LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wonderful College Prep Academy - Lost HIlls

CDS Code: 15-10157-0135467

School Year: 2021-22

LEA contact information:
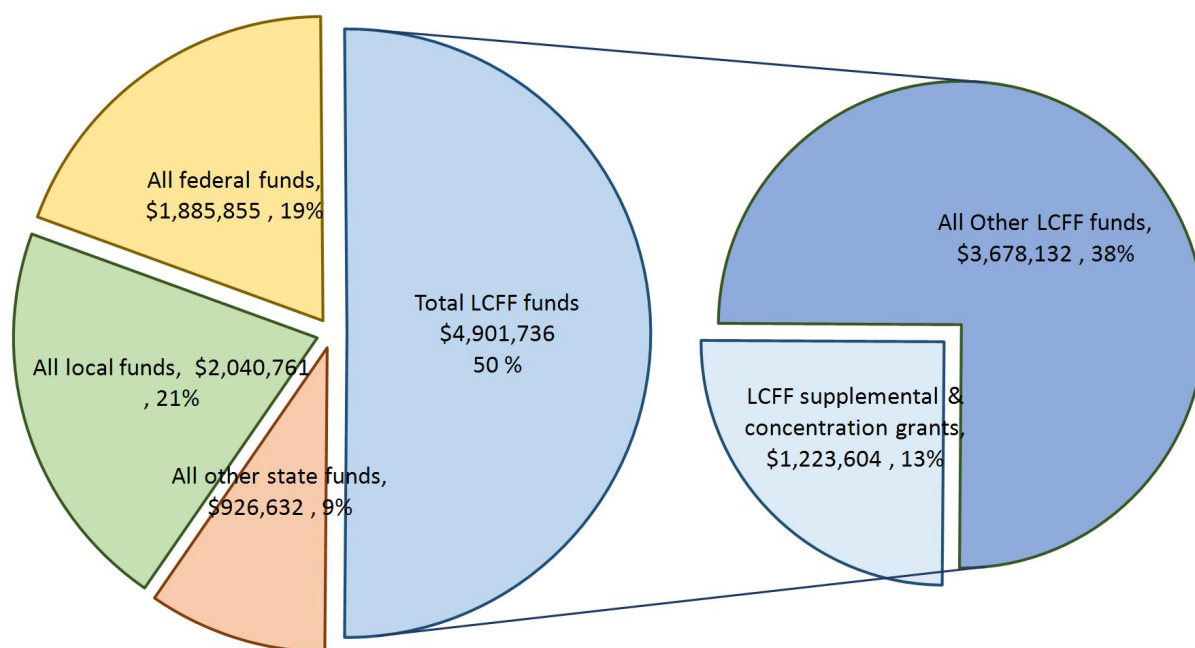
Ana Martinez

Superintendent

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661-721-2887

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $1,885,855 , 19%

All local funds, $2,040,761 , 21%

All other state funds, $926,632 , 9%

Total LCFF funds $4,901,736 50 %

All Other LCFF funds, $3,678,132 , 38%

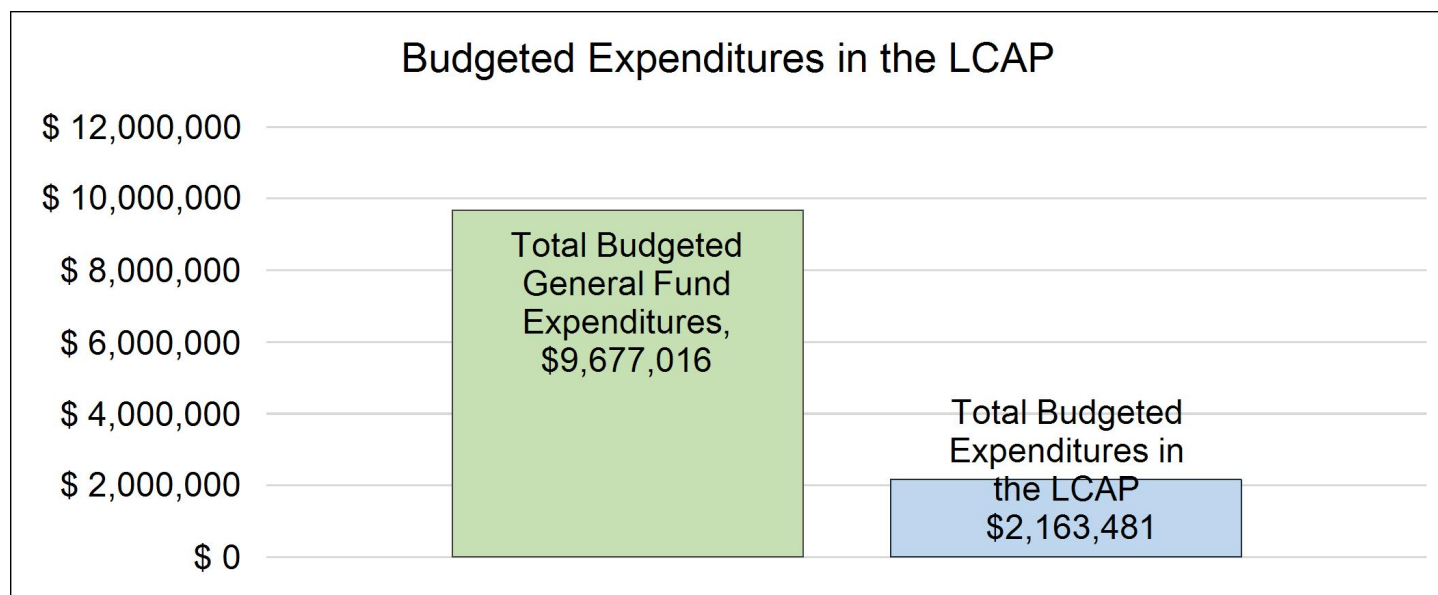LCFF supplemental & concentration grants, $1,223,604 , 13%

This chart shows the total general purpose revenue Wonderful College Prep Academy - Lost HIlls expects to receive in the coming year from all sources.

The total revenue projected for Wonderful College Prep Academy - Lost HIlls is $9,754,984, of which $4,901,736 is Local Control Funding Formula (LCFF), $926,632 is other state funds, $2,040,761 is local

funds, and $1,885,855 is federal funds. Of the $4,901,736 in LCFF Funds, $1,223,604 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 12,000,000	
$ 10,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $9,677,016
$ 6,000,000	
$ 4,000,000	Total Budgeted Expenditures in the LCAP $2,163,481
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Wonderful College Prep Academy - Lost HIlls plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Wonderful College Prep Academy - Lost HIlls plans to spend $9,677,016 for the 2021-22 school year. Of that amount, $2,163,481 is tied to actions/services in the LCAP and $7,513,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
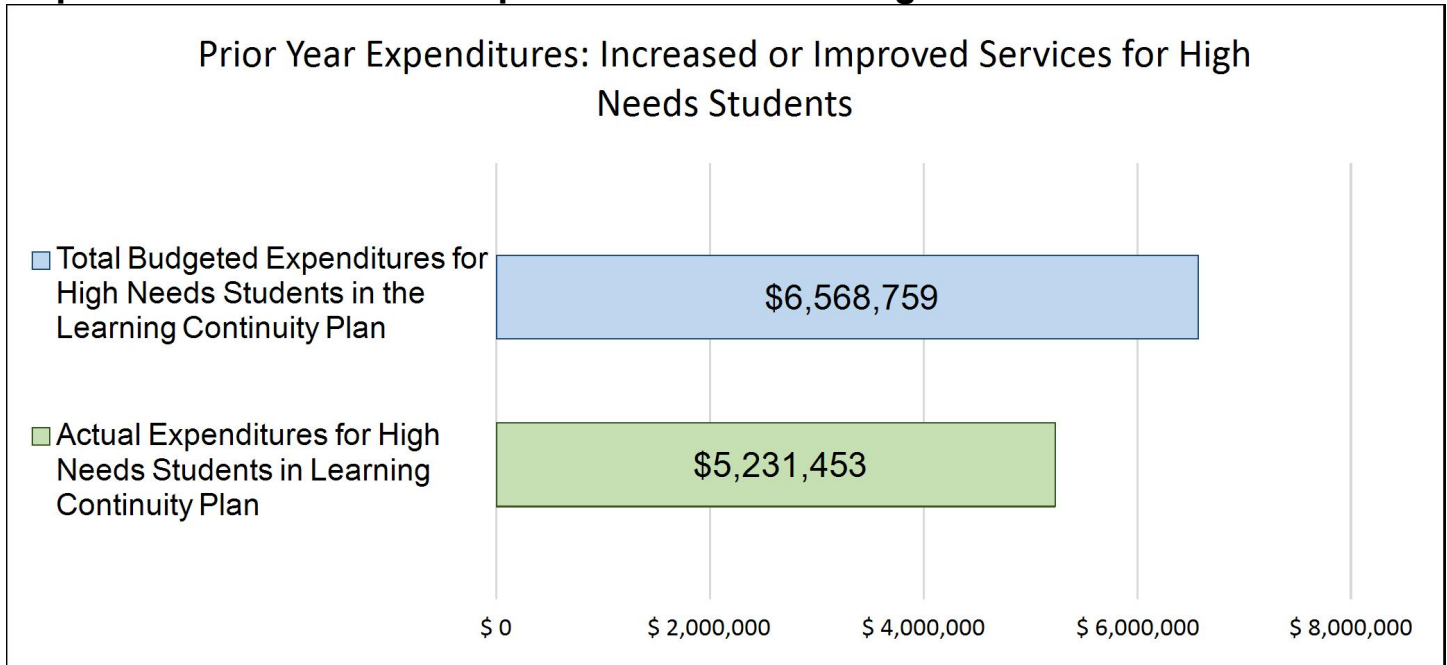
In addition to the expenditures outlined in the LCAP, the 2020-21 budget includes funding for facilities (rent, utilities, repairs), school leadership and operations staff, general liability insurance, and professional consultants (audit firm, back office support, CALPADs support, and the nutrition program.

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

In 2021-22, Wonderful College Prep Academy - Lost HIlls is projecting it will receive $1,223,604 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy - Lost HIlls must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy - Lost HIlls plans to spend $1,858,024 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $6,568,759
- Actual Expenditures for High Needs Students in Learning Continuity Plan — $5,231,453

Axis: $ 0 — $ 2,000,000 — $ 4,000,000 — $ 6,000,000 — $ 8,000,000

This chart compares what Wonderful College Prep Academy - Lost HIlls budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Wonderful College Prep Academy - Lost HIlls estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Wonderful College Prep Academy - Lost HIlls's Learning Continuity Plan budgeted $6,568,759 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy - Lost HIlls actually spent $5,231,453 for actions to increase or improve services for high needs students in 2020-21.

The actions and services and the overall increased or improved services for high needs students were implemented as planned.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Wonderful College Prep Academy - Lost HIlls	Ana Martinez Superintendent	ana.martinez@wonderfulcollegeprep.org 661-721-2887

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

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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
Metric/Indicator Priority 1a: Basic Services-Teachers appropriately assigned and fully credentialed for assignment **19-20** Improve to 40% fully credentialed **Baseline** N/A	During the 19-20 school year, 65% of teachers were fully credentialed.
Metric/Indicator Priority 1b: Pupils access to standards aligned materials **19-20** Maintain 100% of students provided access to standards aligned materials. **Baseline** N/A	WCPA maintained 100% of students with access to standards aligned materials.
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.	The WCPA campus maintained an "Exemplary" rating for the state of facilities during the 19-20 school year.

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Expected	Actual
19-20 Maintain school facilities in exemplary condition. **Baseline** N/A	
Metric/Indicator Priority 2a: Implementation of CCSS **19-20** Maintain 100% implementation of CCSS **Baseline** N/A	WCPA maintained full implementation of California Academic and Performance Standards during the 19-20 school year. Although the second semester was taught via distance learning, teachers worked with Administrators to ensure students received academically rigorous curriculum offerings.
Metric/Indicator Priority 2b: Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency **19-20** Maintain: 100% of ELs have access to CCSS and ELD standards. **Baseline** N/A	Programs and services to EL students were maintained during the Fall semester of the 19-20 school year. During the Spring Semester, students went to a distance learning model as a result of the COVID-19 pandemic. Services has to be altered to one-on-one support as needed along with the integrated and designated ELD instructional time.
Metric/Indicator Priority 4a: Statewide Assessment **19-20** Improve/Maintain **Baseline** N/A	No CAASPP Assessment data is available due to the COVID-19 pandemic and schools moving into a distance learning model for the 19-20 school year.
Metric/Indicator Priority 4b: Academic Performance Index **19-20** N/A **Baseline**	N/A

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Expected	Actual
N/A	
Metric/Indicator Priority 4c: Percentage of pupils completing a-g or CTE sequences/program **19-20** N/A **Baseline** N/A	N/A
Metric/Indicator Priority 4d: Percentage of EL pupils making progress toward English proficienc **19-20** Improve/Maintain **Baseline** N/A	No EL proficiency data is available due to the COVID-19 pandemic and schools moving into a distance learning model for the 19-20 school year. Students were not able to complete the summative ELPAC assessment at the end of the school year.
Metric/Indicator Priority 4e: English Learner reclassification rate **19-20** Improve/Maintain **Baseline** N/A	25 students or 9.7%
Metric/Indicator Priority 4f: Percentage of pupils passing AP exam with 3 or higher **19-20** N/A **Baseline** N/A	0% - AP courses not offered at WCPA

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Expected	Actual
Metric/Indicator Priority 4g: Percentage of pupils who participate in and demonstrate college preparedness on EAP **19-20** N/A **Baseline** N/A	No EAP data available as the SBAC was not administered during the 19-20 school year due to the COVID-19 pandemic and schools moving into a distance learning model.
Metric/Indicator Priority 7a: Extent to which pupils have access to and are enrolled in a broad course of study **19-20** Maintain: 100% of students have access to PE, Art, Music, Math, STEM, and ELA. **Baseline** N/A	WCPA maintained 100% of students with access to PE, Art, Music, Math, STEM, and ELA.
Metric/Indicator Priority 7b: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupil **19-20** Maintain: 100% of unduplicated pupils are enrolled in core subjects of ELA, Math, Social Studies and Science as required by the state. **Baseline** N/A	100% of unduplicated pupils were enrolled in core subjects of ELA, Math, Social Studies and Science as required by the state.
Metric/Indicator Priority 7c: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs **19-20** Maintain: 100% of students with exceptional needs participate in regular programs with support from special education teachers and instructional aides. **Baseline**	100% of students with exceptional needs participated in regular programs with support from special education teachers and instructional aides.

Expected	Actual
N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain and hire additional fully credentialed teachers (multiple subject) and maintain small class size in order to maximize student learning principally directed towards unduplicated students.	1000-1999: Certificated Personnel Salaries LCFF Base $809,737 3000-3999: Employee Benefits LCFF Base $235,000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $671,293 3000-3999: Employee Benefits LCFF Supplemental and Concentration $64,064 1000-1999: Certificated Personnel Salaries Title I $133,993 3000-3999: Employee Benefits Title I $14,800 Not Applicable Not Applicable N/A	1000-1999: Certificated Personnel Salaries LCFF Base 809737 3000-3999: Employee Benefits LCFF Base 235000 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 671293 3000-3999: Employee Benefits LCFF Supplemental and Concentration 64064 1000-1999: Certificated Personnel Salaries Title I 94870 3000-3999: Employee Benefits Title I 18974 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7522
Maintain and add sufficient supply of supplemental instructional materials for all courses offered and classroom libraries to support a culture of literacy and academic rigor for K-8th grade.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $61,084	4000-4999: Books And Supplies LCFF Supplemental and Concentration 113891.05
New and returning teachers will engage in Readers and Writers Workshop and additional professional development to improve literacy and math outcomes for unduplicated students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 751.51

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will create additional assessments, and design pacing guides per grade level. This principally directed option will at support unduplicated students with additional opportunities to monitor progress and ensure growth in ELA and Mathematics local assessments.	1170 (Teacher Release Time) - Certificated Teachers' Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $5,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
Hire full time Assistant Principal of Curriculum & Instruction	1000-1999: Certificated Personnel Salaries LCFF Base $87,550 3000-3999: Employee Benefits LCFF Base $32,000 Not Applicable Not Applicable N/A	1000-1999: Certificated Personnel Salaries LCFF Base 0 3000-3999: Employee Benefits LCFF Base 0
Hire a Special Education Teacher	1000-1999: Certificated Personnel Salaries Special Education $50,000 3000-3999: Employee Benefits Special Education $15,000 Not Applicable Not Applicable N/A	1000-1999: Certificated Personnel Salaries Special Education 54000 3000-3999: Employee Benefits Special Education 16200
Full time week of additional PD for all new teachers focusing on supplemental skills that support needs of unduplicated students and help support the close achievement gaps for those students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $44,100 3000-3999: Employee Benefits LCFF Supplemental and Concentration $16,000 Not Applicable Not Applicable N/A	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 19820.20 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4332.09

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Goal Analysis

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

The actions and services not completed for the 2019-2020 school year were a result of the shift to distance learning midway through the 2019-2020 school year. WCPA had to adjust our learning and instructional model to a distance learning environment only. All of the traditional in-person supports were transitioned to virtual methods of support. Students were provided with technology to complete schoolwork in a virtual environment, non-teaching staff were reallocated to ensure students and families remained engaged with WCPA. Staff also ensured students and families were able to access additional supports as needed to keep students engaged and learning. Additionally, WCPA was not able to hire an Assistant Principal for the school year. Due to the Pandemic and the move to distance learning, additional IAs were not hired. The funds were reserved and used to hire staff with the move to re-open schools

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

The 2019-2020 school year brought a series of unexpected challenges to WCPA. Many of the actions were successfully completed as planned such as the hiring of staff dedicated to help support unduplicated students, (i.e. Special Education Teacher), however, due to the COVID-19 pandemic, many of the planned actions that would provide additional onsite professional development and one-on-one support to unduplicated students were not possible due to the move to distance learning. Many of the indicators used to measure success in a traditional school year were not available due to not having access to SBAC assessments, ELPAC testing, another other end of year assessments and data points. WCPA looks forward to working on completing these intended actions in the school years to come.

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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
Metric/Indicator Priority 5a: School Attendance Rates: **19-20** Improve ADA to 97% **Baseline** N/A	96% for the 19-20 school year
Metric/Indicator Priority 5b: Chronic absenteeism Rate **19-20** Improve chronic absenteeism rate to 10% **Baseline** N/A	Chronic Abesentism was 1.4%
Metric/Indicator Priority 5c: Middle School dropout rate **19-20** Pending baseline **Baseline** N/A	Maintained a rate of 0%.

Expected	Actual
Metric/Indicator Priority 5d: High School dropout rate **19-20** N/A **Baseline** N/A	N/A
Metric/Indicator Priority 5e: High School graduation rate **19-20** N/A **Baseline** N/A	N/A
Metric/Indicator Priority 6a: Pupil Suspension Rate **19-20** Maintain: 0% suspension rate **Baseline** N/A	Suspension Rate was 6.14%
Metric/Indicator Priority 6b: Pupil Expulsion Rate **19-20** Maintain: 0% expulsion rate **Baseline** N/A	Maintained a rate of 0%.
Metric/Indicator Priority 6c: Other local measure on sense of safety and school connectednes **19-20** Maintain: 95% or higher of students report "agree" on school climate measure under school safety.	School stakeholder engagement surveys were not administered in 19-20 SY due to the school closures as a result of COVID-19.

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Expected	Actual
Baseline N/A	
Metric/Indicator Priority 8a: Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates, etc.) **19-20** Improve kindergarten math outcomes to 88% proficient. Maintain 1st grade outcomes to 95% proficient. Maintain 2nd grade math outcomes at 100% proficient. **Baseline** N/A	School assessment data not available for 19-20 school year due to COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain campus supervisor to ensure a safe and healthy learning environment and build relationships with our students that need additional social-emotional supports.	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $49,680 3000-3999: Employee Benefits LCFF Supplemental and Concentration $9,936	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 49424 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4394
Provide technology as supplemental tool to create a school culture that values innovation and academic excellence both at school and in the home. Given our high percentage of unduplicated students, access to technology outside the classroom may not as widely available without our 1:1 technology ratio. We expect that this 1:1 initiative will enhance student learning outcomes and improve performance in local and state assessments.	4000-4999: Books And Supplies LCFF Supplemental and Concentration $127,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration 72309 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6075

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Goal Analysis

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

Technology expenditures were not as significant as budgeted. WCPA ensured that students maintained a 1:1 technology ratio as planned.

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

WCPA was able to successfully implement the actions and services as planned.

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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	Actual
Metric/Indicator Priority 3a: Parental Involvement: Efforts to seek parent input in making decisions for district and sites **19-20** Maintain: 100% of families attended parent teacher conferences as measured by sign in sheets. Input opportunities were provided at conferences via: parent surveys, PIQE enrollment opportunities and invitation to join SSC / ELAC. **Baseline** N/A	Families were encouraged to participate in engagement opportunities made available during the first half of the school year including School Site Council and ELAC/DELAC Committee meetings during the first half of the school year. Unfortunately due to COVID-19, many of the intended parent information sessions and workshops that were scheduled to happen were canceled.
Metric/Indicator Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students **19-20** Maintain: 100% of unduplicated families were invited to all school events, including parent teacher conferences, ELAC, SSC, curriculum nights, art fairs, back to school night, open house, coffee with the principal via fliers in English and Spanish and via phone calls. **Baseline** N/A	Families were encouraged to participate in engagement opportunities made available during the first half of the school year including School Site Council and ELAC/DELAC Committee meetings during the first half of the school year. Unfortunately due to COVID-19, many of the intended parent information sessions and workshops that were scheduled to happen were canceled.

Expected	Actual
Metric/Indicator Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs **19-20** Maintain: 100% of exceptional needs parents receive phone call before IEP meetings for their student. Flexibility offered in time and date for parent attendance. At IEP meetings, parents are given information regarding all school events. **Baseline** N/A	Families were encouraged to participate in engagement opportunities made available during the first half of the school year including School Site Council and ELAC/DELAC Committee meetings during the first half of the school year. Unfortunately due to COVID-19, many of the intended parent information sessions and workshops that were scheduled to happen were canceled.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide additional parent training to build capacity of parents and families to support student learning	4000-4999: Books And Supplies LCFF Base $1,061	4000-4999: Books And Supplies LCFF Base 0
Continue to increase communication with parents and families by producing a monthly parent newsletter and addressing the parenting needs of studnets with special needs and English Langauge Learners.	4000-4999: Books And Supplies LCFF Base $1,061	5000-5999: Services And Other Operating Expenditures LCFF Base 0
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	5000-5999: Services And Other Operating Expenditures LCFF Base $1000	5000-5999: Services And Other Operating Expenditures LCFF Base 0

Goal Analysis

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

As a result of the COVID-19 pandemic, many of the scheduled parent and student engagement opportunities had to be cancelled. WCPA leveraged resources during this time to ensure all students, families, and staff had access to services including mental health and wrap around services offered through the WCPA School Wellness Centers.

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

The actions and services listed in this goal were challenging to implement during the second half of the school year as a result of the COVID-19 pandemic. The first semester of WCPA offered parents, students, and community members opportunities to participate in engagement committees (School Site Council, ELAC/DELAC Committee) along with various parent workshops and back-to-school nights. WCPA staff reached out to families through phone calls to follow-up with students throughout the remainder of the school year. WCPA's focus during the end of the 2019-2020 school year was to ensure all students families maintained contact and received information on critical resources available within the communities.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
College and Career Trips/ Services	$10,000	$0	Yes
Professional Development	$24,388	$74,746	Yes
Office Supplies	$21,375	$10,000	Yes
Field Trips	$34,750	$0	Yes
School Events	$35,355	$0	Yes
Uniforms & Student Incentives	$1,000	$8,233	Yes
Athletics	$34,691	$0	Yes
Yearbook	$5,800	$617	Yes
Student Awards Programming	$1,785	$0	Yes
Staff Incentives/ Collaboration Activities	$8,625	$1,235	Yes
Misc. Program Expenses	$13,231	$15,200	Yes
Core textbooks, curricular materials	$183,803	$71,867	Yes
Contracted IT support	$79,656	$0	Yes
Testing	$13,560	$0	Yes

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

Due to the COVID-19 pandemic, many regular school year activities had to be cancelled such as student trips (College & Career; Field Trips), athletics program offerings, yearbook, testing expenditures and other miscellaneous program expenses. Instead, WCPA used the funds to offer student remote learning incentives and activities (virtual field trips, paint-at-home virtual events, virtual awards ceremonies, etc). Additionally, WCPA purchased additional textbooks and other curricular materials to ensure all students had access to supplies, books, and other learning materials for the school year.

Analysis of In-Person Instructional Offerings

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

Due to the changing health requirements and regulations surrounding the COVID-19 pandemic during the 2020-2021 school year, WCPA was not able to offer in-person instruction until the spring of 2021. In order to safely offer in-person instruction to all students, WCPA enacted several COVID mitigation measures including plexiglass partitions at each student and staff desk, social distancing of all student desks, enhanced cleaning and sanitation measures, significant changes to bus transportation offerings, and distributing student meals in the classroom in order to maintain stable student cohorts. Overall, WCPA was able to successfully reopen and offer in-person for all students in all grades.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology	$161,397	$208,005	Yes
Additional Technology	$21,798	$112,170	Yes
Educational Software Licenses	$29,036	$33,155	Yes

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

WCPA spent a significant portion of allocated funds to ensure all students and staff had the required equipment in order to maintain academic standards while offering a distance learning program. A significant investment was made in the purchase of additional chromebooks and ipads for student use at home; monitors and document cameras for teachers; the purchase of internet hotspots for staff and students, and additional expenses for maintaining student equipment. Most of the curriculum software programs previously offered were able to be deployed without the need of additional software purchases.

Analysis of the Distance Learning Program

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

WCPA successfully launched a rigorous virtual academic program during the 2020-2021 school year. Leadership quickly changed how and what content to offer during professional development and geared many of the sessions towards how to successfully deliver academic content to students in a remote learning environment. All virtual learning offered at WCPA adhered to the five district priorities for online learning:

Priority #1: Emphasizing Knowledge and Skill Driven
Priority #2: Balancing of Time-Based and Performance-Based
Priority #3: Planning Engaging Learning Experiences
Priority #4: Providing High-Quality Feedback
Priority #5: Improving Personalized Supports for All Learners

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WCPA successfully implemented the Canvas learning management system which included all curricular materials for all courses offered at WCPA regardless of in-person or a remote learning environment. Teachers had access to over 400 educational applications to enhance and supplement instruction. WCPA teachers also had access to a variety of curated instructional materials via our participation in the KCSOS Canvas Consortium. Teachers were able to assign work and provide student feedback within Canvas without interruption to daily instruction. During virtual learning it was important to maintain interventions for students who were at-risk and struggling with literacy and numeracy skills and standards. Our intervention system was imperative to help mitigate learning losses experienced during previous remote learning. NWEA Map served as the district's Universal Screener for grade level readiness in skills. Additionally, all students were provided with either an assigned iPad (grades TK-1) or a Chromebook (grades 2-12) to ensure they have access to all assigned content regardless of the method of instruction.

WCPA surveyed all students to ensure they had a reliable source of internet connectivity, if not, a hot spot was provided at no cost to the family for the duration of the distance learning program. Staff quickly pivoted to ensure resources and supports for students were made available with daily check-ins and regular communication and/or homes visits to students with unique needs. Remote food distribution and IT Support sites were deployed to the communities where our students live to ensure daily access to food and technology support.

Overall, WCPA was able to account for 100% of all students throughout the school year and had over 90% active student engagement throughout the school year. Attendance under distance learning was measured as instructional minutes based on the time value of assignments as determined by a certificated teacher. Per SB 98-Education Trailer Bill, WCPA exceeded the minimum number of instructional minutes for all grades from Transitional Kindergarten (TK) through 12th grade.

Professional Development for Instructional staff was provided virtually in appropriate content areas including a series of virtual Canvas professional development trainings to acclimate to the new learning management system. School leaders participated in a series of virtual Canvas professional development trainings and received both professional development and real-time coaching around effective implementation of virtual coaching structures and virtual instructional feedback. School leaders participated in virtual leadership coaching sessions via Navigator. School leaders at our Delano and Lost Hills middle schools, along with staff, participated in a series of virtual professional development sessions with Turnaround for Children (TFC) to strengthen restorative practices. Teachers and coaches are receiving data-driven instructional support through our partnership with ANET. In addition, WCPA joined the county-wide KCSOS Canvas Consortium – a network of local school districts that are using the Canvas Learning Management System, along with access to resources and focus on best practices.

WCPA non-instructional staff were provided with enhanced health and safety protocols and personal protective equipment including gloves, face masks, and face shields while on campus. Food service and meal distribution teams participated in daily safety meetings to ensure all staff were adhering to our health and safety protocols and adapted their practices based off of most recently approved safety guidelines from the local Department of Public Health. All staff adhered to clearly defined protocols related to potential COVID-19 exposure and travel guidelines to ensure the health and safety of all staff on our school sites.

During the distance learning program, WCPA continued to offer additional supports for pupils with unique needs. Students with Disabilities participated in all general education courses in addition to accommodations outlined in each pupils Individual Education Plan (IEP). Case managers worked on goal development and supported individualized instruction. Special Education educators were included in the planning process. Principals and Assistant Principals ensured that all IEP and 504 components were implemented with fidelity as the instructional leaders of their academic programs. General Education teachers were partners in implementing the student's IEP or 504 plans.

In addition to the multiple layers of intervention and student support available at WCPA, the Director of Special Education and Student Supports worked with Foster and Homeless Youth, students in a home hospital academic program or an approved Independent Study program to ensure students were receiving appropriate levels of additional support and resources.

English Language Learners received integrated and designated ELD as mandated by Title III requirements and the WCPA EL Master plan unless otherwise indicated by any revisions from the California Department of Education due to the COVID-19 pandemic. The WCPA EL literacy team continued to ensure students receive integrated ELD supports and learning in any class with an EL student along with all other required assessments and notifications.

Challenges related to distance learning included limited connectivity due to the rural nature of many of our students. This challenge led to a partnership and donation from the Wonderful Company of the installation of a new satellite tower to improve connectivity for the community. Limited access to hotspots was also an initial challenge as well as deploying devices (iPads for K-2 and Chromebooks for 3-12) to ensure students could participate in distance learning.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
English Language Learners Support Services	$16,664	$17,891	Yes
Special Education Support Services	$34,406	$34,406	Yes
English Learner/Special Education Staff Salaries	$108,459	$65,000	Yes
English Learner/Special Education Staff Benefits	$51,809	$18,200	Yes

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

WCPA provided student assessments to all students regardless of in-person or distance learning. Students will complete these NWEA assessments at home (in a distance learning environment) during the testing window. The significant different to anticipated expenditures was the offering of NWEA Reading and Math assessments only and not including the Running Records Fluency Assessments in order to ensure students received the maximum amount of instructional time.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

WCPA remotely administered NWEA Map Reading and Math assessments throughout the school year. The student performance data results were used to group students into the three tier model from RtI and MTSS based on the work of Fuchs and Fuchs, as well as other peer-reviewed research articles. Leadership strategically addressed needs in literacy and numeracy as foundational knowledge skills for all other subjects. Planned intervention time was used to accelerate learners based on their tiered grouping. These tiers included intensive monitoring of student progress to determine any changes in pacing and intensity to best accelerate progress. WCPA leveraged research-based programs and published best practices in order to address learner needs.

Challenges related to pupil learning loss include daily interaction with students in a distance format, limited time for small group intervention/enrichment, adapting teaching methods for effective distance learning, and pupil supervision in homes where both parents work.

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WCPA will utilized our EL and Special Education teams to ensure all students with unique needs received the required supports to ensure academic access for all students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

WCPA surveyed students weekly during remote instruction as planned and as part of our tiered systems of intervention and support. The surveys provided WCPA leadership teams with data sets depicting students who were struggling with academic or social-emotional learning. Additionally parents and teachers were able to refer students who were of more concerns in our school community and provided them with additional resources including mental health and wrap-around services through our Student Wellness Center.

Many challenges in the area of mental health included increased feelings of isolation/depression, fear or anxiety around contracting COVID, and loss of employment or housing.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

WCPA will utilized the comprehensive tiered systems of intervention and support to ensure pupil engagement during remote learning. Students received weekly surveys of which the results will be provided to WCPA leadership teams to review and identify any students who were struggling with academic or social-emotional learning. As with WCPA social and emotional well-being indicators, parents and teachers were be able to flag students and provide WCPA leadership teams with students who are of more concern in the school to provide them with additional resources and support.

The three Tiers: I - Sustained Ongoing Communication, II - At-Risk Intervention, and III - Student Support Service Intervention. The components and resources available are as follows:

Tier I - Sustained Ongoing Communication
- Teachers will hold Social and Emotional Learning (SEL) sessions during selected times daily by each campus
- School Leaders will use text and at least one weekly video sent on Mondays to review upcoming events; present avenues of supports with parents; create moments of energy and excitement about the digital campus; and address whole- school issues directly

Tier II - At-Risk Intervention
- Teachers and Counselors will use Canvas Conferencing, Zoom Rooms, or phone calls to the parent or guardian, unless the student is 18 years or older to discover why a students missed class without notification, why a student did not turn in two days of assignments, why a student has been non-participatory or distant during recent discussions or sessions

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- School Leaders will respond to TK-12 Screener Survey Data and Academic Data from Canvas to discover why a student missed three school days or 60% of instructional days in a week; leaders design a plan to reengage the student and family; why a student missed a significant number of assignments for the week; why a student did not attend two or more live synchronous sessions

without notification; why a student recorded an at-risk response or asked for contact in their weekly screener (survey); why an educator flagged the student for administration contact

Tier III - Student Support Service Intervention
- Principals begin the Student Support Team process by contacting Student Support Staff Team
- Chronic Absenteeism, if repeated contacts are unsuccessful, home visits will be made
- Educators and staff may also request counseling services, which is directed by our Student Supports Team

WCPA launched a new parent communication portal that allowed school leaders to connect directly with families in their preferred language. Additionally, our Student Support Services Team was available to meet with families either virtually or through socially distanced home visits that included COVID-19 related health and safety protocols for staff and families.
Engagement challenges included limited family participation in school due to postponing of in-person events like college awareness and Back-to-school night, low participation in virtual replacement activities, a steep learning curve with adults and technology, decreased attendance at PIQE, and limited involvement with SSC/ELAC/DELAC.

Analysis of School Nutrition

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

WCPA continued to offer daily healthy and nutritious meals to all students throughout the school year free of charge without interruption during the 2020-21 school year. During remote learning, WCPA offered meals daily from Monday through Friday at our two campus locations in Delano and Lost Hills campus from 10:00am - 1:00pm, and our off-site community locations of Wasco (8-9am0, McFarland (9:30-10:30am), and Earlimart (11:30-12:30pm).

The key challenges in nutrition were providing remote pickup after hours for families to get multiple meals for multiple days in five locations (Delano, Lost Hills, Wasco, Earliart, and McFarland) and assisting families in securing the food for their families. There was an exceptional partnership with Wonderful Company through this challenge with a weekly food box/supply donation that was offered in addition to school meals. Boxes included food and other essential items like sanitizer and cleaning supplies that were hard to find at the time.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Classified and Certificated Salaries	$3,808,761	$31,77,918	Yes
Distance Learning Program (Access to Devices and Connectivity)	External Contracts	$634,495	$329,800	Yes
N/A	Building and Operational Expenses	$1,233,915	$1,053,010	Yes
N/A	Depreciation and Interest	$132,440	$115,528	No

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

Due to WCPA offering a distance learning program during most of the 2020-2021 school year, there were significant cost savings related to operational expenses related to maintaining the campus, a reduction in staffing requirements needed to operate the campus.

Overall Analysis

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

WCPA reviewed stakeholder feedback, student performance data results, and developed new goals to implement a high-quality, relevant and rigorous educational program that prepares all students for college, community, and life success and is driven by our new "Standards of School Excellence". WCPA will establish a series of data protocols that outline data collection, analysis, and actionable insight cycles throughout the school year. Data protocols will be implemented across grade level teams, department teams and school leadership teams. WCPA has calendared 8 organization-wide data days aligned with assessment calendar to have teachers and principals analyze data and revise planning. WCPA staff will continue to work closely with Academic leadership to develop individualized intervention plans for all students scoring below proficiency levels to ensure an equitable instruction. Additionally added a goal focused on offering additional emphasis on Social-Emotional programming including leadership and program development.

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

WCPA will leverage curricular materials will be used to supplement and accelerate student growth by providing proven assessments to identify growth and gaps in language development as well as materials specifically designed to the stages of language acquisition. Funding will also be used to facilitate and provide high-quality professional development when planning and implementing math and literacy curricular resources to ensure the needs of unduplicated pupils are met. The Academy's three LCAP goals will address challenges that can impede the academic achievement of unduplicated students. The Academy's three goals address the following:

Goal 1 - To implement a high-quality, relevant and rigorous educational program that prepares all students for college, community, and life success and is driven by our "Standards of School Excellence".

Goal 2 - To address the social, emotional and health/wellness needs of all students through an asset and equity-based approach of personalized support, curricular integration, enrichment/exposure opportunities and family partnership.

Goal 3 - To implement systems and processes that cultivate a high level of instructional quality and impact based on standards of practice, inquiry, and continuous improvement focused on student achievement.

Based on supporting research, experience, and data analysis, the Academy has determined these actions described in the LCAP are the most strategic use of funds to meet the ambitious goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner that benefits the intended student subgroups. We expect these outcomes to benefit student achievement by the 2023-2024 school year:
- Improving ELA scores towards the standard proficiency level
- Improving Math scores towards the standard proficiency level
- Increasing the English Language proficiency from the California Dashboard reporting
- Increasing the EL Reclassification Rate
- Decreasing the chronic absenteeism rate
- Increasing the College/Career Readiness Rate on the California Dashboard
- Increasing the SPED students proficiency rate in ELA
- Increasing the SPED students proficiency rate in ELA
- Decreasing student suspension rate

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

Significant differences in actions and services were a result of distance learning program offerings not allowing for in-person expenditures (i.e. College Trips, Field trips), or alternatively, due to the expanded distance learning program, there were additional expenditures resulting from technology purchases, curriculum purchases, additional student supplies.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After reviewing outcomes of the 2019 LCAP and the 2020-21 Learning Continuity and Attendance Plan, WCPA leaders leveraged this information along with the stakeholder feedback to inform the following areas of focus for the 2021-2024 LCAP:

School Climate & Safety: Feedback supports Goals and Actions that promote a positive school climate, increased attendance at school, new mental health support offerings, additional programs after school, and increased school pride. Efforts to support School Climate and Safety can be found in Goal 2 Actions 1, 3, & 5.

Parent Engagement & Communication: Parent feedback indicates that families want to be involved with their students' education and programs at school. Staff feedback indicates a desire to increase communication with families and participation in school events to support students. These needs are addressed in Goal 2 Actions 2 & 4.

Student Programming & Academic Achievement: Families consistently support WCPA's goal of preparing students for college and 100% college acceptance. Although college readiness and acceptance rates are very high, feedback supports continuing to improve these metrics. Specific steps to support this feedback are seen in Goal 1 Actions 6 & 8.

Enhanced Professional Development Opportunities for Staff: Staff and parent feedback acknowledges the rate of staff turnover in the teaching profession both before and during the pandemic. Stakeholders overwhelmingly agree that maintaining the level of instruction and SEL support is critical to meet students' needs and continue the culture of WCPA. Targeted professional development for new and existing teachers will support these concerns and are detailed in Goal 3 Actions 1 - 5.

Literacy Development for English Learners: Feedback from all groups acknowledges that our EL Students have specific needs to gain proficiency in English and complete their studies to be prepared for college. WCPA expands EL supports in Goal 1 Action 7.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

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- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

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

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,439,359.00	2,242,656.85
LCFF Base	1,167,409.00	1,044,737.00
LCFF Supplemental and Concentration	1,058,157.00	1,013,875.85
Special Education	65,000.00	70,200.00
Title I	148,793.00	113,844.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,439,359.00	2,242,656.85
1000-1999: Certificated Personnel Salaries	1,801,673.00	1,654,052.29
2000-2999: Classified Personnel Salaries	49,680.00	49,424.00
3000-3999: Employee Benefits	386,800.00	338,632.00
4000-4999: Books And Supplies	190,206.00	186,200.05
5000-5999: Services And Other Operating Expenditures	11,000.00	14,348.51

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

	Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,439,359.00	2,242,656.85
1000-1999: Certificated Personnel Salaries	LCFF Base	897,287.00	809,737.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	720,393.00	695,445.29
1000-1999: Certificated Personnel Salaries	Special Education	50,000.00	54,000.00
1000-1999: Certificated Personnel Salaries	Title I	133,993.00	94,870.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	49,680.00	49,424.00
3000-3999: Employee Benefits	LCFF Base	267,000.00	235,000.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	90,000.00	68,458.00
3000-3999: Employee Benefits	Special Education	15,000.00	16,200.00
3000-3999: Employee Benefits	Title I	14,800.00	18,974.00
4000-4999: Books And Supplies	LCFF Base	2,122.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	188,084.00	186,200.05
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	10,000.00	14,348.51
		10,000.00	14,348.51

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,249,621.00	2,110,454.85
Goal 2	186,616.00	132,202.00
Goal 3	3,122.00	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$468,019.00	$181,898.00
Distance Learning Program	$212,231.00	$353,330.00
Pupil Learning Loss	$211,338.00	$135,497.00
Additional Actions and Plan Requirements	$5,809,611.00	$4,676,256.00
All Expenditures in Learning Continuity and Attendance Plan	$6,701,199.00	$5,346,981.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$132,440.00	$115,528.00
All Expenditures in Learning Continuity and Attendance Plan	$132,440.00	$115,528.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$468,019.00	$181,898.00
Distance Learning Program	$212,231.00	$353,330.00
Pupil Learning Loss	$211,338.00	$135,497.00
Additional Actions and Plan Requirements	$5,677,171.00	$4,560,728.00
All Expenditures in Learning Continuity and Attendance Plan	$6,568,759.00	$5,231,453.00

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wonderful College Prep Academy - Lost HIlls	Ana Martinez Superintendent	ana.martinez@wonderfulcollegeprep.org 661-721-2887

Plan Summary [2021-22]

General Information

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

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 2017, after working collaboratively with community members, the Resnicks founded Wonderful College Prep Academy – Lost Hills ("The Academy") in Lost Hills with the mission of ensuring all students are prepared to earn a college degree and pursue a promising career.

More than half of all Lost Hills households have one or more Wonderful Company employees in the family. With the Philanthropic Support of the Resnick Foundation, the families and community of Lost Hills has received help revitalize the community park, provide extensive infrastructure improvements to the Almond Village neighborhood, as well as provide strong early childhood education through our Wonderful Preschool Program. As the Academy continues to grow, there were many exciting highlights for Wonderful College Prep Academy - Lost Hills including the addition of additional grades to now serve grades TK-9, a move to a brand-new location on Lamberson Ave and the addition of state-of-the-art facilities; and significant improvement around student attendance. In the 2020-2021 school year, the Academy served approximately 400 students. Of those students, 6% qualified for special education services, around 50% were labeled as English Learners and over 95% identify as Hispanic/Latino. Free and reduced lunch percentages remain above 80%. Wonderful College Prep Academy - Lost Hills believes that every child is capable of making it to and through college. To meet this ambitious vision, our students have differentiated, targeted instruction throughout their day. We provide small group instruction for literacy and math; every student has access to technology; and our curriculum is designed to meet students where they are and close achievement gaps.

The Academy believes that with the appropriate support, every child has the ability to be successful. During the 2021-22 school year, the Academy looks forward to continuing to build on its vision of excellence and analyze student level performance data to help identify equity gaps and areas of academic support that enable students to be their best selves. These characteristics include persistence, connection, innovation, voice and responsibility.

Reflections: Successes

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

The Academy utilized a collaborative process in the review of goals, actions, and services. All actions and expenditures aligned to goals are data-driven to ensure they are student-centered, cultivate a high level of instructional quality, achievement focused, and aligned to the required state priorities through impact based on standards of practice, inquiry, and continuous improvement.

Although there are not many metrics available for review on the Academy's California Dashboard ratings for the 2018-2019 school year (no dashboard metrics are available for the 2019-2020 school year due to COVID-19), there are several points of pride.

The California Dashboard does identify the progress of English Learners - in which just under 50% of English Learners are making progress towards English language proficiency level. Outside of the Dashboard, there are several areas of pride that the Academy achieved, during the 2020-2021 school year, WCPA received Western Accreditation for Schools and Colleges (WASC) accreditation for all grades. The school has continued developing their instructional and professional development program and continues to have a positive school culture and increased student access to healthy lifestyle through our nutrition and wellness programs. Families shared that they were happy with the school and their child's progress, and our strong student retention numbers are evidence of this, with a significant number of our students choosing to return to the Academy.

During the 2020-21 school year, WCPA used multiple measures to monitor student achievement and performance. We implemented NWEA MAP assessments across grades 3-9, ANET interim assessments, Lexia reading assessments, and curriculum-based formative/summative assessments TK-9th. School leaders actively monitored student performance towards identified growth goals that were established at the start of the school year. Below is a summary of success/progress made during the 2020-21 school year:

- We saw significant gains in reading level performance in grades K-3 and areas in need of improvement in grades 4-5.
- NWEA ELA student growth from Q1 to Q2 by grade band: Grades 3-5 (60%); Grades 6-8 (49%); Grade 9 (57%).
- NWEA Math student grown from Q1 to Q2 by grade band: Grades 3-5 (54%); Grades 6-8 (53%); Grade 9 (LH 77%).
- Average Daily Attendance rate of 96.66% during a year with of virtual (Sep – Mar) and in-person (Apr – Jun) instruction.

In looking to the 2021-2022 school year, the Academy intends to build on previous growth above by continuing to produce graduating classes where every student can access their post-high school dreams. We will focus on ensuring that all students meet specific milestones and benchmarks of progress in grades TK-8 in order to ensure that they are ready for an early-college program beginning in 9th grade. At the High School level, we plan to expand early college pathway options in the areas of Teach & Lead and Health Sciences.

The goals and targets specified in this LCAP are aligned to our expectations and aspirations to perform at or above the Green Indicators in all academic dashboard metrics over a period of three years. There are areas where we need to maintain current Green and Blue status through program refinement and improvements. In areas below the Green Indicator we have planned multi-year strategies to close gasps an accelerate progress towards the Green Indicators.

Reflections: Identified Need

A review of student data as well as the California School Dashboard shows that the indicators for English Language Arts is the greatest need of the school, as it currently has an indicator of orange. During the 2020-2021 school year, Academy staff and leadership have reviewed student performance and assessment data to identify and learning loss and student equity gaps that may have occurred from an extended period of distance learning. The Academy will be launching an intensive five-week (grades K-8) summer school program at the end of the 2020-2021 school year to address learning loss and focus on increasing student academic achievement. The Summer Academy will offer grade-level instruction in English Language Arts and Math with afternoon enrichment opportunities for all students.

Additionally, the indicator of Math received an overall score of Yellow. The Academy will continue to focus on this as academic proficiency in literacy and math is a foundational step towards students being college-ready graduates. We have continued to develop standards-aligned assessments and utilize professional development towards best practices for supporting unduplicated students.

In the area of math, we saw some progress within the last year through a blend of our personalized learning program, and a variety of interventions for students. Using student interim and NWEA assessment data from the 2019-2020 and 2020-2021 school year, the Academy has gone through extensive coaching, professional development, and student data performance review to ensure strong growth to address learning loss. Additionally, we have hired two Math Directors (grades TK-5 and grades 6-10) to work with teachers and address targeted interventions for students. We will continue to develop and refine our approach to mathematics instruction to ensure that all students are making progress in math.

LCAP Highlights

After a review of the previously approved LCAP, with input from all stakeholders, the three goals have been developed as priority areas of focus:

Goal 1: To implement a high-quality, relevant and rigorous educational program that prepares all students for college, community, and life success and is driven by our "Standards of Excellence".

Goal 2: To address the social, emotional and health/wellness needs of all students through an asset and equity-based approach of personalized support, curricular integration, enrichment/exposure opportunities and family partnership.

Goal 3: To implement systems and processes that cultivate a high level of instructional quality and impact based on standards of practice, inquiry, and continuous improvement focused on student achievement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A – WCPA not identified for CSI.

Support for Identified Schools

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

N/A – WCPA not identified for CSI.

Monitoring and Evaluating Effectiveness

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

N/A – WCPA not identified for CSI.

Stakeholder Engagement

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

Wonderful College Prep Academy sought to engage all stakeholders in the LCAP process. During the 2020-2021 school year, the school continued to not have a collective bargaining unit. Parents on School Site Council and English Learner Advisory Council were given multiple opportunities to provide feedback on methods to best meet LCAP goals. Student representatives on school site council were also able to provide consultation. Staff were given the opportunity to review and provide input towards schoolwide goals and LCAP priorities. Staff members were also engaged through the school site council. Administrators reviewed the LCAP as a team to determine if adjustments were needed towards strategy.

Below is a sampling of dates for stakeholder engagement:
School Site Council: 9/8, 12/7, 2/16, 4/13, 6/2
Board of Directors Meetings: 7/28, 8/25, 9/22, 10/20, 12/8, 1/19, 2/23, 3/16, 4/20, 5/25, 6/15
SELPA Meeting: 6/25
Parent Events: 9/8, 9/15, 11/14, 12/7, 1/21, 2/16, 4/13, 6/2
Meetings with Staff/Faculty: 10/12, 10/19, 10/26, 10/30, 11/2, 11/5
Student Surveys: 11/16-11/20
Parent Surveys: 10/22-11/29; 2/25-3/26; 5/24 – 6/1

In addition to the aforementioned engagement activities, our school leaders have actively analyzed student performance data throughout the school year. We set aggressive growth targets for our students during the pandemic and in consideration of the challenges of virtual learning. Our consistent monitoring of progress has also shaped the targets, action plans, and considerations for this LCAP.

A summary of the feedback provided by specific stakeholder groups.

After review of Parent survey feedback parents reported that their students feel safe at WCPA, the campuses are clean, and that they are well-informed with their child's progress in school. Parents also provided feedback stating that they feel well-information regarding important issues and provided WCPA with confirmation that ParentSquare is the best method for communicating with families. Parents also provided feedback that they would like to see additional support and programming to help address student learning specifically in Reading, Literacy and Math. Previous feedback from parents has been that they prefer to have students back on campus full-time and that students benefited from the transition to in-person instruction from distance learning. Parents also provided feedback that additional parent engagement opportunities would be beneficial to the families we serve.

The Superintendent and Chief Academic Officer met with multiple staff focus groups either in person or virtually throughout the school year. After meeting with staff and hearing their priorities and concerns, the main feedback from them is the need for additional professional development and support to help them to improve student academic achievement.

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

Aspects of the LCAP that were influenced by stakeholder feedback include:
- School Climate & Safety: Feedback supports Goals and Actions that promote a positive school climate, increased attendance at school, new mental health support offerings, additional programs after school, and increased school pride. Efforts to support School Climate and Safety can be found in Goal 2 Actions 1, 3, & 5.

- Parent Engagement & Communication: Parent feedback indicates that families want to be involved with their students' education and programs at school. Staff feedback indicates a desire to increase communication with families and participation in school events to support students. These needs are addressed in Goal 2 Actions 2 & 4.

- Student Programming & Academic Achievement: Families consistently support WCPA's goal of preparing students for college and 100% college acceptance. Although college readiness and acceptance rates are very high, feedback supports continuing to improve these metrics. Specific steps to support this feedback are seen in Goal 1 Actions 6 & 8.

- Enhanced Professional Development Opportunities for Staff: Staff and parent feedback acknowledges the rate of staff turnover in the teaching profession both before and during the pandemic. Stakeholders overwhelmingly agree that maintaining the level of instruction and SEL support is critical to meet students' needs and continue the culture of WCPA. Targeted professional development for new and existing teachers will support these concerns and are detailed in Goal 3 Actions 1 - 5.

- Literacy Development for English Learners: Feedback from all groups acknowledges that our EL Students have specific needs to gain proficiency in English and complete their studies to be prepared for college. WCPA expands EL supports in Goal 1 Action 7.

Goals and Actions

Goal

Goal #	Description
1	To implement a high-quality, relevant and rigorous educational program that prepares all students for college, community, and life success and is driven by our "Standards of School Excellence"

An explanation of why the LEA has developed this goal.

Wonderful College Prep Academy emphasis on academic achievement and closing student proficiency gaps was the key focus and area of opportunity after a year of distance learning. This goal and the actions steps that support it will identify any student performance gaps and any potential gaps in curriculum that need to be addressed. This objective will be driven with data from the California State Dashboard, student assessment outcomes, and other benchmarks to help identify areas of growth. Additionally, this goal will ensure all teachers are using assessment data and high-quality research-based practices to help students make progress to drive academic achievement. This goal meets the California State Priority Requirements in the following areas: 1B, 1C, 2A, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5E, 7A, 7B,7C, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Review of SARC for Instructional Materials to ensure every pupil in the school district has sufficient access to standards-aligned instructional materials (Priority 1B)	100%				100%
Annual Review of FIT Report to ensure school facilities are maintain in good repair (Priority 1C)	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All courses will incorporate and support full implementation of all state content and performance standards as measured by a score of 4+ on the CDE Local Indicators Self-Reflection Tool (Priority 2A)	• English Language Arts – Common Core State Standards for English Language Arts: 5 • English Language Development (Aligned to English Language Arts Standards): 5 • Mathematics – Common Core State Standards for Mathematics: 5 • Next Generation Science Standards: 4 • History-Social Science: 5				• English Language Arts – Common Core State Standards for English Language Arts: 5 • English Language Development (Aligned to English Language Arts Standards): 5 • Mathematics – Common Core State Standards for Mathematics: 5 • Next Generation Science Standards: 5 • History-Social Science: 5
English Learners will be enrolled in and participate in courses that implement the	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS and ELD Standards as measured by WCPA internal audit. (Priority 2B)					
Percentage of students at or above proficiency rate in SBAC for ELA (Overall) • Economically Disadvantaged Pupils ELA • EL student proficiency rate in ELA • Students with Disabilities ELA Proficiency with SBAC • Proficiency Rates for Hispanic students in ELA (Priority 4A)	Overall: 51.13% (18-19 SY) Economically Disadvantaged Pupils: 51.29% EL Students: 37.71% SWD: N/A Hispanic Students: 51.72%				Overall: 70.86% Economically Disadvantaged Pupils: 70.86% EL Students: 55.86% SWD: 55.86% Hispanic Students: 70.86%
Percentage of students at or above proficiency rate in SBAC for Math	Overall: 56.82% (18-19 SY)				Overall: 63.21% Economically Disadvantaged Pupils: 63.21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Overall) - Economically Disadvantaged Pupils Math - EL student proficiency rate in Math - Students with Disabilities Proficiency Rate in Math - Proficiency Rates for Hispanic students in Math (Priority 4A)	Economically Disadvantaged Pupils: 53.85% EL Students: 49.18% SWD: N/A Hispanic Students: 56.32%				EL Students: 48.21% SWD: 48.21% Hispanic Students: 63.21%
4A CAST Test Results % of students who met or exceeded standard (Priority 4A)	2018-19 All Students 22.99% Low Income Students 21.34% English Learners 10.71%				All Students 29% Low Income Students 29% English Learners 22%
A-G graduation completion rate (College & Career Readiness Indicator) (Priority 4B)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks (Priority 4C)	N/A				N/A
Percentage of pupils who have successfully completed both types of courses described in Priorities 4B and 4C (Priority 4D)	N/A				N/A
Percentage of EL Students making progress towards proficiency (ELPAC) (Priority 4E)	49.6% (18-19 SY)				65%
EL Reclassification Rate (Priority 4F)	9.7%				25%
Percentage of pupils who have passed an advanced placement	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
examination with a score of 3 or higher (Priority 4G)					
Percentage of students that demonstrate College Preparedness in Math through the Early Assessment Program (Priority 4H)	N/A				N/A
Percentage of students that demonstrate College Preparedness in ELA through the Early Assessment Program (Priority 4H)	N/A				N/A
Graduation Rate (Priority 5E)	N/A				N/A
Annual review of master schedule to ensure students are enrolled to and enabled participate in a broad course of study (Priority 7A)	100%				100%
Annual review of master schedule to	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ensure unduplicated students are enrolled to and enabled participate in a broad course of study (Priority 7B)					
Annual review of IEPs and 504 to ensure students are properly enrolled (Priority 7C)	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement the WCPA Standards of Excellence Annual Growth Plan	WCPA's Standards of Excellence defines our internal success metrics across grades TK-12 amongst the following categories: Academic Achievement, Academic/Social/Emotional Habits and Skills, Health and Wellness, and Exposure/Equity/Access. School leaders and teachers will establish annual growth plans across each grade level to address student progress towards the internal & external benchmark standards. • School leaders will produce annual growth plans that outline strategies and resource allocation to meet targets set for student performance across WCPA success metrics. Action plans will include weekly, monthly, and quarterly school based strategies to support student achievement towards growth goals. • WCPA academic directors (math, ELA, ELD, SPED, Student Supports and Learning Strategy) will work with the CAO to support planning, monitoring and execution of growth plans	$277,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Annual growth plans will identify strategic actions, curriculum alignment and resources, professional development plans and instructional initiatives/systems to be implement • Quarterly dashboards will be produced that monitor the school's performance across all metrics and through a set of indicators of progress • Using data analytic and visualization software such as Tableau, the data specialist will provide dashboard data to school leaders and classroom reports to teachers. Data will be accessible on cloud based sharing programs that enable transparency and consistent access to actionable data related to student performance • Data specialist position added to manage and update performance dashboards for school leaders and classroom teachers • Assessment coordinator position added to support assessment program K-12 and implement the WCPA assessment calendar as designed • Growth plans will be reviewed, monitored and supported by the Chief Academic Officer and team which includes: Director of Literacy, Director of Math (2), Director of Language and Culture, Director of Special Education and Instructional Coaches • Enhancing the extended learning programs to support SEL integration and group based intervention programs • Professional development offered based on data driven instruction, SEL and academic intervention		

Action #	Title	Description	Total Funds	Contributing
2	Individualized intervention plans for all students scoring below proficiency in ELA and math	All students performing below proficiency will have an individualized plan of support that includes classroom based interventions, individualized support during the school day and extended learning plans based on identified needs. • Director of Learning Support (DLS) will work with CAO to establish instructional audit and instructional round protocols to norm on Tier 1 instructional practices organization-wide • DLS in collaboration with CAO will lead training for Principals on looking at school-wide data points to identify Tier 1 practices and next steps for support and Tier 2 students (beginning stages of RTI) • DLS will look collect Tier 2 groupings and use Tier 1 instructional goals and strategies to identify instructional implementation and supports delivered by small group instructors, tutors and other interventionists to implement quarterly plans of action to address student learning needs and engagement during instruction. • School leaders will actively monitor student groups and work with teachers to identify intervention priorities, personalization supports and curriculum resources that can be deployed in short term cycles.	$348,350.00	Yes
3	Research based curriculum for ELA, math, and science	100% of ELA, math and science curriculum implemented will be research based, standards aligned and integrated with a suite of formative and summative assessments • Wit and Wisdom ELA curriculum • EL Achieve Curriculum	$63,359.00	No

Action #	Title	Description	Total Funds	Contributing
		• Eureka math curriculum • Instructional coaches will develop intellectual prep protocols based on backwards planning • Directors and instructional coaches will facilitate walkthroughs with principals and Assistant principals and use data collected to drive instructional improvement planning • Grades 6-8 will adopt Amplify Science curriculum and implement first three years with program based professional development as well as support from the Director for STEM (to be hired in 2021-22 SY)		
4	Data Driven Instruction	The new Director of Assessments will actively monitor performance targets through school-based and organization wide dashboards focused on identifying growth trends, achievement gaps and predictable performance on standardized assessments. School leaders will work with teachers to drive actions towards growth targets. Teachers will use classroom based data to inform planning for all student's success. School leaders including the addition of Math and Literacy Directors, Math and Literacy Coaches will work in partnership with teachers and will follow an annual assessment calendar aligned with curricular scope and sequence. Directors and coaches will train and develop teachers to collect, analyze, and monitor students performance data cyclically in order to produce actionable plans for continuous improvement that focus on closing equity gaps and in alignment with grade level standards WCPA will establish a series of data protocols that outline data collection, analysis, and actionable insight cycles throughout the	$121,043.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school year. Data protocols will be implemented across grade level teams, department teams and school leadership teams. WCPA has calendared 8 organization-wide data days aligned with assessment calendar to have teachers and principals analyze data and revise planning. Core assessment data programs include: • NWEA MAP assessments 3-11 • ANET interim assessments 3-11 • Lexia reading assessments K-8		
5	Early College Model	All WCPA students will be enrolled in an early college program where they will have the opportunity to earn an associates degree along with their HS diploma. Students in 9th and 10th grades will participate in Bakersfield College introductory courses. By 11th grade, students will start in their pathway specific courses in one of the three areas (Ag Prep, Teach and Lead and Health Sciences). All students will be provided with college prep mentoring and coaching throughout their 9-12 grade experience. The college prep support will include workshops, family sessions and summer sessions that will enhance student preparation for college and performance in the early college programs.	$46,673.00	Yes
6	High Impact Instructional Practice	All teachers will be developed to implement highly effective, standards-based instructional practice. Instruction will be enhanced through backwards plan units, coaching cycles, inquiry cycles, assessment literacy, SEL integration, technology augmentation and	$38,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		DDI. • Instructional coaches will provide teachers with training, coaching and planning support • Directors will provide professional development on standards-based planning and observations for principals in an effort to have have aligned observation and feedback cycles • Created and/or revised teacher leader opportunities to strengthen the support from experienced teachers with strong practices and support leading the planning and data cycles. • Created Teacher leader opportunities- PLC leads to support the work of VAPA, PE, History and Science. Teachers will support curriculum alignment 6-12, scope and sequence and student work analysis • WCPA has instituted weekly early release days on Fridays to implement our robust professional development scope and sequence and facilitated common planning time and align on targeted instruction to help students address learning gaps with specific emphasis on students from special populations including English Learners, Foster/Homeless Youth, Low Income Students, and Students with Disabilities		
7	ELD instruction	Implement K-12 ELD specialized instruction for English Learners using EL Achieve curriculum and assessment platform. • Train teachers in EL ACHIEVE - 5 professional development days • Strengthen Designated instruction TK-12 through training, professional development, walkthrough and coaching cycles	$132,145.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement an integrated instructional strategy in al math and science courses 6-12 at Tier 1 level		
8	Program Development	WCPA will seek to become an International Baccalaureate accredited primary years and middle years program (PYP & MYP) school. The application for candidacy will be completed in the 2021-22 school year. The process for accreditation is 3-4 years depending on implementation and progress made in program design. All school leaders will participate in Category 1 Head of School training and receive certificates upon completion. 100% of WCPA teachers will receive training in Category 1 IB PYP and MYP program. As part of the PYP and MYP program, the following programs will be integrated over the next three year period as WCPA pursues IB accreditation: • Program of Inquiry mapped (TK-8) and implemented across all classrooms using the core IB themes • Foreign Language offered to all students • Community exhibition projects implemented on an annual basis (3-8) • Middle school design thinking elective course • Programming to foster development of all students towards the IB Learner Profile • Inquiry based pedagogy WCPA will establish virtual learning resources and hubs for student groups across TK-12. As a 1:1 Chromebook environment, we will seek to maximize student support efforts by developing cloud based	$116,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities that can enhance personalized learning. WCPA will continue to use Canvas to build virtual learning ecosystems that students and families can access 24/7. To complement the virtual learning model, all students in grades TK-8 will have access to a digital library of leveled books. The core investments in this area will be the following: • Chromebooks and equipment (headphones, cases, etc.) • Classroom conferencing cameras/devices • Cloud based learning software/programs (Lexia, nearpod, class dojo, etc,) • Lightsail digital library platform • Canvas learning platform		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	To address the social, emotional and health/wellness needs of all students through an asset and equity-based approach of personalized support, curricular integration, and access/exposure opportunities and family partnership

An explanation of why the LEA has developed this goal.

Wonderful College Prep Academy understands the importance of social-emotional learning ("SEL") and plans to offer multiple opportunities for SEL both in and outside of the classroom. Additionally, WCPA would like to expand student and family engagement opportunities to promote student critical thinking with intentionality; build on student self-esteem; and provide extended learning opportunities and comprehensive supports to help support these initiatives. WCPA also plans to expand outreach opportunities to parents and families with workshops and other outreach occasions to help support student needs, provided extended learning. These initiatives will ensure both student and family engagement to help support WCPA's early college path model. This goal meets the California State Priority Requirements in the following areas: 3A, 3B, 3C, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
WCPA will operate a SSC with quarterly meetings and maintain parity on the committee to ensure parents are involved in decisions (Priority 3A)	100%				100%
% of families participating in school events	0% in 2020-21 due to restrictions in the pandemic				90% or higher
Feedback surveys from Parents of unduplicated pupils on	Current: 0%				90% or above satisfaction rate index

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school policies, programs, practices, and satisfaction (Priority 3B)	WCPA will establish baseline in December of 2021 SY				
Feedback surveys from Parents of students with disabilities on school policies, programs, practices, and satisfaction (Priority 3C)	Current: 0% WCPA will establish baseline in December of 2021 SY				90% or above satisfaction rate index
ADA rate (Priority 5A)	96.66% (20-21 SY)				98%
Chronic Absenteeism Rate (Priority 5B)	1.4% (18-19 SY)				8.5%
Middle School Dropout Rate (Priority 5C)	N/A				N/A
High School Dropout Rate (Priority 5D)	N/A				N/A
Suspension rate (Priority 6A)	2.6% (20-21 SY)				1.7%
Expulsion Rate	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 6B)					
Percentage of parent, student, and staff satisfaction on safety and school connectedness through the School Climate Survey (Priority 6C)	Parents: 0% Students: 0% Staff: 0% WCPA will establish baseline in Fall of 2021 SY				Parents: 90% or above satisfaction rate Students: 90% or above satisfaction rate Staff: 90% or above satisfaction rate
Parent participation in college prep workshops (Priority 8)	Current: 0% WCPA will establish baseline in Fall of 2021 SY				90% or above family participation in workshops
Percentage of students participating in annual health and wellness activities (Priority 8)	Current: 0% WCPA will establish baseline in Fall of 2021 SY				90% or more of all students participate in annual fitness events

Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Leadership and Program Development	Re-design the office of student services to have a stand-alone Director of Student Support Services (previously combined with other duties and responsibilities). The DSS will work collaboratively with school leaders to produce a strategic vision and philosophy for supporting the development needs of all WCPA students in partnership with families. The vision will address the general educational program and extended	$134,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
		day learning programs. The focus of the DSS would be: • Enhance current systems of attendance and truancy data collection and supports for schools through more timely reporting (daily, weekly) and accountability • Redesign systems for suspension and expulsion to focus on restorative practices that promote good decision making, self discipline and positive behaviors • Lead professional development and supports for schools on classroom management and social/emotional learning • Pilot Social emotional curriculum in all schools and a workforce to select SEL • Create a structure to provide ongoing development to role-alike positions at schools		
2	Wellness Services for Students and Families	Our site based wellness clinics will continue to provide physicals, vaccinations and wellness visits for students and families. A variety of services will be provided that include mental health counseling. The clinic will run during normal school hours with some opportunities throughout the year to offer services beyond normal hours. The wellness clinic will conduct multiple health screenings throughout the year such as vision and dental.	$105,357.00	Yes
3	Student Engagement Support	Principals will create a school-wide calendar with themes and celebrations in alignment with quarters, semesters and assessment	$147,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
		calendars. The calendars will align to WCPA core values as well as cultural initiatives and awareness campaigns. School leaders will integrate practices for promoting/incentivizing positive behaviors and cultivating a community where wellness and joy are integral program design features. School leaders will provide ongoing professional development throughout the year (in partnership with external providers) to foster student engagement habits (academic, social and emotional) during classroom learning and campus activities. There will be a focus on critical thinking skills, student reflection and student advocacy.		
4	Parent Engagement	WCPA will conduct annual parent engagement surveys to identify parent concerns, needs and aspirations across all grade levels. The survey data will be used to develop engagement strategies and opportunities on a monthly basis. WCPA will have all parent meetings scheduled out. These include ELAC, SSC, Pique and Coffee with the Principal. WCPA will continue to use effective technologies for parent communication such as Parent Square to communicate, curate information and act as a resource hub for parents.	$93,021.00	Yes
5	Extended Learning and Enrichment Programs	Order curriculum to support math instruction, specifically to develop fluency/procedural math in extended learning DLS will train and develop ASES coordinator and after school educators on program and delivery.	$278,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		DLS will oversee and train extended learning supports such as small group/individual tutors, online learning supports and programs. The DLS will work with teachers to curate and maintain an online virtual learning platform that can be used as a resource for learners across all grade levels and monitored by school leaders/teachers. The focus of the virtual learning platform (e.g. Canvas) will be targeted supports for reading, writing, math, science, social studies and critical thinking skills.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	To implement systems and processes that cultivate a high level of instructional quality and impact based on standards of practice, inquiry, and continuous improvement focused on student achievement.

An explanation of why the LEA has developed this goal.

Wonderful College Prep Academy believes in providing high-quality instruction and standards. This goal will help WCPA hold ourselves accountable with intentionality of design of school values to close inequity gaps. WCPA will develop clear criteria to manage our teachers and measure student performance using high-quality practices; reviewing student performance outcomes; and developing personalized staff development goals on an annual basis. This goal meets the California State Priority Requirements in the following area: 1A, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate (Priority 8)	85% (20-21)				91%
School leader retention rate	0%				100%
Teacher proficiency ratings on evaluations	Current: 0% WCPA will establish baseline in Spring of 2021 SY				80% of teachers rated at or above effective
Intervention group improvement targets met	Current: 0% WCPA will establish baseline in Spring of 2021 SY				At least 70% of targets met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of teachers appropriately assigned and fully credentialed in CALPADS (Priority 1A)	95.8%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Leadership	WCPA will adopt a new WCPA leadership rubric in spring of 2022. School leaders and stakeholders will provide feedback on the newly designed performance framework. All school leaders will receive training and professional development on the Leadership rubric. The framework will consist of three core components: • Instructional Leadership Competencies/Skills • Accountability for Student Performance • Personal Leadership Development School leaders will receive coaching, support and professional development on instructional leadership with a focus on equity, SEL and college prep programming	$38,644.00	Yes
2	School Values and Culture	WCPA will revise our core values to address the needs of the years ahead and in response to the accelerated inequities of the COVID pandemic. The revised school values along with our forward thinking	$24,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		vision will be integrated in cultural systems, events and activities across all stakeholders. School leaders will leverage the Family & Community and Engagement Coordinator plan monthly calendars that focus on themes and cultural activities that cultivate a sense of student belonging, shared values, respect for all and awareness of diversity in the school, local community and globally.		
3	Performance Management	WCPA will adopt a new teacher evaluation framework for the 2022-23 SY. A school based committee will explore options and frameworks that address the vision and needs of the school with specific emphasis on equity Professional Development to address equity gaps within special student populations. The framework adopted will need to address the following core components of our vision: • Standards for instructional practice and across all content areas TK-12 • Accountability for student performance • Coaching and self reflection cycles • SEL accountability	$57,568.00	Yes
4	Professional Development	WCPA will establish a Professional Development scope and sequence and calendar for Principals and teachers in alignment with the school-wide goals.	$108,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional development at WCPA will be focused on the following core principles: • Highly impactful instructional standards of practice • Competencies and skills for supporting social and emotional learning/development • Data driven instructional practices and competencies • Collaborative planning, teacher inquiry, and reflective practices • Equity, personalized support and family partnership • WCPA values program methods Teachers will be provided with stipends to support mentoring and lead teacher programs. In addition, team leads, department heads and other leadership positions will be supported with training in facilitation skills and instructional leadership.		
5	Inquiry of Equity	School leaders and teachers will systematically analyze student level performance data, demographic data and community based data in order to identify equity gaps and address such gaps with targeted intervention and engagement plans. WCPA will use school based, regional and national data to identify equity issues facing our students, families and community. We will leverage our community partnerships and external resources to advocate for change and implement initiatives that can transform outcomes. The superintendent will set an annual equity initiative and agenda for WCPA. The initiative will include a series of events, activities and	$30,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs to bring awareness, take action and effect local change. The equity initiative will track performance of the lowest third performing students across multiple measures and demographic profiles. Activities will include: • Focus group meetings and surveys • Community events and forums • Data and performance presentations and talks		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.27%	$1,223,604

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

Required Descriptions

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

While many of the Contributing actions in the LCAP are provided to all students (on a school wide basis), the need for these actions is found in closing achievement gaps between all students and students from Low Income families, Foster/Homeless Youth, and English Learners. WCPA is committed to improving the outcomes for all students and closing achievement gaps to support improved outcomes for all students.

Goal 1 is centered around implementing a high-quality, relevant and rigorous educational program that prepares all students for college, community, and life success and is driven by our "Standards of School Excellence". WCPA strives on providing quality instruction, well trained staff, extended learning opportunities, and smaller class sizes to allow teachers the opportunity for individualized intervention plans for students. These needs are illustrated most clearly on the California School Dashboard for Wonderful College Prep Academy in the areas of Math and ELA.

Analyzing Math results show that while 56.82% of students scored at or above proficiency with English Learners scoring 49.18% at or above proficiency, and Low Income students scored 53.85%.

ELA results show similar trends. In the 2018-19 Dashboard, 51.13% of students scored at or above proficiency with our English Learners scoring 37.71% at or above proficiency, and Low Income students scored 51.29%.

To address these issues with outcomes and support the academic success for English Learners, Foster/Homeless Youth, students from Low Income homes, and Students with Disabilities, WCPA will take a number of steps to expand our student support instructional offerings and mitigate the learning gaps to ensure success for all students. These steps include implementing WCPA's Standards of Excellence - a

model that defines our internal success metrics across grades TK-12 amongst the following categories: Academic Achievement, Academic/Social/Emotional Habits and Skills, Health and Wellness, and Exposure/Equity/Access. School leaders and teachers will establish annual growth plans across each grade level to address student progress towards the internal & external benchmark standards. WCPA will also develop individualized student intervention plans for all students scoring below proficiency level in Math and ELA by offering classroom based interventions, individualized support during the school day and extended learning plans based on identified needs. WCPA Academic leaders will actively monitor performance targets through school-based and organization-wide dashboards focused on identifying growth trends, achievement gaps and predictable performance on standardized assessments. Leaders will work with teachers to drive actions towards growth targets and address equity gaps. WCPA students will also be enrolled in an early college program where they will have the opportunity to earn an associates degree along with their HS diploma. WCPA will also offer high-impact instructional practice through the work with teachers to develop and implement highly effective, standards-based instructional practice and lessons.

WCPA will seek to become an International Baccalaureate accredited primary years and middle years program (PYP & MYP) school. The application for candidacy will be completed in the 2021-22 school year. The process for accreditation is 3-4 years depending on implementation and progress made in program design.

Goal 2 is centered on addressing the social, emotional, health, and wellness needs of all students through an asset and equity-based approach of personalized support, curricular integration, and access/exposure opportunities and family partnership. WCPA is committed to ensuring students have access to these academic and SEL support services by expanding on its available supports and program opportunities to provide the additional necessary supports to address the needs of English Learners, Foster/Homeless Youth, students from Low Income families, and students with disabilities.

WCPA will analyze parent and student satisfaction survey results by establishing a baseline in the 2021-22 school year and thus increasing it over the duration of the LCAP with a three-year goal of 90% or above satisfaction rate. Additionally, WCPA will leverage the California State Dashboard to review regular student indicators including ADA rates, chronic absenteeism, suspension, dropout, and expulsion rates with a goal to significantly reduce them to at or near 0% for most rates and a targeted ADA rate of 98% bringing WCPA to either a Green or Blue level for these areas.

To address these issues with outcomes and support the successes, WCPA will expand our social and emotional learning and professional development offerings to parents and students and measure their engagement. WCPA will also leverage the on-campus Student Wellness Center and ASES after school program to provide additional wrap-around services to students and families with the greatest needs. Additionally, WCPA will hire a new Director of Student Supports to oversee these newly expanded offerings to ensure students with the highest need receive these supports.

Goal 3 of the LCAP is centered around implementing systems and processes that cultivate a high level of instructional quality and impact based on standards of practice, inquiry, and continuous improvement with focus on student achievement.

WCPA will focus on providing high-quality instruction by focusing on teachers to ensure they receive professional development opportunities to help our students from special populations close equity achievement gaps in core subject areas including Math and ELA. These achievements will be measured through several indicators including internal teacher retention and performance rates, job proficiency

ratings, and job alignment through the CALPADS reporting. Additionally, WCPA will leverage student preparedness data through the Early Assessment Program.

By reviewing internal retention rates from the 2020-21 school year as a base and implementing a new system of teacher proficiency ratings on job performance, WCPA plans to achieve at least 90% retention and job performance ratings by the end of year three of this LCAP. An internal goal of at least 70% intervention group improvement targets met by the end of year three to address equity gaps for English Learners, Foster/Homeless Youth, Low Income Students, and students with disabilities. Most of the baseline metrics for this goal will be set during the 2021-22 school year.

To address these issues, WCPA will offer enhanced Instructional Leadership opportunities and enhanced Professional Development opportunities for teachers and instructional support staff with a special emphasis in closing student equity gaps for students in special populations. WCPA will also develop a new performance management evaluation system to address the needs of students and ensure they are met. WCPA will also build on school values and culture by revising them to address the needs of the years ahead and in response to the accelerated inequities of the COVID pandemic. Additionally, leaders, coaches, and teachers will systematically analyze student level performance data, demographic data and community based data in order to identify equity gaps and address such gaps with targeted intervention and engagement plans through a targeted Inquiry of Equity initiative.

Wonderful College Prep Academy - Lost Hills anticipates that the combination of these goals and actions will support students with increased outcomes for English Learners, Foster/Homeless Youth and Low Income students, and thus an overall increase in outcomes for all students.

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

Under Goal 1 - Action 7, in addition to WCPA - Lost Hills implementing K-12 ELD instruction for English Learners, we will expand the support options for students using EL Achieve. To support the implementation of this additional targeted support for English language acquisition, this initiative will provide professional development opportunities for teachers and coaches regarding best practices to utilize EL ACHIEVE in the classroom. This addition will strengthen designated instruction in TK-12, support the individual assessed and identified needs of ELs, and provide walkthrough/coaching cycles from colleagues and administrators to improve instruction for our EL students. This action is based on only 37.71% of students reaching proficiency in ELA and 49.18% in Math versus 51.13% and 56.82% of the general population respectively. In addition to CAASPP results, ELPAC data results show only 49.6% of EL students making progress towards proficiency, while internal data results show an EL Reclassification Rate of only 9.7%. WCPA will continue to review and analyze ELPAC, CAASPP, and internal data metrics to determine the success of this action by using reclassification rates and reviewing the percentage of EL students making progress towards proficiency. As illustrated in the metrics provided for this action, this support, in conjunction with the other contributing actions, will increase the outcomes for ELs in language acquisition as well as close achievement gaps.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,910,967.00			$252,514.00	$2,163,481.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,773,047.00	$390,434.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Implement the WCPA Standards of Excellence Annual Growth Plan	$277,891.00				$277,891.00
1	2	English Learners Foster Youth Low Income	Individualized intervention plans for all students scoring below proficiency in ELA and math	$197,656.00			$150,694.00	$348,350.00
1	3	All	Research based curriculum for ELA, math, and science	$52,943.00			$10,416.00	$63,359.00
1	4	English Learners Foster Youth Low Income	Data Driven Instruction	$121,043.00				$121,043.00
1	5	English Learners Foster Youth Low Income	Early College Model	$46,673.00				$46,673.00
1	6	English Learners Foster Youth Low Income	High Impact Instructional Practice	$38,644.00				$38,644.00
1	7	English Learners	ELD instruction	$110,741.00			$21,404.00	$132,145.00
1	8	English Learners Foster Youth Low Income	Program Development	$116,009.00				$116,009.00
2	1	English Learners Foster Youth Low Income	SEL Leadership and Program Development	$134,530.00				$134,530.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Wellness Services for Students and Families	$105,357.00				$105,357.00
2	3	English Learners Foster Youth Low Income	Student Engagement Support	$147,593.00				$147,593.00
2	4	English Learners Foster Youth Low Income	Parent Engagement	$93,021.00				$93,021.00
2	5	English Learners Foster Youth Low Income	Extended Learning and Enrichment Programs	$278,361.00				$278,361.00
3	1	English Learners Foster Youth Low Income	Instructional Leadership	$38,644.00				$38,644.00
3	2	English Learners Foster Youth Low Income	School Values and Culture	$24,891.00				$24,891.00
3	3	English Learners Foster Youth Low Income	Performance Management	$57,568.00				$57,568.00
3	4	English Learners Foster Youth Low Income	Professional Development	$38,644.00			$70,000.00	$108,644.00
3	5	English Learners Foster Youth Low Income	Inquiry of Equity	$30,758.00				$30,758.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,858,024.00	$2,100,122.00
LEA-wide Total:	$1,858,024.00	$2,100,122.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implement the WCPA Standards of Excellence Annual Growth Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	$277,891.00	$277,891.00
1	2	Individualized intervention plans for all students scoring below proficiency in ELA and math	LEA-wide	English Learners Foster Youth Low Income	All Schools	$197,656.00	$348,350.00
1	4	Data Driven Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,043.00	$121,043.00
1	5	Early College Model	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,673.00	$46,673.00
1	6	High Impact Instructional Practice	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,644.00	$38,644.00
1	7	ELD instruction	LEA-wide	English Learners	All Schools	$110,741.00	$132,145.00
1	8	Program Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,009.00	$116,009.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	SEL Leadership and Program Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,530.00	$134,530.00
2	2	Wellness Services for Students and Families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,357.00	$105,357.00
2	3	Student Engagement Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,593.00	$147,593.00
2	4	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,021.00	$93,021.00
2	5	Extended Learning and Enrichment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$278,361.00	$278,361.00
3	1	Instructional Leadership	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,644.00	$38,644.00
3	2	School Values and Culture	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,891.00	$24,891.00
3	3	Performance Management	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,568.00	$57,568.00
3	4	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,644.00	$108,644.00
3	5	Inquiry of Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,758.00	$30,758.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.