

LCFF Budget Overview for Parents

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

CDS Code: 15-10157-0119669

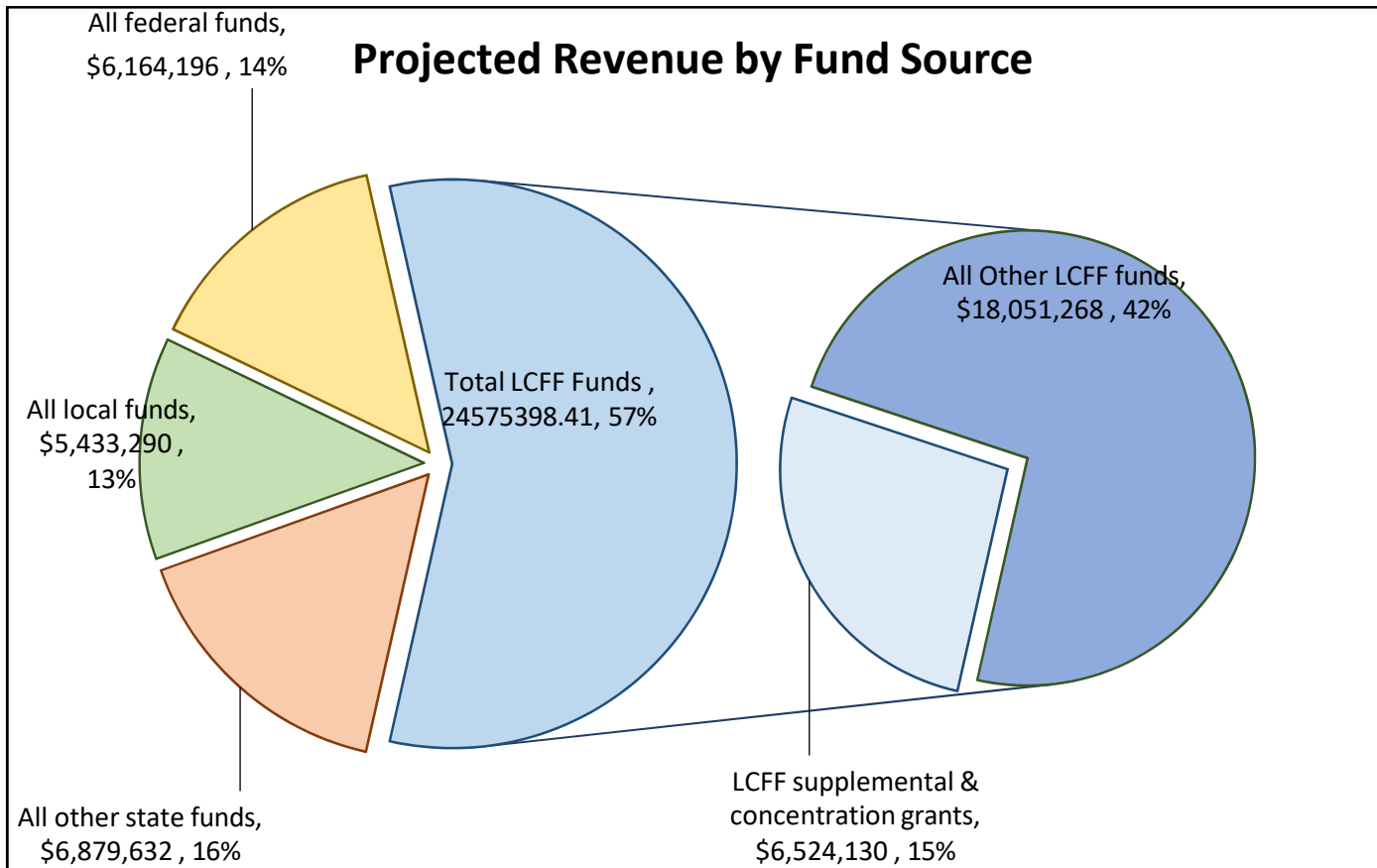
School Year: 2022 – 23

LEA contact information: Ana Martinez, Superintendent

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

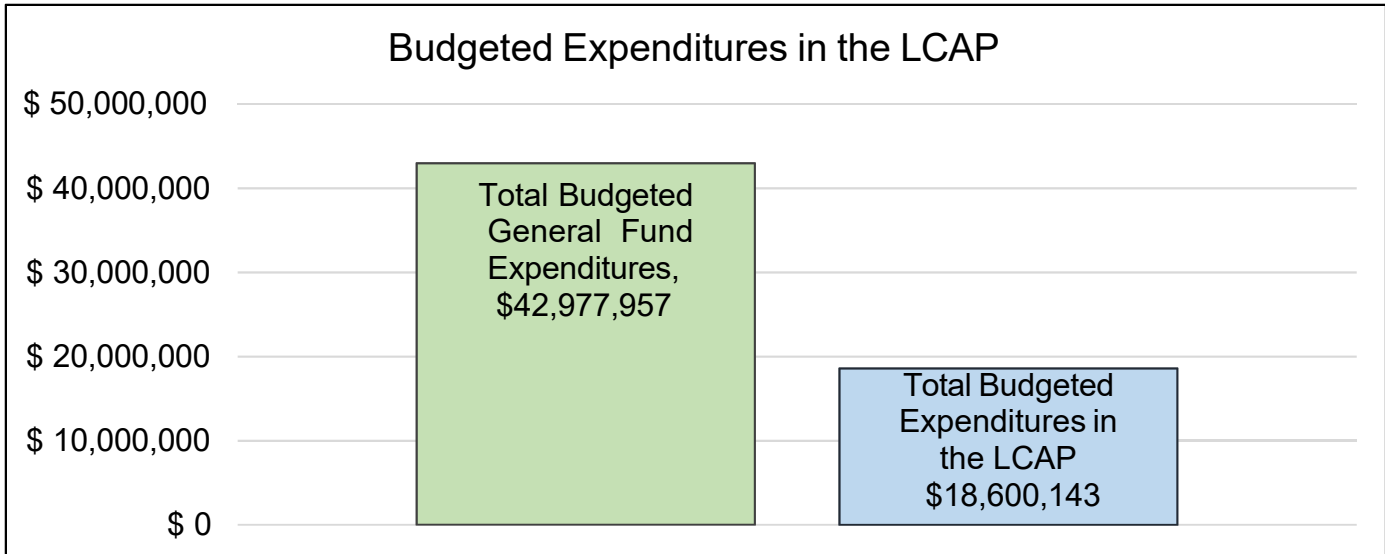


This chart shows the total general purpose revenue Wonderful College Prep Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wonderful College Prep Academy is \$43,052,516.61, of which \$24,575,398.41 is Local Control Funding Formula (LCFF), \$6,879,632.18 is other state funds, \$5,433,289.89 is local funds, and \$6,164,196.13 is federal funds. Of the \$24,575,398.41 in LCFF Funds, \$6,524,130.16 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Wonderful College Prep Academy plans to spend \$42,977,956.97 for the 2022 – 23 school year. Of that amount, \$18,600,143.00 is tied to actions/services in the LCAP and \$24,377,813.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

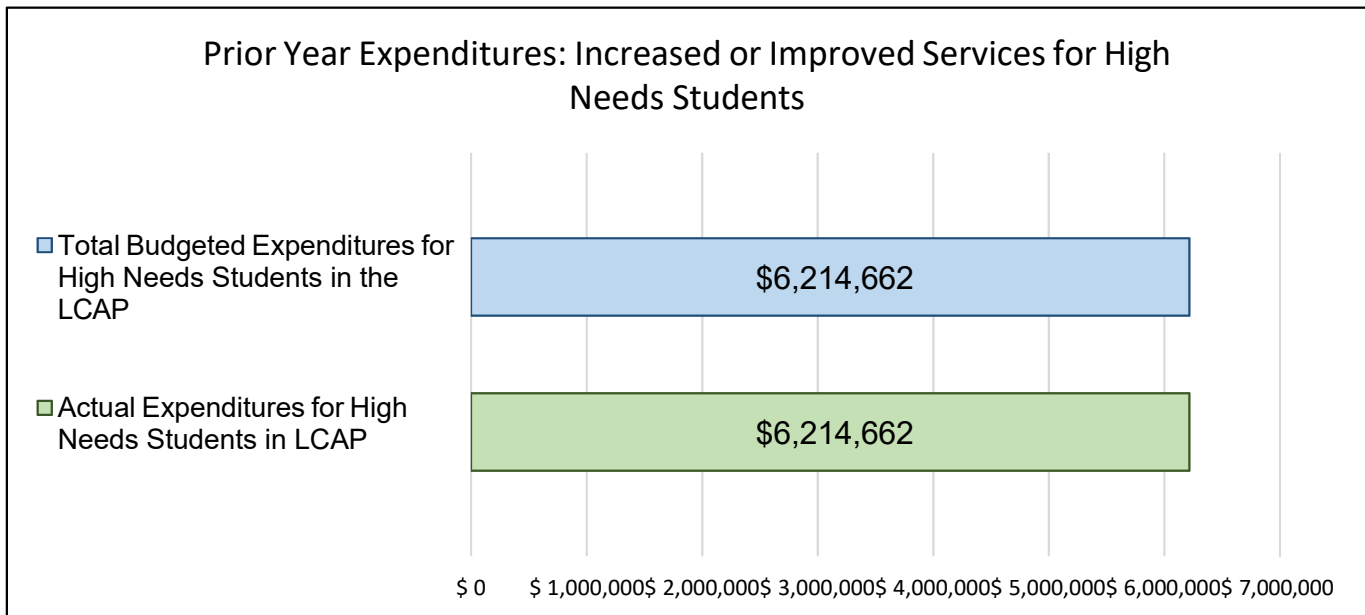
[Respond to prompt here]

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

In 2022 – 23, Wonderful College Prep Academy is projecting it will receive \$6,524,130.16 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy plans to spend \$6,606,089.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Wonderful College Prep Academy's LCAP budgeted \$6,214,662.00 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy actually spent \$6,214,662.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wonderful College Prep Academy	Ana Martinez Interim Superintendent	ana.Martinez@wonderfulcollegeprep.org 661.721.2887

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

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

Engagement of our educational partners through meaningful consultation is at the core of Wonderful College Prep Academy’s (WCPA) principles and integral to the decisions made in response to COVID-19, the multitude of plans developed on the use of funds provided through the Budget Act of 2021, that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Educational partners were engaged through multiple platforms (Town halls, Committee meetings) on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA, & 15% LCFF Concentration grant add-on funds) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through various forums, committees, and formats which include – School Site Council (10/25/21, 12/2/21), ELAC/DELAC Committee meetings (8/31/21, 9/14/21, 11/15/21, 12/16/21), Meet the Superintendent event (11/18/21), and surveys. WCPA also communicates using ParentSquare, Aeries Parent Portal and announcements on the school’s website. Engagement with staff (classified and certificated) has taken place during weekly staff-wide meetings and surveys. Engagement with administrators has taken place during weekly Administrative Leadership Team meetings. Engagement with students took place during schoolwide events, assemblies, Sprit Days, and were also surveyed. The Chief Financial Officer (CFO) engages the Wonderful College Prep Academy’s Governing Board during board meetings.

Wonderful College Prep Academy included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

Wonderful College Prep Academy will engage its educational partners during the months of February – April 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the LCAP development process:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds
- A-G Improvement Grant funds

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds:

- ELO-G Plan: https://drive.google.com/file/d/1T5_0ddznX4jdnCz2UTth0nbUW3UZZ6Rx/view (pages 1-5)
- Educator Effectiveness Plan: <https://drive.google.com/file/d/1TANZNWpx5Zaq2DpOMOdBdk4uN-WDcB7h/view> (pages 1-2)
- 2021-22 LCAP:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/6153a0dc131f147016a99552/1632870622467/Wonderful+College+Prep+Academy+-+Delano.pdf> (pages 46-84)

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

Wonderful College Prep Academy is a direct-funded charter school that has experienced a decline in student enrollment (50 students). Wonderful College Prep Academy will use the additional 15% LCFF Concentration grant add-on funds to hire additional Substitute Teachers, and Small Group Instructors to provide direct services to students especially among our Unduplicated Pupils. With the return to in-person instruction, surges in COVID-19, in combination with teacher shortages, it was critical to hire substitute teachers, to maintain continuity of services, avoid disruptions with instruction for our students. Small Group Instructors (SGI) will provide Tier 2 and 3 interventions during the instructional day, and students will be identified for supports based on our Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) Model.

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

Engagement of our educational partners through meaningful consultation is at the core of Wonderful College Prep Academy's (WCPA) principles and integral to the development of the 2021-22 LCAP, and Learning Continuity & Attendance Plan. These efforts were refined throughout the LCAP development process and have increased in frequency during the pandemic with the use of one-time federal funds (CARES/LLMF, ESSER I, GEER I, CRRSA/ESSER II, ARP/ESSER III) received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students as evidenced in the 2021-22 LCAP, Expanded Learning Opportunities Grant (ELO-G) Plan, and ESSER III Expenditure Plan.

Wonderful College Prep Academy engaged its educational partners through multiple platforms (Town halls, Committee meetings) on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA, & 15% LCFF Concentration grant add-on funds) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through various forums, committees, and formats which include – School Site Council (10/25/21, 12/2/21), ELAC/DELAC Committee meetings (8/31/21, 9/14/21, 11/15/21, 12/16/21), Meet the Superintendent event (11/18/21), and surveys. WCPA also communicates using ParentSquare, Aeries Parent Portal and announcements on the school's website. Engagement with staff (classified and certificated) has taken place during weekly staff-wide meetings and surveys. Engagement with administrators has taken place during weekly Administrative Leadership Team meetings. Engagement with students took place during schoolwide events, assemblies, Spirit Days, and were also surveyed. The Chief Financial Officer (CFO) engages the Wonderful College Prep Academy's Governing Board during board meetings.

Each of these plans provides details on the efforts taken when planning expenditures in addition to the programs and services that are being funded.

- ELO-G Plan: https://drive.google.com/file/d/1T5_0ddznX4jdnCz2UTth0nbUW3UZZ6Rx/view
- Learning Continuity & Attendance Plan: https://drive.google.com/file/d/1T9tQAcYFGrwd_trqTNeSp0rTJxDSB5h/view (pages 1-28)
- 2021-22 LCAP:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/6153a0dc131f147016a99552/1632870622467/Wonderful+College+Prep+Academy+-+Delano.pdf> (pages 46-84)
- ESSER III Expenditure Plan:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/617ae4135c9197767110c4db/1635443731640/ESSER+III+Expenditure+Plan+-+Delano.pdf> (pages 1-15)

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

Health & Safety: Wonderful College Prep Academy's priority is the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months.

ESSER III funds are not being used in the 2021-22 school year for Health & Safety. Therefore, there are no identified successes or challenges.

Continuity of Services: Wonderful College Prep Academy is allocating ESSER III Funds for the Wonderful Wellness Center provides students with comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment.

The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such COVID-19 testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates and increasing student engagement and learning. Providing these essential services onsite further mitigates lost instructional time, and addresses student needs in 'real-time.'

Challenges: there are currently no identified challenges.

Implementation of the ESSER III Expenditure Plan: Wonderful College Prep Academy has implemented some of the actions outlined in the ESSER III Expenditure Plan, specifically Health & Safety. The ESSER III Expenditure Plan is a multi-year plan.

Challenges: there are currently no identified challenges.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

- ESSER III Expenditure Plan:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/617ae4135c9197767110c4db/1635443731640/ESSER+III+Expenditure+Plan+-+Delano.pdf> (pages 1-15)

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

Wonderful College Prep Academy’s LCAP serves as the school’s overall comprehensive planning document that focuses on schoolwide priorities with LCAP goals and actions that align to the 8 State Priorities and metrics, serves as the school’s SPSA, schoolwide initiatives including Multi-tiered System of Supports (MTSS) that focus on our student’s academic, social-emotional, behavioral, and mental health needs. Therefore, additional funds received are viewed through the lens of the LCAP to determine student needs and how best to address them. Wonderful College Prep Academy develops a comprehensive needs assessment annually using multiple forms of data to measure student progress and the effectiveness of our programs.

Fiscal resources are allocated in manner that is consistent with the Safe Return to In-Person Instruction, and Continuity of Services Plan, ESSER III Expenditure Plan, and the 2021-22 LCAP.

Wonderful College Prep Academy’s ESSER III Expenditure Plan is a multi-year data-driven plan. The action identified for the current year funding that focuses on addressing the impact of lost instructional time has taken place. Actions within the ESSER III Expenditure Plan are aligned to the school’s LCAP and its MTSS model.

Alignment of these funds can be found in the following plans:

- 2021-22 LCAP:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/6153a0dc131f147016a99552/1632870622467/Wonderful+College+Prep+Academy+-+Delano.pdf> (pages 46-84)
- ESSER III Expenditure Plan:
<https://static1.squarespace.com/static/54c2a6a1e4b02be7439e1039/t/617ae4135c9197767110c4db/1635443731640/ESSER+III+Expenditure+Plan+-+Delano.pdf> (pages 1-15)

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wonderful College Prep Academy	Ana Martinez Interim Superintendent	ana.Martinez@wonderfulcollegeprep.org 661.721.2887

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Wonderful College Prep Academy (WCPA) is a TK-12 WASC-accredited college preparatory charter school situated in the agriculturally relevant and growing city of Delano. WCPA offers all students a longer school day and longer school year, providing a rigorous standards-aligned curricular program. In partnership with Bakersfield Community College, Wonderful College Preparatory Academy provides high school students with access to one of 3 Academic Pathways: Agricultural Business, Teaching and Learning, and Health Sciences, through a 4-year dual enrollment program, where upon graduation students may earn a high school diploma and an Associates degree. Through its commitment to ensure every student is college and career ready, WCPA has implemented a Multi-tiered System of Supports to address the academic, social-emotional, behavioral, and mental health needs of its students.

Currently, Wonderful College Prep Academy serves 1,974 students in grades TK-12 with demographics reflective of the community we serve: 95% Hispanic, 2% Filipino, 1% White, 6.2% Students with Disabilities, 32% English Learners, 0.3% Foster Youth, 0.2% Homeless Youth, and 86% Socioeconomically Disadvantaged.

Mission: A great education begins with a nurturing, engaging, community-centered school environment, built on top of a strong and well-rounded academic foundation. Our graduates leave Wonderful College Prep Academy as critical thinkers and lifelong learners, equipped to earn a college degree, and become the next generation of leaders in the Central Valley.

At the Elementary School level, we set the stage for success, offering engaging educational activities, including yoga and Art, with small group instruction in math, English and Science. At the Middle School level – students take their learning to the next level with hands-on maker spaces, music courses focused on learning musical instruments and projects that span across all courses. In High School students have access to free college level courses onsite; and students can graduate earning a high school diploma and associate degree.

Reflections: Successes

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

The following chart reflects Wonderful College Prep Academy's Fall 2019 CA School Dashboard results. Due to the COVID-19 pandemic, and the governor's orders to suspend state testing in Spring 2020, the CDE has not released a School Dashboard since Fall 2019. Performance levels for Graduation Rate reflect a blue performance level schoolwide and for the Socioeconomically Disadvantaged and Hispanic student groups. Green performance levels for Suspension Rate schoolwide and for the English Learner, Socioeconomically Disadvantaged and Hispanic student group; and for Chronic absenteeism schoolwide for the English Learner student group

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	Blue	Yellow	Orange	Yellow
English Learners	Green	Green	None	None	Orange	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Green	Blue	Yellow	Orange	Yellow
Students with Disabilities	Yellow	Yellow	None	None	Orange	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	Yellow	None	None	None	None
Hispanic	Yellow	Green	Blue	Yellow	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Reflecting back on the past year, with the return to in-person instruction, Wonderful College Prep Academy has accomplished the following successes:

Maintained high graduation rates which we attribute to:

- Structured & systematic implementation of PBIS with quarterly PBIS incentives

- Hired an additional guidance counselor to reduce caseload and support students and families (Gr 6-12)
- Hired a counselor for the elementary school to support student SEL needs and families.
- SEL curriculum piloted at the elementary-level
- Developed a course handbook on trajectories to graduate (translated to multiple languages)
- Continued engaging families on A-G completion requirements (eligibility for UC/CSU)
- Offered and continue to provide Edmentum Plato – Credit Recovery
- Initial cohort of teachers participated in Restorative Practices training: IIRP – plan to continue with next cohort in 2022-23

English Learners are attending school at higher rate than their peers. We attribute this success to:

- Weekly communication in home language using ParentSquare
- Ongoing communication with families at multiple levels
- Addition – Student Affairs Specialist that conducted home visits to address chronic absenteeism issues (from prior year and at-risk this year) for high school students. Will expand to conduct home visits for middle school students too in the 2022-23 school year.
- Leveraged ParentSquare automatic attendance communication feature to alert parents in “real-time.”
- Banquet to recognize ELs that reclassify

English learners, Hispanic & Socio-economically Disadvantaged students are not exhibiting behaviors resulting in Suspension:

- Designated ELD teachers received EL Achieve supplemental curriculum; and EL Achieve training to monitor academic progress of EL
- Structured & systematic implementation of PBIS with quarterly PBIS incentives
- Initial cohort of teachers participated in Restorative Practices training: IIRP – plan to continue with next cohort in 2022-23

NWEA MAP Data:

- HS: 99% of students demonstrated growth on the fall to winter NWEA MAP assessment for ELA & Math

CCI Data:

- For 2021-22: 84% of HS students currently are on-track to meet A-G requirements
- Class of 2022: 100% of seniors will graduate with 14% graduating under AB 10 (Pass/No Pass course credit option)

Dual enrollment Pathways in partnership with Bakersfield Community College – accessible starting at the 9th grade.

- 3 Pathways: Agricultural Prep (Business through the lens of Agriculture); Teach & Lead (to build a K-12 Teacher Pipeline; and Health Care (Pre-Med)

Other identified successes:

- Elementary level literacy plan to include supports in all content areas was fully implemented in the 2021-22 school year. It provides strategies/frameworks to implement reading strategies, classroom libraries in every classroom, expansion of Lexia Reading Program
- Continue to expand and implement PBIS incentives with the installation of a vending machine where students can redeem their PBIS points for books on various genres.
- Partnership with Kern County Office of Education to provide professional learning for all elementary teachers on reading strategies
- Hired a reading interventionist for Elementary to support with learning loss/reading gaps.
- MS/HS: PBIS LiveSchool (PBIS rewards program) recognizes students for achievement in attendance, positive scholar, homework completion, community service. This has resulted in improvements with attendance and student engagement.
- MS/HS: hired an addition Student Support Specialist to assist with home visits; and will expand to add Social Workers for ES/MS/HS.
- Expansion of the Student Wellness Center to include mental health services, therapy, COVID-19 vaccinations/testing, Clinic for immunizations, medical care as needed (ex. colds, first aid), Kindergarten physical exams, screenings for oral, vision, hearing, and scoliosis.
- Partnership with WCHI Wonderful Center for Health Institute: hired licenses medical professionals
- In 2022-23 will partner with local organizations that provide services within the community, so that our students can participate in community service projects.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With the return to in-person instruction, we identified pervasive needs, where students lacked social skills resulting from virtual learning since March 2020. For example, they lacked routines, and socialization. There was a need to adjust instruction, emphasize systems and routines, and how to teach and re-teach due to a lack of continuity of instruction.

Identified areas of need include:

- There was a need to address SEL, behavioral needs: training was provided to administrators, Counselors, teachers, and support staff on MTSS and PBIS.
- Clearly defined grading system/practice: Standards-based grading system – now with the return to in-person instruction.
- Professional Development for Small Group Instructors (SGI) on how to support teaches effectively in the classroom with small group instruction
- ES: Professional Development for teachers on understanding and unpacking standards: Providing Tier 1 and Tier 2 Intervention strategies
- ES: Professional Development on ELA Curriculum (Wit & Wisdom); Math, Writing and SEL Supports
- ES: Need for adoption of Science & Social Studies curriculum
- TK-12: Provide parent education workshops on healthy habits (nutrition, sleep, etc.) mental health awareness, positive parenting techniques, and importance of regular/consistent on-time daily attendance.
- MS/HS: Increase knowledge and skills of math teachers to accelerate learning to close gaps. Embed math tools and thinking strategies within advisory; Embed tier 2 and 3 academic programs for students to use at home and school based on their mastery skill
- MS/HS: Impact of mental health on student growth and learning: continue with Social Workers, guidance counselors, and mental health resources onsite.
- To decrease chronic absenteeism rates/increase attendance: Student Affairs Specialist split between grades 6-8 and 9-12; parent education workshops, and increased focus on attendance at all parent meetings/events
- Increase diversity of course offerings: Shift from double block of ELA and Math to single blocks with intentional Tier 2 interventions. Provide additional electives for students – especially those that place out of intervention courses. Increase hands-on STEAM electives; and launch multiple college course access trajectory so that all students have access to appropriate level college courses.
- Increased awareness of social media influence on teens – through parent education workshops, and host guest speakers.

Successes with the SPED Program: In order to improve on our current, as shown on the California Dashboard, English Language Arts (Orange) and Mathematics (Orange) academic growth for Students with Disabilities, as shown on the California Dashboard, the Special Education (“SPED”) team has increased the number of staff support for Students with Disabilities within the general education classroom setting and also increased the continuum of services by allowing for more targeted pull-out interventions services based on the student’s educational needs and supports. Similarly, this additional staff has implemented behavioral based interventions and strategies to decrease maladaptive behaviors demonstrated by Students with Disabilities (“SWD”) in order to decrease students Suspension Rate, per the California Dashboard (Yellow). SPED staff attended co-teaching training to begin development on improving cohesive special education/general education co-teaching to better support students.

Due to Chronic Absenteeism concerns addressed by school staff, as well as the California Dashboard (Yellow), Special Education staff has increased involvement with SWD throughout the current school year through additional phone calls, student interactions, and when necessary, holding Individualized Education Plan (“IEP”) meetings. Additionally, to support overall academics and social/emotional engagement, Case Managers were instructed to attempt to continue Special Education services via online platforms, such as Zoom and Microsoft Teams, when students are absent or out due to COVID-19. During IEP meetings, the team would discuss recommended services in the event of a school closure or if the student were to be quarantined in order to increase student engagement. Some students with Chronic Absenteeism were given an IEP goal in the area of attendance and offered additional incentives to earn to increase their attendance.

We have implemented the use of additional assessment tools to conduct baseline and progress monitoring through the use of FastBridge. Training has been provided to Special Education staff on the use of FastBridge as a tool to monitor a student’s academic progress on several occasions. Likewise, Special Education staff members were trained and understood how to implement data taking procedures on both behavioral and academic goals and were trained on how to monitor these goals and objectives directly tied to their Individual Education Plans.

Special Education staff has been offered multiple trainings through Kern County Superintendent of Schools: Applied Suicide Intervention Skills Training (ASIST), Interpreter Training, Co-Teaching Training, Continuum of Behavior Interventions and Supports (COBIS), IEP Goal Writing, Woodcock Johnson-IV Academic Achievement Training, and Classroom Management/Basic Behavior Management.

During the current school year, staff has collaborated on improving the Student Success Team (“SST”) process to include Special Education staff members in order to collaborate strategies and supports to improve upon behaviors such as: Chronic Absenteeism (Yellow), maladaptive behavior occurring in the school environment, suicidal ideation, and academic challenges.

Check-in/Check-out (“CICO”) training was developed and administered to Special Education staff as a research-based intervention to support Tier 2 (general education) and Tier 3 (special education) students to increase appropriate behavior including increasing completion of academic tasks, attending class, using body and words appropriately, etc.

Lead teachers were paired with newly on-boarded teachers to collaborate on academic supports, IEP drafting, and to identify challenges on a weekly basis during the first semester. Weekly check-ins were conducted per grade band (Elementary, Middle, and High School grades) to identify wins, needs, and additional areas of support. Strengthened Special Education professional development

was conducted, and monthly department meetings were held. Special Education staff also regularly attends professional development alongside their general education partners to increase their understanding of curriculum and expectations.

LCAP Highlights

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

Wonderful College Prep Academy is in its initial phase of implementing a Multi-tiered System of Supports (MTSS) schoolwide. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

Wonderful College Prep Academy's LCAP Goals, and actions were revised to align with the 8 State Priorities and WASC Action Plan:

- *Goal #1: Provide a rigorous standards-aligned focused educational program to ensure all students are College and Career Ready (CCR). Continue to provide a robust evidence-based professional learning & coaching opportunities for all educators, administrators, and instructional support staff to build capacity, retain staff, and ensure rigorous and engaging instructional strategies to ensure the diverse learning needs of all students are met.*
- *Goal #2: Continue to strengthen the Multi-tiered Systems of Supports (MTSS) utilizing multiple forms of data/metrics to identify the academic, social-emotional and/or behavioral needs of our students; including schoolwide needs, to make informed data-driven decisions, that will impact student outcomes. Continue to cultivate partnerships with Institutions of Higher Education to streamline and prepare its graduate for college and career readiness.*

- Goal #3: Partner with parents to cultivate a consistent home-to-school relationship, by providing multiple opportunities for engagement and input in decision-making in schoolwide programs and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and health and safety practices.

Wonderful College Prep Academy's 2022-23 LCAP will also serve as the school's School Plan for Student Achievement (SPSA) and adheres to CA Education Code 64001(j); and EC Section 47606.5(e) with regards to engaging its educational partners in the development of the LCAP:

- Consultation with SELPA
- Consultation with Parent Advisory Committee (PAC)
- Consultation with English Learner Parent Advisory Committee
- Provided written response to each committee with regards to comments on specific actions and expenditures in the LCAP.

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.

Wonderful College Prep Academy has not been identified for Comprehensive Support and Improvement (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.

Wonderful College Prep Academy has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Wonderful College Prep Academy has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** were consulted during weekly professional development and monthly during staff development (in-person and virtually). Discussions took place on student achievement data, strategies to increase student growth, SEL needs, best practices, and strategies to support ELs, SWD and Students with 504 Plans towards academic success, use of one-time funds, LCAP development, COVID-19 Policies & Procedures, and were also surveyed.
- **Principals & Administrators** met on a weekly basis in-person and virtually to discuss and review multiple forms of data, NWEA MAP, CAASPP, ELPAC, A-G completion and graduation rates, attendance/chronic absenteeism, professional development needs, SEL/behavioral needs, and issues (referrals), suspensions, COVID-19 Policies & Procedures, LCAP mid-year report, 2022-23 LCAP development and use of one-time funds (EEF, A-G, UTK, ESSER III, etc.)
- **Other School Personnel** were consulted during bi-weekly in-person meetings on student performance data, attendance/chronic absenteeism rates, root causes, graduation rates, COVID-19 updates, upcoming programming for extended learning, parent engagement and support, LCAP development, use of one-time funds, and were also surveyed.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** were consulted during monthly virtual parent meetings; and were surveyed. Topics discussed include workshops on mental health, academic supports, awards assembly, attendance/chronic attendance, COVID-19 Policies and procedures/updates, use of one-time funds, LCAP goals/actions, and LCAP development.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** were consulted via in-person during Advisory and High School ASB – on school climate, accessibility, engagement opportunities, support for students (academic and SEL), use of one-time funds, COVID-19 updates, LCAP development and were surveyed.
- **SELPA** was consulted via email and zoom on June 14, 2022
- **ELAC/DELAC and EL-PAC** meetings took place monthly via Zoom and discussions focused on EL student achievement and testing data (ELPAC, NWEA MAP, CAASPP ELA & Math), reclassification criteria, academic supports, and EL Master Plan.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** meetings took place monthly via Zoom and discussion focused on NWEA MAP assessments, LCAP mid-year report, use of one-time funds (AB 130; ESSER III), 2022-23 LCAP development, COVID-19 Policies & Procedures, attendance/chronic absenteeism, School Safety Plan, summer school and extended learning opportunities.

Engaging Educational Partners: Serving Students with Disabilities

Parents, Teachers, School Personnel, Administrators/Principals: Throughout the 2021-2022 school year, Case Managers were responsible for holding IEP's and communicating with parents any time a student had the following concerns: attendance, significant behaviors, academic challenges such as not meeting their IEP goals, and academic challenges such as being at-risk for not graduating on time.

Parents, Teachers, School Personnel, Administrators/Principals: Each semester, Case Managers distribute the list of accommodations students on IEPs to general education teachers and administrators in order to support students. During each IEP, general education teachers, parents, and administrators are invited to participate and requested to provide information relevant to the student's strengths, needs, and to help identify any concerns or beneficial strategies for the student. Staff are also asked to be able to provide details regarding either WCPA or the environment and collaborate regarding the individual student. At the end of each IEP, parent and team sign if they are in agreement with the IEP and next steps in support of the individual student. During these IEPs (held annually or sooner), parents are also provided "present levels of performance" which identifies how the student is performing: academically, social/emotionally, cognitively, vocational skills, communication, within the general education environment, their motor skills functioning, and adaptive skills. If appropriate, additional providers or stakeholders are asked to attend, such as but not limited to, speech-language pathologist, occupational therapist, mental health clinician, etc. Additionally, health information related to the student is solicited from the parent, and if necessary, the school nurse is involved.

School Personnel & Administrators/Principals: Weekly, school site meetings were held in order to communicate with appropriate staff related to wins, concerns, arising challenges, or upcoming tasks. This allows for increased communication and expectations, as well as an opportunity for collaboration.

Throughout the 2021-2022 school year, the Special Education Team increased the number of staff fluent in Spanish that can interpret parent phone calls and meetings in order to improve communication between school staff and parents/guardians and families. Similarly, interpreting staff members attended Interpreter Training and staff who attended provided feedback to the Special Education Team on how to best utilize interpreters to build rapport with parents/guardians and better WCPA's involvement in their students' IEPs and educational careers in order to best support students and families.

For the 2022-2023 school year, the Special Education Team proposes increasing the number of regular check-ins with parents of Students with Disabilities to ensure an additional opportunity for input is solicited and that challenges or concerns are addressed in a timely manner.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** expressed the need for Instructional Coaching for all subject areas, obtain feedback and support, training from curriculum providers, SEL curriculum implementation, social media campaigns and training, additional support with SWD, PBIS incentives, outdoor shades, additional facility space (classrooms, and for counseling services)
- **Principals & Administrators** expressed the need to continue with expanding and strengthening MTSS, need for committees to support student engagement, expansion of mental health supports for students, increase accessibility to clubs/organizations, continue expansion/implementation of PBIS, strengthening academic supports under the MTSS Framework.
- **Other School Personnel:** expressed the need for additional confidential spaces/rooms to be able to meet with students.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** expressed concerns the need for academic and SEL support, would like workshops on how to increase parent knowledge in writing and math, create training and online repository for using systems and program, and increase uniform options.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** expressed they would like additional uniform options, more field trips, PBIS incentives, expand sports program and increase the number of clubs
- **SELPA** appreciates the school's efforts to build out inclusion model especially at the high school level. In 2021-22, all High school SWD are graduating. The CCR mindset includes SWD – expectations, field trips colleges/universities that included a field trip to Fresno State University where SWD were introduced to the university's accommodations. SWD also participate in dual enrollment at Bakersfield Community College with accommodations. No additional feedback was provided for LCAP Goal 2, Action 4.
- **ELAC/DELAC and EL-PAC:** were concerned about why certain grade levels had higher reclassification rates than other grades, so there is a need to provide parent education workshops on language acquisition/proficiency and reclassification criteria. Parents expressed the need to provide additional professional learning opportunities for teachers, specialists, and SGI's on ELD, and strategies to support and engage ELs.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** expressed concerns the need for academic and SEL support, would like workshops on how to increase parent knowledge in writing and math, create training and online repository for using systems and program, and increase uniform options.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Expansion/addition of Instructional Coaches for ELA & Math: Goal 1, Action 2

- Instructional Coaching/Assistant Principal – other content areas and observations, feedback cycle: Goal 1, Action 2
- Solution Tree professional learning series on Math: Goal 1, Action 2
- Academic Intervention & Support: Small Group Instructors: Goal 2, Action 2
- Reading & Math Intervention teachers: Goal 2, Action 2
- Guidance Counselors: Goal 2, Action 2
- MSW & Student Affairs Specialist: Goal 2, Action 3
- PBIS Training & PBIS Incentives: Goal 2, Action 3
- SEL Curriculum and implementation of practices: Goal 2, Action 3
- EL Coordinator, ELD Professional Development & ELD teachers and support: Goal 2, Action 5
- College field trips: Goal 2, Action 6
- Sports Program, Clubs & Organizations and Field trips: Goal 3, Action 1
- Parent education workshops: Goal 3, Action 3

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous standards-aligned focused educational program to ensure all students are College and Career Ready (CCR). Continue to provide a robust evidence-based professional learning & coaching opportunities for all educators, administrators, and instructional support staff to build capacity, retain staff, and ensure rigorous and engaging instructional strategies to ensure the diverse learning needs of all students are met.

An explanation of why the LEA has developed this goal.

With the return to in-person instruction there is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports through our MTSS model, to improve student outcomes and Dashboard performance levels. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																					
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 97%	2021-22: 93%			100%																																					
% Of students with access to Standards-aligned materials Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%			100%																																					
Implementation of the Academic content & performance Standards	<table><tr><th colspan="2">2020-21: Implementation</th></tr><tr><th colspan="2">Academic Standards</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>Math</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr></table>		2020-21: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	<table><tr><th colspan="2">2021-22: Implementation</th></tr><tr><th colspan="2">Academic Standards</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>Math</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr></table>		2021-22: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4		<table><tr><th colspan="2">2023-24: Implementation</th></tr><tr><th colspan="2">Academic Standards</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>Math</td><td>5</td></tr><tr><td>NGSS</td><td>5</td></tr></table>	2023-24: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5
	2020-21: Implementation																																									
	Academic Standards																																									
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	ELD	5																																								
	Math	5																																								
	NGSS	4																																								
	2021-22: Implementation																																									
	Academic Standards																																									
	ELA	5																																								
ELD	5																																									
Math	5																																									
NGSS	4																																									
2023-24: Implementation																																										
Academic Standards																																										
ELA	5																																									
ELD	5																																									
Math	5																																									
NGSS	5																																									

– measured using CDE’s Self
Reflection Tool: Local Indicator
Priority 2 (source)

History	5
CTE	5
Health	4
PE	5
VAPA	4
World Language	4

History	5
CTE	5
Health	4
PE	5
VAPA	4
World Language	4

History	5
CTE	5
Health	4
PE	5
VAPA	4
World Language	4

<p>% Of students including Unduplicated Pupils, and who have access to Broad Course of Study:</p> <p>Source: Master Schedule</p>	2020-21: 100%	2021-22: 100%			100%
<p>% Of students including Students with Disabilities (SWD) who have access to Broad Course of Study:</p> <p>Source: Master Schedule</p>	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Wonderful College Prep Academy will employ 3 principals (ES, MS, HS) and 33 Elementary; 24 Middle; and 28 High School teachers to serve grades TK-12 and provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, VAPA, Spanish, and Physical Education. This action supports the additional staffing WCPA provides to expand both academic and social-emotional learning for our scholars. We've hired an additional two principals so that each grade band has an on-site administrator (grades TK-5, 6-8, 9-12). Additionally, staffing includes additional resources staff to support unduplicated pupils with ELD, arts, and +- Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning.</p> <p>Wonderful College Prep Academy will provide all students with 180 instructional days, which exceeds the CA state requirement of 175. All educators will participate in in 6 days of Summer Professional Development); 6 non-instructional days and weekly professional development during the school year.</p> <p>Summer Professional Development will focus on the following areas in preparation for the upcoming school year:</p> <ul style="list-style-type: none"> • Our Family: Learning the Central Valley (Equity Dive). • What is a Culture of Authentic Care? (ACEs, Nell Noddings) • Working Parents as Partners and Aeries Logging (Practice) 	\$8,225,356	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • One Wonderful: Whose Who on Campus? (Campus Tour) • Special Education Primer (IEPs and 504s/SSTs) • Building Week 1 Setting Expectations and Connectedness • Holding High Expectations, Talking with Students, Documenting Pre-Referrals • HS Mission, Vision, Structures (A-G and Trajectory Trees) • Using PBIS and LiveSchool; Grading Policy and Aeries Gradebook • Classroom Culture Moves & De-escalation (practice Sessions) • ELD Strategies 6-12; EdTech and Canvas 		
2	PROFESSIONAL LEARNING	<p>Wonderful College Prep Academy will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 6 days of Summer Professional Development); 6 non-instructional days and weekly professional development during the school year.</p> <p>To strengthen the delivery of instruction and content, and build capacity among our teachers – they will receive instructional coaching and support:</p> <ul style="list-style-type: none"> • Assistant Principal (Instructional Coach): 3 • ELA Instructional Coach: ES, MS, HS • Math Instructional Coach: ES, MS, HS <p>Schoolwide focus for professional learning includes - Literacy, Math, and Social-emotional Learning (SEL)</p> <p>Professional Learning for ES:</p> <ul style="list-style-type: none"> • Wit & Wisdom • Eureka Math • EL Achieve 	\$997,244	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • The Science of Reading, Sanford Harmony • KCSOS Training (Number talks) <p>Professional Learning for MS/HS:</p> <ul style="list-style-type: none"> • Restorative Practices • NCTM: Promoting Mathematics Discourse • Solution Tree: Effective Mathematics Assessment & Intervention: PLC at Work Tier 2 • Solution Tree; Effective Mathematics Instruction and Task in PLC at Work Tier 1 • New/struggling teachers: Monthly Wolf P.U.P. After school program to boost teacher moves • Reading comprehension analysis and writing • Supporting EL, SPED and other student groups (enhancing rigor and deconstructing standards) • Data Talks • MS: Eureka Math • MS: Amplify Science <p>Professional Learning - Special Education: Partners in Special Education</p> <ul style="list-style-type: none"> • Developing classwide and individual behavior supports • Strategies for supporting students with attention challenges, processing deficits, emotional needs autism, etc. <p>Professional Learning for MS Administrators:</p> <ul style="list-style-type: none"> • PBIS: training for Principals: LACOE; PBIS Leadership Forum 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Building staff/adult culture <p>Professional Learning for HS Administrators:</p> <ul style="list-style-type: none"> • PBIS: training for Principals: LACOE; PBIS Leadership Forum • IIRP Restorative Practices Graduate School: Putting Theory into Action for School Leaders; Restorative Practices for Educators <p>WCPA will support educators and administrators through workshops and conferences:</p> <ul style="list-style-type: none"> • MTSS Professional Learning Institute - Conference • CCSA • Math Conference • CASCWA Conference • National PBIS Leadership Forum • PBIS Leadership Forum <p>To support teacher effectiveness and credential clearance, Wonderful College Prep Academy will reimburse for teacher induction expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • ES: Eureka Math • ES: Wit & Wisdom • ES: Phonics to Reading • ES: Studies Weekly • MS: HMH Education & Learning Technology Co. • MS: Amplify Science • MS: Stem scopes • MS: Generation Genius • MS: Eureka Math • HS: Science 	\$770,151	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • HS: History • HS: ELA Foundations of Language & Literature • Health 		
4	CLOSING THE DIGITAL DIVIDE	The IT Team will ensure all students have access to a technology device in order to be able to access curricular, instructional materials and assessments; provide devices for teachers, including software subscriptions, hotspots, classroom technology, and internet security (Firewall, Go Guardian, social media monitoring, etc.)	\$1,274,758	N
5	BROAD COURSE OF STUDY	<p>Wonderful College Prep Academy will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • Art (TK-8) • Music (TK-12) • Visual Art (TK-5) • Robotics/STEM (TK-5) • Band (6-8) <p>Instruments and instructional materials will be purchased for electives/enrichments.</p>	\$362,373	N

Goal Analysis for 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.

Action 1: the following positions remained vacant due to staffing shortages: Director of SPED; Director of Student Supports; Director of Math; Director of Literacy; and Chief Academic Officer (CAO).

Action 3: The STEM Director position remained vacant due to staffing shortages, and a lack of qualified applicants. However, WCPA is seeking a Director/Coordinator of Learning Gardens to support STEM Initiatives. WCPA-LH staff are currently researching Science & Social Studies/History Curriculum for adoption in the 2022-23 school year.

Action 4: Tableau was not purchased to design data dashboards this past year.

Action 8: As a result of significant staffing shortages at the national, state, and local level, WCPA-LH chose not to move forward with the IB application.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures for Actions 1, 3, 4, and 8 predominately due to staffing shortages.

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

In 2021, the Wonderful College Prep Academy brought in a new superintendent to lead the school. The 2022-23 LCAP accurately reflects the new goals for the school and the expected student outcomes. The transition between leaders took place during the 2021-22 school year, therefore goals and actions from the last approved LCAP have been abandoned in favor of our new mission and priorities. We look forward to ongoing updates of progress with all our educational partners through the school year as we implement our new vision.

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

The planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, MTSS/PBIS implementation, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school's program, allocation of physical, human and fiscal resources to improve student achievement.

Goal

Goal #	Description
2	Continue to strengthen the Multi-tiered Systems of Supports (MTSS) utilizing multiple forms of data/metrics to identify the academic, social-emotional and/or behavioral needs of our students; including schoolwide needs, to make informed data-driven decisions, that will impact student outcomes. Continue to cultivate partnerships with Institutions of Higher Education to streamline and prepare its graduate for college and career readiness.

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 45.11%	2020-21: 41.68% met/exceeded standard			45%
CAASPP Math	2018-19: 35.26%	2020-21: 27.1% met/exceeded standard			30%
CA Science Test: Gr 5	2018-19: 35.29% met/exceeded standard	2020-21: not administered			40%
CA Science Test: Gr 8	2018-19: 18.23% met/exceeded standard	2020-21: not administered			22%
CA Science Test: Gr 12	2018-19: 24% met/exceeded standard	2020-21: not administered			30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Students Prepared for College as measured by EAP ELA	2018-19: 68%	2020-21: 27.7%			30%
% Of Students Prepared for College as measured by EAP Math	2018-19: 26%	2020-21: 12.5%			15%
A-G Completion Rate Source: Dataquest	2019-20: 80%	2020-21: 72%			90%
% Of EL who made progress toward English Proficiency measured by ELPAC	2018-19: 48.3%	2020-21: 12.38% Proficient			20%
Reclassification Rate Source: Dataquest	2019-20: 0.2%	2020-21: 15.8%			20%
% EL with access to CCSS & ELD Standards Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%			100%
Attendance Rate Source: Dataquest	2018-19: 96.26%	2020-21: 96.26%			>95%
Chronic absenteeism Rate Source: Dataquest	2018-19: 10%	2020-21: 13.9%			8%
Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%			0%
HS Dropout Rate Source: Dataquest	2019-20: 3.6%	2020-21: 1.6%			<2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HS Graduation Rate Source: Dataquest	2019-20: 96.4%	2020-21: 95.9%			>95%
Suspension Rate Source: Dataquest	2019-20: 2.7%	2020-21: 0.6%			<1%
Expulsion Rate Source: Dataquest	2019-20: 0.2%	2020-21: 0%			0%
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8) Source: Dataquest	2019-20: 0%	2020-21: 0%			5%

** Note: Wonderful College Prep Academy does not offer CTE and AP courses, therefore these metrics do not apply.*

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	<p>To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments.</p> <p>Students will be assessed using NWEA MAP Reading and Math assessments (3 times/year) to provide baseline performance (fall); and develop trimester growth targets, measure, and monitor student academic progress and identify whether students require additional academic support. In addition, DIBELS assessments will be administered 3 times per year for students in grades K-5. Common Formative Assessments (CFA) using Edulastic will also be administered across all disciplines.</p>	\$465,985	Y

Action #	Title	Description	Total Funds	Contributing
		<p>The Director of Assessments will administer and coordinate schoolwide testing of internal and state mandated assessments. The Data Analyst will develop data-rich reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making.</p> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p>		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern is student academic progress in ELA and Math; and the achievement gap among Unduplicated pupils (UP) and Students with Disabilities (SWD) compared with overall schoolwide performance. With the return to in-person instruction, tiered interventions have been strengthened and expanded to increase the number of students performing at grade level. Reading and Math Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) will provide interventions during the instructional day, and students will be identified for supports based on our Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) Model.</p> <p>MS/HS Guidance Counselors will conduct grade/transcript reviews to ensure students that are struggling academically are accessing intervention services/support and ensure high school students are on track to graduate and meet A-G requirements. Guidance Counselors will meet with students</p>	\$2,403,634	Y

Action #	Title	Description	Total Funds	Contributing
		<p>regularly to build positive relationships and ensure students are engaged, and provide resources as needed. Additional counselors will be hired to reduce student to counselor ratio.</p> <p>Students will also have access to the following additional evidence-based interventions:</p> <ul style="list-style-type: none"> • Edmentum Study Island: Tier II Intervention (all subjects) • After-school tutoring & credit recovery • Intercession - academic support & credit recovery <p>To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy for all students that will address learning gaps and accelerate student learning especially among our English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and students who were disengaged during virtual learning to address the opportunity gaps that existed before, and were further exacerbated by the COVID-19 pandemic. Summer Academy will include English Language Arts, and Mathematics courses, credit recovery to ensure students are on track to graduate and meet UC A-G course requirements. Our MTSS Team will assess programmatic offerings annually for Summer Academy based on student academic needs from student assessment data.</p>		

3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	An area of concern as a result of remote learning and with the return to in-person instruction is the decline in attendance rates and increase in chronic absenteeism rates. Wonderful College Prep Academy is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students.	\$483,679	Y
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Action #	Title	Description	Total Funds	Contributing
		<p>Each morning begins with welcoming morning announcements, celebration of academic goals, culture building and to motivate students.</p> <p>Wonderful College Prep Academy will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes.</p> <p>The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral issues.</p> <p>Students will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment.</p> <p>The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such COVID-19 testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates and increasing student engagement and learning.</p>		

Action #	Title	Description	Total Funds	Contributing
		Providing these essential services onsite further mitigates lost instructional time, and addresses student needs in 'real-time.'		
4	SERVICES TO SUPPORT SWD	<p>One area of need that has been identified during the 2021-2022 school year, when investigating how to improve on our current English Language Arts (Orange) and Mathematics (Orange) academic growth for Students with Disabilities, is Special Education staff is lacking in training and access to the appropriate curriculum and training. For the 2022-2023 school year, the focus of curriculum and training will be broken down into two categories: training on curriculum for co-teaching within the general education environment with emphasis on differentiation and training on curriculum for direct intervention in either a small group or one-on-one setting to work on basic, or lower level, reading, writing and math skills. Curriculum will specifically be purchased for direct intervention for small groups and one-on-one support, and supplemental curriculum may be purchased for the general education setting as well. Additionally, Special Education staff was represented and attended a 5-day training at the UnboundEd Standards Institute to increase involvement in selecting Special Education curriculum for the 2022-2023 school year.</p> <p>Although behavioral-based training and research-based interventions have been explored and utilized beginning in the 2021-2022 school year, the team has identified the need for further supports and training in this area as well in order to benefit student success in all educational areas (social/emotional, attendance, engagement, academics, etc.). In order to reduce both Suspension Rate (Yellow) and Attendance Rate (Yellow) for SWD's, an increase of School Psychologists is proposed and agreed upon for the 2022-2023 school year from two (2) school psychologists (one full-time, one dual-role) to three (3) school psychologists. This will allow for better support in the area of social/emotional</p>	\$778,103	N

Action #	Title	Description	Total Funds	Contributing
		<p>behavior and interventions, including SWD attendance. Additionally, the need for an appropriate “separate setting” for supporting students with higher needs has been identified. During the current and previous school year, students were predominantly provided services and support within the general education environment, regardless of their level of need. Moving forward, the team is developing the continuum of services and training special education teachers/case managers to identify areas of need that would be appropriate for “pull-out” or “separate setting” needs. This would be a proper space to work on significant behaviors, which are more likely to result in suspensions and thus reducing the Suspension Rate. It also allows for implementation of comprehensive behavioral strategies that would be difficult or challenging to implement within the general education setting. This setting will also be utilized to work on functional academics and adaptive skills deficits, such as appropriately transitioning from tasks, working on following rules and routines, utilizing the restroom appropriately, etc. These changes also target SWD Chronic Absenteeism Rate (Yellow), as students who feel safe, supported, and have their social/emotional needs met in the school environment, are more likely to attend school regularly.</p> <p>During previous and current school years, another area of concern identified is not timely identifying students on Individualized Education Plans (IEPs) during the transfer process. This resulted in lack of compliance, as well as lack of services and supports for students with disabilities. This process was changed during the current school year and has continued to be adapted to streamline this process in order to properly identify and support the transition of students with disabilities onto the WCPA campus.</p>		

Action #	Title	Description	Total Funds	Contributing
		Due to COVID-19, evaluations to determine eligibility were delayed due to school closure. This resulted in students' not receiving the proper supports and accommodations in a timely manner, which may have impacted their academics, attendance, and behavior (suspensions). As of May 2022, all assessments have been caught up. Moving forward, WCPA anticipates all assessments to be completed within the 60-day timeline in alignment with state and federal guidelines.		
5	STRENGTHENING EL PROGRAM & SERVICES	<p>An area of concern is the achievement gap among English Learners (EL) and EO's (non-EL) further exacerbated with remote learning, making difficult to practice speaking and interacting with peers and teachers. With the return to in-person instruction, a priority has been small group instruction and creating a language-rich environment and strengthening English Language development (ELD) designated and integrated instruction.</p> <p>The EL Coordinator leads the EL Program schoolwide, facilitates and leads professional learning for teachers on designated and Integrated ELD, including strategies to engage ELs. To further support ELs with language instruction, designated ELD teachers will be employed to focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and support they need to excel.</p> <p>Teachers will also participate in a 5-day EL Achieve training to monitor and support EL through EL Achieve. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification, and identifies long-term EL. In addition, Ellevation software</p>	\$461,054	Y

Action #	Title	Description	Total Funds	Contributing
		<p>program is an EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students.</p> <p>Our teachers participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year.</p> <p>Additional increased academic support for ELs include:</p> <ul style="list-style-type: none"> • Advisory courses for newcomers will be re-designed to provide additional language support through onboarding. • Rosetta Stone supplemental intervention • Spanish novels for students that can read in Spanish • Expand classroom ELD libraries <p>At Wonderful College Prep Academy, the reclassification process of EL is an annual celebratory event, which our students take pride in. Our staff communicates with families (and provides interpreter services), to inform them of their child's status, program, and strategies to support them at home. The EL Coordinator, leadership team with the input of ELAC/DELAC/EL-PAC will review and revise the EL Master Plan to ensure academic needs of ELs are met.</p>		
6	PROMOTING A COLLEGE-GOING CULTURE	As a college-preparatory school, an area of concern is ensuring students are meeting College/Career readiness as measured in the CCI on the Dashboard. Instrumental to our commitment to prepare every student for post-secondary education. The Guidance Counselors (identified in Goal 2, Action 2) will lead numerous efforts to ensure students are meeting CCI requirements and provide resources to ensure	\$195,541	N

Action #	Title	Description	Total Funds	Contributing
		<p>the school's mission is adhered to. In order to prepare all students for college and career,</p> <p>Wonderful College Prep Academy will provide all students (including Unduplicated Pupils and Students with Disabilities) with access to UC A-G approved courses and the following:</p> <ul style="list-style-type: none"> • PSAT, SAT, and ACT test preparation and waivers • Naviance – a comprehensive toolset to assess students' interests, strengths, and needs in order to individualize support so they can reach their goals. • Dual-enrollment with Bakersfield College: access to A-G courses taught at college-level starting in 9th and 10th grade • HS: Visits to colleges and universities • MS: Visits to colleges and universities, college conversations and presentations for students and families to enhance student preparation for college. • Student/family Workshops on the college application process and applying for financial aid (FAFSA, scholarships, etc. • CA Scholarship Federation: WCPA participates in the CSF and students who meet the criteria are eligible to receive a CSF diploma and special recognition for college entrance. <p>Wonderful College Prep Academy has designed 3 Pathways for students to select from, with the goal that by the end of the 4-years in high school, students will earn a high school diploma and an Associate degree (AA/AS) in a designated "high-need" field as identified by the U.S. Department of Labor Statistics for our region: Agriculture Prep (Business/Economics); Teach and Lead, and Health</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Sciences). The Pathway Coordinator ensures access to these courses in partnership with Bakersfield Community College; monitors student progress, ensures students have access to all curricular and instructional materials. Students also participate and complete an internship – job shadowing through Wonderful’s Agricultural Prep Pathways Program</p> <p>Note: Wonderful College Prep Academy does not offer Advanced Placement Courses, because the focus is on all students participating in dual enrollment and earning an Associate degree, as a method to ensure college readiness for every graduate.</p>		

Goal Analysis for 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.

No substantive changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In 2021, the Wonderful College Prep Academy brought in a new superintendent to lead the school. The 2022-23 LCAP accurately reflects the new goals for the school and the expected student outcomes. The transition between leaders took place during the 2021-22 school year, therefore goals and actions from the last approved LCAP have been abandoned in favor of our new mission and priorities. We look forward to ongoing updates of progress with all our educational partners through the school year as we implement our new vision.

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

The planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, MTSS/PBIS implementation, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school's program, allocation of physical, human, and fiscal resources to improve student achievement.

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

Goal

Goal #	Description
3	Partner with parents to cultivate a consistent home-to-school relationship, by providing multiple opportunities for engagement and input in decision-making in schoolwide programs and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and health and safety practices.

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate, and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT Source: SARC & FIT	2020-21: Exemplary	2021-22: Exemplary			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 96% Sense of safety 92% School connectedness Source: Internal Survey	2021-22: 94% Sense of safety 92% School connectedness Source: Internal Survey			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: 96% Sense of safety 94% School connectedness Source: Internal Survey	2021-22: 98% Sense of safety 96% School connectedness Source: Internal Survey			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 96% Sense of safety 94% School connectedness	2021-22: 95% Sense of safety 92% School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Internal Survey	Source: Internal Survey			
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4			Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4			Rating of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	<p>In order to provide all students with a college going culture that promotes student engagement, positive school climate, and a safe learning environment, and reduce chronic absenteeism rates. To promote a positive school climate and culture, Wonderful College Prep Academy will provide its students with the following:</p> <ul style="list-style-type: none"> • Town Halls: parent information sessions (parent/student) • Assemblies: awards • Clubs & organizations 	\$846,997	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • HS: Student Council • Extra-curricular activities • Learning Garden, a health initiative where students are tasked with maintaining the gardens and the produce is used for courses in cooking (Farm-to-table initiative). Students are taught how to modify and use alternative ingredients to develop healthy eating habits at home. • Outdoor learning opportunities (Field trips) to Museums, Camp, etc. • Advisory course • Soldiers of Change project <p>Members of the Leadership team and Campus Safety will review and revise the Comprehensive School Safety plan and ensure drills preparations take place, and will solicit input from the PAC. The Campus Safety & Security is tasked with maintaining a safe learning environment for students and staff.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • HS: Parent Advisory Panel 	\$0	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Wonderful College Prep Academy will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through Coffee with the Principal, parent workshops, Town Halls open to families, Parent/family newsletters, messaging through ParentSquare, Class Dojo and LiveSchool.</p> <p>WCPA will lease a modular to house the Parent Engagement & Education Center that will provide parents a safe and welcoming learning center that complies to health and safety COVID-19 protocols. The Family & Community Engagement Manager will communicate with families, facilitate workshops, provide interpreter services, and translate materials (Spanish/English) for families/caregivers.</p> <p>The Parent Engagement & Education Center will host parent workshops and guest speakers on essential topics to engage parents in their child's education. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Math Night/Literacy Night • Attendance/Chronic absenteeism • Understanding student report cards and academic grades • Deciphering NWEA MAP and SBAC assessment results • Tips for providing a healthy environment conducive to learning for your child at home • Accessing and navigating school resources including the Wonderful Wellness Center • Digital Literacy Skills & social media • How to access the Aerial Student Portal: student attendance, academic progress, communicate with teachers • Using ParentSquare application 	\$19,465	Y

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|--|--|---|--|--|
| | | <ul style="list-style-type: none">• Impacts of Healthy Living: Nutrition & Learning | | |
|--|--|---|--|--|

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> For HS: Navigating College Application Process; Financial Aid (FAFSA) Application, & UC A-G requirements. Student ILP Nights <p>For families/caregivers representing Students with Disabilities (SWD) the following Partners in Special Education workshops will be offered:</p> <ul style="list-style-type: none"> Dealing with stress and anxiety during COVID-19 Positive Parenting Behavior Interventions <p>Families will be surveyed annually, and results will be reported on the LCAP, parent meetings, and staff wide.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Wonderful College Prep Academy strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes enhanced janitorial services, and purchase of PPE supplies.</p> <p>Annually, our school completes the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. FIT report findings are reported annually on the SARC and LCAP.</p>	\$1,314,453	N

Goal Analysis for 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.

No substantive changes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In 2021, the Wonderful College Prep Academy brought in a new superintendent to lead the school. The 2022-23 LCAP accurately reflects the new goals for the school and the expected student outcomes. The transition between leaders took place during the 2021-22 school year, therefore goals and actions from the last approved LCAP have been abandoned in favor of our new mission and priorities. We look forward to ongoing updates of progress with all our educational partners through the school year as we implement our new vision.

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

The planned goal, desired outcome, and some actions and metrics were revised to align to the school's strategic plan, WASC Action Plan, schoolwide goals, 8 State priorities, MTSS/PBIS implementation, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school's program, allocation of physical, human, and fiscal resources to improve student achievement.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,524,130	\$802,149

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.14%	0%	\$0	36.14%

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

Required Descriptions

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

With the return to in-person instruction and as part of our annual comprehensive needs assessment through the analysis of NWEA MAP assessment data, schoolwide/student group data, we identified academic achievement gaps among Unduplicated Pupils and high chronic absenteeism rates.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils (UP); and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils (UP) and are provided on a schoolwide basis which include:

- Goal 1, Action 1: Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning. Wonderful College Prep Academy will provide all students with 180 instructional days, which exceeds the CA state requirement of 175. All educators (including substitute teachers) will participate in 6 days of Summer Professional Development; 6 non-instructional days and weekly professional development during the school year. Summer Professional Development will focus on the following areas in preparation for the upcoming school year: What is a Culture of Authentic Care? (ACEs, Nell Noddings); Special Education Primer (IEPs and 504s/SSTs); Building Week 1 Setting Expectations and Connectedness; Holding High Expectations, Talking with Students, Documenting Pre-Referrals; Using PBIS and LiveSchool; Grading Policy and Aeries Gradebook; Classroom Culture

Moves & Dee-scalation (practice Sessions); and ELD Strategies 6-12; EdTech and Canvas.

- Goal 1, Action 2: Wonderful College Prep Academy will provide all educators (General Education & SPED) with a robust evidence-based professional development that includes: 6 days of Summer Professional Development); 6 non-instructional days and weekly professional development during the school year. To strengthen the delivery of instruction and content and build capacity among our teachers – they will receive instructional coaching and support: Assistant Principal (Instructional Coaches); ELA Instructional Coach; and Math Instructional Coach.

- Goal 2, Action 1: To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. The Director of Assessments will administer and coordinate schoolwide testing of internal and state mandated assessments. The Data Analyst will develop data-rich reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making.

- Goal 2, Action 2: An area of concern is student academic progress in ELA and Math; and the achievement gap among Unduplicated pupils (UP) and Students with Disabilities (SWD) compared with overall schoolwide performance. With the return to in-person instruction, tiered interventions have been strengthened and expanded to increase the number of students performing at grade level. Reading and Math Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) will provide interventions during the instructional day, and students will be identified for supports based on our Multi-tiered System of Supports (MTSS)/Response to Intervention (Rtl) Model. To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy for all students that will address learning gaps and accelerate student learning especially among our English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and students who were disengaged during virtual learning to address the opportunity gaps that existed before, and were further exacerbated by the COVID-19 pandemic. Summer Academy will include English Language Arts, and Mathematics courses, credit recovery to ensure students are on track to graduate and meet UC A-G course requirements. Our MTSS Team will assess programmatic offerings annually for Summer Academy based on student academic needs from student assessment data.

- Goal 2, Action 3: An area of concern as a result of remote learning and with the return to in-person instruction is the decline in attendance rates and increase in chronic absenteeism rates. Wonderful College Prep Academy is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. Wonderful College Prep Academy will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral issues.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 5: An area of concern is the achievement gap among English Learners (EL) and EO's (non-EL) further exacerbated with remote learning, making difficult to practice speaking and interacting with peers and teachers. With the return to in-person instruction, a priority has been small group instruction and creating a language-rich environment and strengthening English Language development (ELD) designated and integrated instruction. The EL Coordinator leads the EL Program schoolwide, facilitates and leads professional learning for teachers on designated and Integrated ELD, including strategies to engage ELs. To further support ELs with language instruction, designated ELD teachers will be employed to focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and support they need to excel.

Teachers will also participate in a 5-day EL Achieve training to monitor and support EL through EL Achieve. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification, and identifies long-term EL. In addition, Ellevation software program is an EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. Our teachers participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Wonderful College Prep Academy will use additional concentration grant add-on funds to fund additional Small Group Instructors (SGI), (Goal 2, Action 2) an increase in the number of staff providing direct services to Unduplicated Pupils; and Substitute Teachers (Goal 1, Action 1) to maintain continuity of instruction and prevent further interruptions to learning.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:21.2
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14.5

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,340,964.00	\$ 7,340,964.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Implement the WCPA Standards of Excellence annual growth plan	Yes	\$ 740,183	\$ 740,183
1	2	Individualized intervention plans for all students scoring below proficiency in ELA and math	Yes	\$ 1,337,421	\$ 1,337,421
1	3	Research based curriculum for ELA, math, and science	No	\$ 233,353	\$ 233,353
1	4	Data driven instruction	Yes	\$ 314,916	\$ 314,916
1	5	Early College Model	Yes	\$ 547,806	\$ 547,806
1	6	High Impact Instructional Practice	Yes	\$ 301,812	\$ 301,812
1	7	ELD instruction	Yes	\$ 491,088	\$ 491,088
1	8	Program Development	Yes	\$ 433,805	\$ 433,805
2	1	SEL leadership and program development	Yes	\$ 383,393	\$ 383,393
2	2	Wellness services for students and families	Yes	\$ 292,471	\$ 292,471
2	3	Student engagement support	Yes	\$ 368,491	\$ 368,491
2	4	Parent Engagement	Yes	\$ 186,518	\$ 186,518
2	5	Extended learning and enrichment programs	Yes	\$ 614,163	\$ 614,163
3	1	Instructional Leadership	Yes	\$ 166,100	\$ 166,100
3	2	School values and culture	Yes	\$ 86,798	\$ 86,798
3	3	Performance management	Yes	\$ 235,660	\$ 235,660
3	4	Professional development	Yes	\$ 476,812	\$ 476,812
3	5	Inquiry of Equity	Yes	\$ 130,174	\$ 130,174
				\$ -	\$ -
				\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 6,142,962	\$ 6,214,662	\$ 6,214,662	\$0.00 - No Difference	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Implement the WCPA Standards of Excellence annual growth plan	Yes	\$ 740,183	\$ 740,183.00	0.00%	0.00%
1	2	Individualized intervention plans for all students scoring below proficiency in ELA and math	Yes	\$ 741,980	\$ 741,980.00	0.00%	0.00%
1	3	Research based curriculum for ELA, math, and science	No	\$ -		0.00%	0.00%
1	4	Data driven instruction	Yes	\$ 314,916	\$ 314,916.00	0.00%	0.00%
1	5	Early College Model	Yes	\$ 547,806	\$ 547,806.00	0.00%	0.00%
1	6	High Impact Instructional Practice	Yes	\$ 301,812	\$ 301,812.00	0.00%	0.00%
1	7	ELD instruction	Yes	\$ 393,580	\$ 393,580.00	0.00%	0.00%
1	8	Program Development	Yes	\$ 433,805	\$ 433,805.00	0.00%	0.00%
2	1	SEL leadership and program development	Yes	\$ 383,393	\$ 383,393.00	0.00%	0.00%
2	2	Wellness services for students and families	Yes	\$ 292,471	\$ 292,471.00	0.00%	0.00%
2	3	Student engagement support	Yes	\$ 368,491	\$ 368,491.00	0.00%	0.00%
2	4	Parent Engagement	Yes	\$ 186,518	\$ 186,518.00	0.00%	0.00%
2	5	Extended learning and enrichment programs	Yes	\$ 614,163	\$ 614,163.00	0.00%	0.00%
3	1	Instructional Leadership	Yes	\$ 166,100	\$ 166,100.00	0.00%	0.00%
3	2	School values and culture	Yes	\$ 86,798	\$ 86,798.00	0.00%	0.00%
3	3	Performance management	Yes	\$ 235,660	\$ 235,660.00	0.00%	0.00%
3	4	Professional development	Yes	\$ 276,812	\$ 276,812.00	0.00%	0.00%
3	5	Inquiry of Equity	Yes	\$ 130,174	\$ 130,174.00	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 16,328,110	\$ 6,142,962	0.00%	37.62%	\$ 6,214,662	0.00%	38.06%	\$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 18,451,193	\$ -	\$ -	\$ 148,950	18,600,143	\$ 12,351,620	\$ 6,248,523

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 3,291,851	\$ -	\$ -	\$ -	\$ 3,291,851
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 4,933,505	\$ -	\$ -	\$ -	\$ 4,933,505
1	2	PROFESSIONAL LEARNING	All	\$ 398,485	\$ -	\$ -	\$ 123,950	\$ 522,435
1	2	PROFESSIONAL LEARNING	All	\$ 474,809	\$ -	\$ -	\$ -	\$ 474,809
1	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 770,151	\$ -	\$ -	\$ -	\$ 770,151
1	4	CLOSING THE DIGITAL DIVIDE	All	\$ 1,274,758	\$ -	\$ -	\$ -	\$ 1,274,758
1	5	BROAD COURSE OF STUDY	All	\$ 337,373	\$ -	\$ -	\$ 25,000	\$ 362,373
2	1	ASSESSMENTS OF LEARNING	All	\$ 455,485	\$ -	\$ -	\$ -	\$ 455,485
2	1	ASSESSMENTS OF LEARNING	All	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 1,557,070	\$ -	\$ -	\$ -	\$ 1,557,070
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 846,564	\$ -	\$ -	\$ -	\$ 846,564
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 365,820	\$ -	\$ -	\$ -	\$ 365,820
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 117,859	\$ -	\$ -	\$ -	\$ 117,859
2	4	SERVICES TO SUPPORT SWD	SPED	\$ 778,103	\$ -	\$ -	\$ -	\$ 778,103
2	5	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 461,054	\$ -	\$ -	\$ -	\$ 461,054
2	6	PROMOTING A COLLEGE-GOING CULTURE	All	\$ 195,541	\$ -	\$ -	\$ -	\$ 195,541
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	All	\$ 846,997	\$ -	\$ -	\$ -	\$ 846,997
3	2	PARENT INPUT IN DECISION MAKING	All	\$ 1,350	\$ -	\$ -	\$ -	\$ 1,350
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 19,465	\$ -	\$ -	\$ -	\$ 19,465
3	4	MAINTANING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 1,314,453	\$ -	\$ -	\$ -	\$ 1,314,453
				\$ -	\$ -	\$ -	\$ -	\$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$ 18,051,268	\$ 6,524,130	36.14%	0.00%	36.14%	\$ 6,606,089	0.00%	36.60%	Total:	\$ 6,606,089	
									LEA-wide Total:	\$ -
									Limited Total:	\$ 461,054
									Schoolwide Total:	\$ 6,145,035

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	Schoolwide	All	WCPA	\$ 3,291,851	0.00%
1	2	PROFESSIONAL LEARNING	YES	Schoolwide	All	WCPA	\$ 474,809	0.00%
2	1	ASSESSMENTS OF LEARNING	YES	Schoolwide	All	WCPA	\$ 455,485	0.00%
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	YES	Schoolwide	All	WCPA	\$ 1,557,070	0.00%
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	YES	Schoolwide	All	WCPA	\$ 365,820	0.00%
2	5	STRENGTHENING EL PROGRAM & SERVICES	YES	Limited	English Learners	WCPA	\$ 461,054	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s)

criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as

described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is

greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action

Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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.”

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This

analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA

would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
 - 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
 - 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
- The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).