementary fully credential teachers.

### 2018-19 Actions/Services

Maintain additional fully credentialed support teachers in English and Math 6-12 and hire/maintain new elementary fully credential teachers in order to maintain similar class sizes.

### 2019-20 Actions/Services

Maintain additional fully credentialed support teachers in English and Math 6-12 and hire/maintain new elementary fully credential teachers in order to maintain smaller class sizes.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,239,000	\$3,173,359	\$4,018,765
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$999,000	\$1,338,797	\$1,655,663
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$240,000	\$100,701	\$138,050
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$460,906	\$564,630
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$302,102	\$414,149
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$716,127	\$906,908
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		254,726	\$339,365

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
 [Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Maintain Health Science Instructor; maintain sufficient supply of supplemental 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**

Year	2017-18	2018-19	2019-20
Amount	\$74,820	\$77,275	\$82,452
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$57,000	\$60,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount

\$20,275

\$22,452

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Department chairs and teacher leads will collaborate to develop pacing guides, assessments, and supplemental material for the school year that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Department chairs and teacher leads will collaborate to develop pacing guides, assessments, and supplemental material for the school year that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,527	\$16,810	\$24,014
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$14,000	\$20,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$2,810	\$4,014

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

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.

#### 2018-19 Actions/Services

Middle School English Language Arts teachers, including new K-5 teachers, will engage in additional 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.

#### 2019-20 Actions/Services

Middle School English Language Arts teachers, including new K-5 teachers, will engage in additional 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

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$20,000	\$23,845
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

#### Action 5

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

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Teachers will create SBAC-aligned benchmarks, data analysis tools, and tracking systems to track overall student achievement

**2018-19 Actions/Services**

Teachers will create additional SBAC-aligned benchmarks and pacing guides, data analysis tools, and tracking systems to track overall student achievement principally directed at unduplicated students.

**2019-20 Actions/Services**

Teachers will create additional SBAC-aligned benchmarks and pacing guides, data analysis tools, and tracking systems to track overall student achievement principally directed at unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$7,500	\$2,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Maintain a Math Director to support Teach to One: Math

**2018-19 Actions/Services**

Hire a Full-time Math Director to support school-wide math initiatives supporting unduplicated students in need.

**2019-20 Actions/Services**

Hire a Full-time Math Director to support school-wide math initiatives supporting unduplicated students in need.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$94,641	\$122,013	\$127,388
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount		\$90,000	\$92,700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$32,013	\$34,688

## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Maintain/reclassify instructional aides to 3 Small Group Teachers principally

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Maintain/reclassify instructional aides to 3 Small Group Teachers principally

allocated to work with unduplicated students- 2 will focus on middle school and 1 will focus on high school Algebra.

allocated to work with unduplicated students- 2 will focus on middle school and 1 will focus on high school Algebra.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$97,320	\$190,416	\$198,806
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$140,456	\$144,670
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$49,960	\$54,136

## Action 8

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

#### 2017-18 Actions/Services

Maintain two Literacy Coaches/Teachers
--

#### 2018-19 Actions/Services

Hire one full-time literacy director to support teaching and learning principally directed toward unduplicated students.
--

#### 2019-20 Actions/Services

Maintain one full-time literacy director to support teaching and learning principally directed toward unduplicated students.
--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$206,751	\$125,402	\$130,927
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$92,500	\$95,275
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$32,902	\$35,652

### Action 9

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide Fall/Spring Saturday School Intervention/Enrichment

2018-19 Actions/Services

Provide Fall/Spring Saturday School Intervention/Enrichment opportunities

2019-20 Actions/Services

Provide Fall/Spring Saturday School Intervention/Enrichment opportunities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,900	\$25,893	\$30,036
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## Action 10

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain an Early College Instructor (History).

2018-19 Actions/Services

Hire an additional high school history teacher to sustain high school growth and enable 100% of unduplicated students to access college level history classes.

2019-20 Actions/Services

Maintain additional high school history teacher to sustain high school growth and enable 100% of unduplicated students to access college level history classes.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$91,937	\$61,007	\$63,694
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$45,000	\$46,350
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$16,007	\$17,344

## Action 11

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain an Early College Support Teacher.

2018-19 Actions/Services

Maintain an Early College Support Teacher in order to support unduplicated students in all college classes 9-12 among both Liberal Arts and Ag Prep pathways.

2019-20 Actions/Services

Maintain an Early College Support Teacher in order to support unduplicated students in all college classes 9-12 among both Liberal Arts and Ag Prep pathways.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$70,882	\$73,208	\$78,329
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$54,000	\$57,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$19,208	\$21,329

**Action 12**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Purchase Common-Core-aligned supplementary instructional materials for core content areas for K-12; include math/science STEM

**2018-19 Actions/Services**

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-5

**2019-20 Actions/Services**

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-5

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,500	\$144,243	\$171,975
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 13**

Specific Student Groups: N/A

Specific Schools: N/A

Specific Grade Spans: N/A

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

New Action

Hire a Middle School Principal

**Budgeted Expenditures**

Amount		\$203,355	\$212,314
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$150,000	\$154,500
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$53,355	\$57,814

**Action 14**

Specific Student Groups: N/A

Specific Schools: N/A  
Specific Grade Spans: N/A

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Hire new Director of Student Support Services

**Budgeted Expenditures**

Amount		\$142,349	\$148,620
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$105,000	\$108,150
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$37,349	\$40,470

**Action 15**

Specific Student Groups: N/A	Specific Schools: N/A Specific Grade Spans: N/A
------------------------------	--

OR		
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

	New Action	
	1 Week long supplemental Professional Development to all new teachers focused on climate and mathematics K-8	

**Budgeted Expenditures**



Amount		\$68,632	\$71,656
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$50,625	\$52,144
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$18,007	\$19,512

## Action 16

OR

## Actions/Services

	Hire a consultant to support with K-8 Math	
--	--	--

## Budgeted Expenditures

Amount		54,000	54,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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 Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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. Wonderful College Prep Academy students, particularly students of poverty and students with additional needs such as English Learners or those with social emotional needs, have demonstrated need for additional supports within their learning day to ensure that they get interventions and supports in line with their academic needs - we have NWEA data which suggests that students come to our sixth grade and kindergarten campus reading and performing math significantly below grade level. Therefore, the Academy seeks to level the playing field to ensure that all students are able to apply to top colleges by providing a high quality facility, access to fine arts, small class sizes, college field trips, a focus on holistic health and wellness and the highest quality educational program which includes support for teachers and additional time / opportunity for students to master material.

### 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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 to 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 1

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Hire a Lead College Counselor to improve the support services to high school students and to enhance the success rate of college-going students.

2018-19 Actions/Services

Maintain a Director of College Counseling to improve the support services among high school students and to enhance the success rate of college-going students.

2019-20 Actions/Services

Maintain a Director of College Counseling to improve the support services among high school students and to enhance the success rate of college-going students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$98,448	\$121,710	\$116,631
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$82,400	\$84,872
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$29,310	\$31,759

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Maintain two campus supervisors to ensure a safe and healthy learning environment.

#### 2018-19 Actions/Services

Add three additional campus supervisors based on growth to ensure a safe and healthy learning environment across K-12 campus.

#### 2019-20 Actions/Services

Maintain three additional campus supervisors based on growth to ensure a safe and healthy learning environment across K-12 campus.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,014	\$92,480	\$96,555
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$68,218	\$70,265
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$24,262	\$26,293

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

Hire a full time School Psychologist to provide socio-emotional support principally directed toward unduplicated students.

**2019-20 Actions/Services**

Maintain a full time School Psychologist to provide socio-emotional support principally directed toward unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$101,401	\$107,870	\$112,623
Source	Supplemental and Concentration	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$79,568	\$81,955
Source		Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$28,302	\$30,668

## Action 4

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Students will receive incentives based on performance and improvement to foster a greater school academic culture.

### 2018-19 Actions/Services

Students will receive additional incentives based on performance and improvement to foster a greater school academic culture.

### 2019-20 Actions/Services

Students will receive additional incentives based on performance and improvement to foster a greater school academic culture.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$14,120	\$16,835
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide technology as a tool to create a school culture that values innovation and

2018-19 Actions/Services

Provide and maintain technology as a tool to create a school culture that values innovation and academic excellence (1:1

2019-20 Actions/Services

Provide and maintain technology as a tool to create a school culture that values innovation and academic excellence (1:1

academic excellence (one to one laptops for grades 612).	laptops for grades 3-12) and 2:1 K-2 as unduplicated students tend not to have these resources and opportunities at home.  In addition to laptops - literacy and math software provided K-12 for additional foundational academic support.	laptops for grades 3-12) and 2:1 K-2 as unduplicated students tend not to have these resources and opportunities at home.  In addition to laptops - literacy and math software provided K-12 for additional foundational academic support.
--	--	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,500	\$77,684	\$59,761
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 6

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

LEA-wide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

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 (9th Grade Algebra). License Fees.

### 2018-19 Actions/Services

Continue with Teach To One: Math an innovative supplemental personalized math support in middle school and 9th grade algebra. Fees include licence and support fees.

### 2019-20 Actions/Services

Continue with Teach To One: Math an innovative supplemental personalized math support in middle school and 9th grade algebra. Fees include licence and support fees.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,000	\$150,000	\$150,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Action 7

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Provide field trips to elementary and middle school students to increase college-going awareness.

**2018-19 Actions/Services**

Provide field trips to elementary, middle school, and high school students to increase college-going awareness as many unduplicated students will be first generation college students.

**2019-20 Actions/Services**

Provide field trips to elementary, middle school, and high school students to increase college-going awareness as many unduplicated students will be first generation college students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$93,240	\$105,999
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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. Wonderful College Prep Academy students, particularly students of poverty and students with additional needs such as English Learners or those with social emotional needs, have demonstrated need for additional supports within their learning day to ensure that they get interventions and supports in line with their academic needs - we have NWEA data which suggests that students come to our sixth grade and kindergarten campus reading and performing math significantly below grade level. Therefore, the Academy seeks to level the playing field to ensure that all students are able to apply to top colleges by providing a high quality facility, access to fine arts, small class sizes, college field trips, a focus on holistic health and wellness and the highest quality educational program which includes support for teachers and additional time / opportunity for students to master material.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

Academy parents and community stakeholders currently participate in School Site Council, District English Learning Committee, and an Athletic Booster Club. Parents are integral partners in the community. The Academy seeks to bridge the various parent stakeholder groups across all communities serve to bolster engagement and the overall success of the school. This is particularly true for families whose children have IEPs or are English Language Learners.

### 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	Continue to hold six-week academic conferences, lunches, Coffee with Executive	Continue to hold six-week academic conferences, lunches, Coffee with Executive	Continue to hold six-week academic conferences, lunches, Coffee with Executive

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school information sessions every six weeks	Director, and after school information sessions	Director, and after school information sessions	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 exceptional needs:	Increased to 50% participation among families of students with exceptional needs from 25% during the 16-17 school-year. Increase participation will be measured by sign-in sheets during IEP and/or student success team (SST) meetings).	70% as measured in sign in sheets	80% as measured in sign in sheets	90% as measured in sign in sheets

## 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

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

School Leaders and staff will collaborate to implement a supplemental 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 principally directed toward unduplicated students' parents.

**2019-20 Actions/Services**

School Leaders and staff will collaborate to implement a supplemental 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 principally directed toward unduplicated students' parents.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide parent training to build capacity of parents and families to support student learning.

2018-19 Actions/Services

Provide additional parent training to build capacity of parents and families to support student learning.

2019-20 Actions/Services

Continue to provide additional parent training to build capacity of parents and families to support student learning

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$15,000	\$15,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

## Action 3

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Increase communication with parents and families by producing a monthly parent newsletter.

**2018-19 Actions/Services**

Continue to increase communication with parents and families by producing a monthly parent newsletter.

**2019-20 Actions/Services**

Continue to increase communication with parents and families by producing a monthly parent newsletter.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$5,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A  
Specific Grade Spans: N/A  
[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide  
[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

Continue to provide parent/family additional 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

#### 2019-20 Actions/Services

Continue to provide parent/family additional 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

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$2,000	\$2,000
Source		LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$3,887,293	33%

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): (1) Implementing PBIS at all sites to provide behavior interventions to students to decrease the amount of suspensions. (2) Establish a processes to ensure parents have access to their students' data profile.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,258,408

27%

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 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 Wonderful College Prep Academy 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 groups.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with



the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;



**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,458,488.00	2,998,323.28	3,654,141.00	9,754,452.00	11,609,502.00	25,018,095.00
	0.00	0.00	240,000.00	618,486.00	735,496.00	1,593,982.00
LCFF	0.00	0.00	0.00	2,290,679.00	2,638,764.00	4,929,443.00
Other	0.00	216,874.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	187,438.00	194,578.00	382,016.00
Supplemental and Concentration	2,218,488.00	2,152,235.28	2,415,141.00	4,858,146.00	5,820,371.00	13,093,658.00
Title I	240,000.00	629,214.00	999,000.00	1,799,703.00	2,220,293.00	5,018,996.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,458,488.00	2,998,323.28	3,654,141.00	9,754,452.00	11,609,502.00	25,018,095.00
	0.00	0.00	240,000.00	618,486.00	735,496.00	1,593,982.00
1000-1999: Certificated Personnel Salaries	1,713,753.00	1,493,100.00	1,910,406.00	5,859,412.00	7,177,138.00	14,946,956.00
2000-2999: Classified Personnel Salaries	254,735.00	252,253.00	254,735.00	390,766.00	407,984.00	1,053,485.00
3000-3999: Employee Benefits	240,000.00	669,822.28	999,000.00	2,306,501.00	2,677,469.00	5,982,970.00
4000-4999: Books And Supplies	188,000.00	491,814.00	188,000.00	393,047.00	405,571.00	986,618.00
5000-5999: Services And Other Operating Expenditures	25,000.00	56,994.00	25,000.00	76,000.00	79,845.00	180,845.00
5800: Professional/Consulting Services And Operating Expenditures	37,000.00	29,540.00	37,000.00	110,240.00	125,999.00	273,239.00
5900: Communications	0.00	4,800.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,458,488.00	2,998,323.28	3,654,141.00	9,754,452.00	11,609,502.00	25,018,095.00
		0.00	0.00	240,000.00	618,486.00	735,496.00	1,593,982.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	627,167.00	743,094.00	1,370,261.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,713,753.00	1,222,043.00	1,910,406.00	3,893,448.00	4,778,381.00	10,582,235.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	271,057.00	0.00	1,338,797.00	1,655,663.00	2,994,460.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	92,480.00	96,555.00	189,035.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	107,870.00	112,623.00	220,493.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	254,735.00	252,253.00	254,735.00	190,416.00	198,806.00	643,957.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	1,016,745.00	1,216,545.00	2,233,290.00
3000-3999: Employee Benefits	Special Education	0.00	0.00	0.00	79,568.00	81,955.00	161,523.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	320,500.28	0.00	749,282.00	814,339.00	1,563,621.00
3000-3999: Employee Benefits	Title I	240,000.00	349,322.00	999,000.00	460,906.00	564,630.00	2,024,536.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	388,047.00	400,571.00	788,618.00
4000-4999: Books And Supplies	Other	0.00	210,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	188,000.00	272,979.00	188,000.00	5,000.00	5,000.00	198,000.00
4000-4999: Books And Supplies	Title I	0.00	8,835.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	56,000.00	56,000.00	112,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	25,000.00	56,994.00	25,000.00	20,000.00	23,845.00	68,845.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	110,240.00	125,999.00	236,239.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	6,874.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	37,000.00	22,666.00	37,000.00	0.00	0.00	37,000.00
5900: Communications	Supplemental and Concentration	0.00	4,800.00	0.00	0.00	0.00	0.00

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



Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,008,125.00	2,262,387.28	3,203,778.00	8,759,288.00	10,596,286.00	22,559,352.00
Goal 2	436,363.00	728,225.00	436,363.00	969,164.00	984,216.00	2,389,743.00
Goal 3	14,000.00	7,711.00	14,000.00	26,000.00	29,000.00	69,000.00

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