

LCFF Budget Overview for Parents

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

CDS Code: 15101570119669

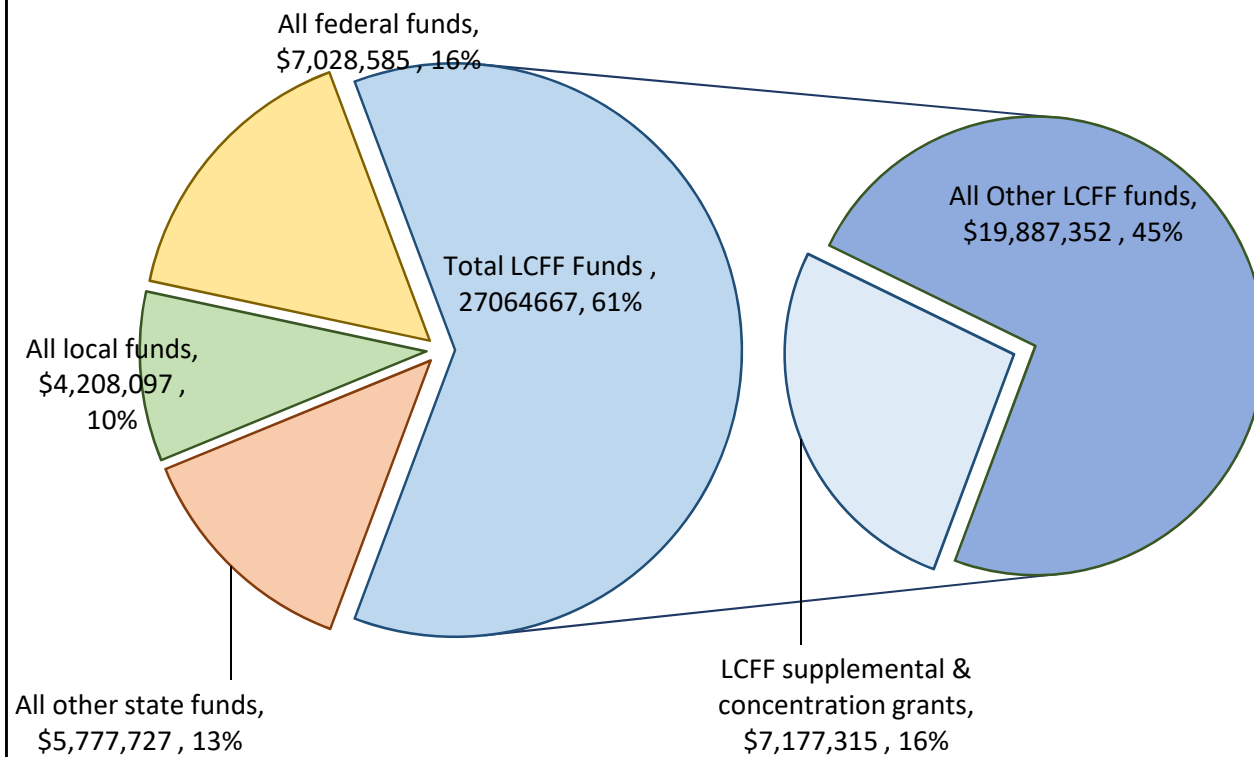
School Year: 2023-2024

LEA contact information: Megan Palomo, Interim Dir. of Academics, Megan.Palomo@wonderfulcollegeprep

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 2023-2024 School Year

Projected Revenue by Fund Source

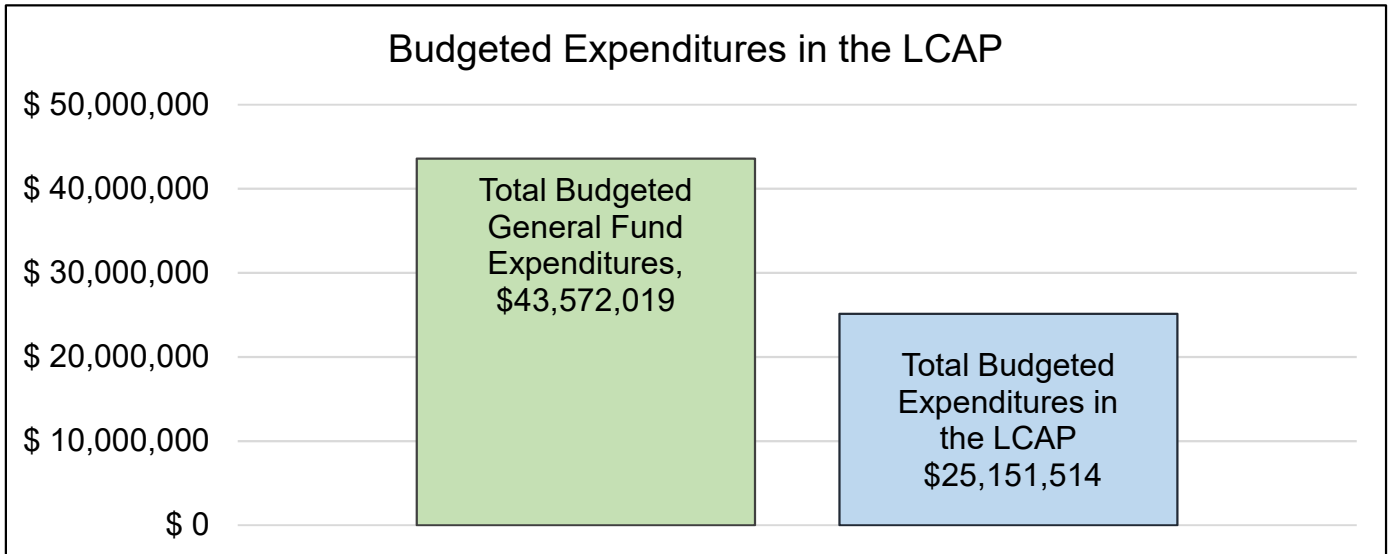


This chart shows the total general purpose revenue Wonderful College Prep Academy-Delano expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wonderful College Prep Academy-Delano is \$44,079,076.00, of which \$27,064,667.00 is Local Control Funding Formula (LCFF), \$5,777,727.00 is other state funds, \$4,208,097.00 is local funds, and \$7,028,585.00 is federal funds. Of the \$27,064,667.00 in LCFF Funds, \$7,177,315.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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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-Delano plans to spend for 2023-2024. 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-Delano plans to spend \$43,572,019.00 for the 2023-2024 school year. Of that amount, \$25,151,514.00 is tied to actions/services in the LCAP and \$18,420,505.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

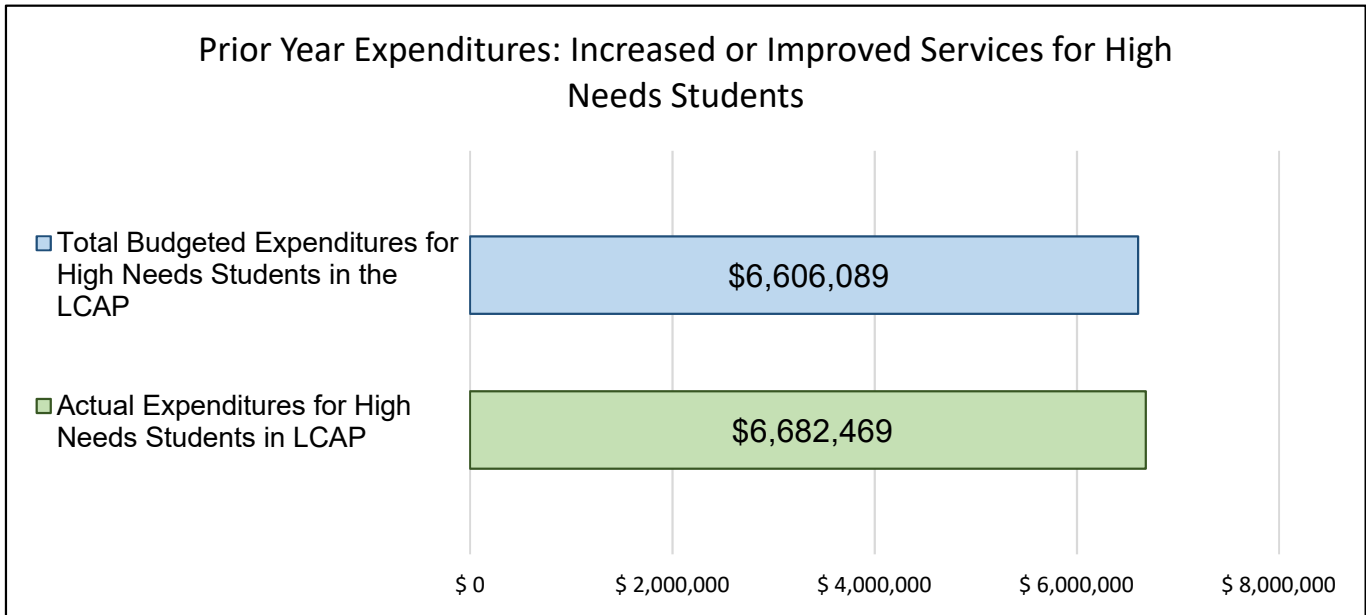
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Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Wonderful College Prep Academy-Delano is projecting it will receive \$7,177,315.00 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy-Delano must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy-Delano plans to spend \$7,177,315.00 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 2022-2023



This chart compares what Wonderful College Prep Academy-Delano 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-Delano 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 2022-2023, Wonderful College Prep Academy-Delano's LCAP budgeted \$6,606,089.00 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy-Delano actually spent \$6,682,469.00 for actions to increase or improve services for high needs students in 2022-2023.

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	Megan Palomo, Interim Senior Director of Academics	Megan.Palomo@wonderfulcollegeprep.org 661.721.2887

Plan Summary 2023-24

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 Associate 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 1,900 students in grades TK-12 with demographics reflective of the community we serve: 95% Hispanic, 3% Filipino, 2% White, 7% Students with Disabilities, 30% English Learners, 0.3% Foster Youth, 0.5% Homeless Youth, and 81% 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.

As a recipient of the MTSS SUMS Phase 3 Grant, Wonderful College Prep Academy has been engaging in comprehensive staff wide MTSS training with an equity lens to improve the delivery of services, schoolwide practices, and further reinforce our schoolwide commitment to proven strategies that address academic, social-emotional, behavioral, and mental health needs of our students.

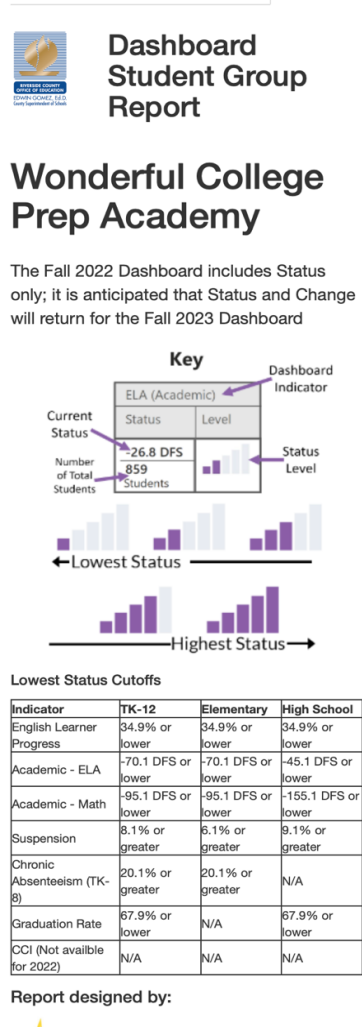
This school year, Wonderful College Prep Academy was the recipient of the CA Community Schools Partnership Implementation Grant. WCPA’s “whole child” approach to education aims to remove barriers to learning by addressing student, family and staff needs through the

implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities.

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 performance on the 2022 CA School Dashboard by indicator and student group.



Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	49.3% n=534		-21.7 dfs n=1002		-66.4 dfs n=1003		4.3% n=2072		26.4% n=1358		99.3% n=146	
Student Program												
English Learner	49.3% n=534		-35.8 dfs n=512		-79 dfs n=512		5.7% n=682		27.6% n=510		97.4% n=39	
Foster Youth			n=4		n=4		n=9		n=7			
Homeless Youth			n=3		n=3		n=4		n=3		n=1	
Socioeconomically Disadvantaged			-28.2 dfs n=873		-72.8 dfs n=874		4.8% n=1786		27.5% n=1178		99.3% n=144	
Students with Disabilities ATSI			-94.2 dfs n=70		-152.3 dfs n=71		7.2% n=153		31.3% n=96		100% n=14	
Student Race/Ethnicity												
Black/African American			n=2		n=2		n=7		n=2		n=1	
American Indian or Alaska Native					n=0		n=1		n=1			
Asian			n=4		n=4		0% n=17		n=10		n=2	
Filipino			74.4 dfs n=18		51.9 dfs n=18		0% n=44		3.8% n=26		n=4	
Hispanic			-23.8 dfs n=964		-69.2 dfs n=965		4.4% n=1963		26.9% n=1288		99.3% n=138	
Pacific Islander												
White			n=10		n=10		6.5% n=31		27.3% n=22		n=1	
Multiple Races/Two or More			n=4		n=4		n=9		n=9			

Wonderful College Prep Academy (WCPA) is proud of the following accomplishments based on the 2022 CA School Dashboard and local data:

- “Medium” performance level for the English Learner Progress Indicator (ELPI): 49.3%
- “Very High” performance level for the Graduation rate Indicator for all students (99.3%); and the following student groups: English Learners (97.4%); Socioeconomically Disadvantaged (99.3%); and Hispanic (99.3%)
- “Very High” performance level for the Suspension Rate Indicator for the Filipino student group (0%)
- “Medium” performance level for the Suspension Rate Indicator for all students (4.3%)
- All Local Indicators earned a “Standards met” on the 2022 CA School Dashboard.

Wonderful College Prep Academy attributes its high graduation rate to numerous systems set in place to ensure every student is prepared to graduate on-time. Additional counselors were hired to reduce student to counselor ratio (caseload), assigning one counselor per grade level. This provides a better overall experience, more accessibility to strong school counseling, and with heightened concern about school safety and student mental health, and with a clearer understanding of how student performance can improve through better emotional support. Advisory classes with a lead Advisor/Teacher, transcript reviews, annual meetings with students to discuss academic grades, college-going culture, support for English learners to reclassify, in addition to the plethora of academic, social, emotional, behavioral, and mental health services provided on-site in alignment with our school’s MTSS Framework, and CA Community Schools Framework.

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.

Wonderful College Prep Academy (WCPA) has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- “Low” performance level for the English Language Arts Academic Indicator for all students (-21.7dfs); and the following student groups: English Learners (-35.8dfs); Socioeconomically Disadvantaged (-28.2dfs), and Hispanic (-23.8dfs)
- “Low” performance level for the Math Academic Indicator for all students (-66.4dfs); and the following student groups: English Learners (-79dfs), Socioeconomically Disadvantaged (-72.8dfs), and Hispanic (-69.2dfs)
- “Very Low” performance level for the Chronic absenteeism indicator for all students (26.4%); and the following student groups English Learners (27.6%), Socioeconomically Disadvantaged (27.5%), Students with Disabilities (31.3%), and Hispanic (26.9%).
- ATSI eligible for the Students with Disabilities Student group due to low performance levels (see dashboard chart)

The pandemic has had a profound impact on all students' academic and social-emotional well-being of our students resulting in unique challenges for our school. In addition, rural communities faced a triple challenge of poor connectivity according to a recent report by the Federal Communication Commission (FCC). Overall, we saw declines in academic performance across all student groups compared to pre-pandemic levels.

ELA & Math - Academic Supports through an MTSS Framework:

To address the overall academic challenges, including the achievement gaps among Unduplicated Pupils (Low income, English Learners, and Foster Youth) and other student groups WCPA has utilized the use of one-time funds (federal and state) combined with LCFF and Federal Funds (Title) to increase the number of Small Group Instructors at the elementary, then expanding SGIs to Middle and High School grades to provide Tier 1 small group instruction and evidence-based high dosage tutoring. Additionally, Instructional Assistants were also added to support with small group instruction at the elementary grades.

In 2022-23, WCPA adopted new Math curriculum, that provides alignment across all grade levels from ES to MS to HS. Significant professional development was provided for educators and specialists which will continue in the 2023-24 school year. To further support our teachers with the adoption, a Math Coordinator will be added to provide instructional coaching on evidence-based best practices and collaborate with the data team to identify areas of strength, areas for growth and instructional gaps.

WCPA hired two additional position - Lead Data Analyst and Data Analyst, to closely monitor student performance and provide school leaders and teacher with comprehensive schoolwide, classroom and student reports to use in real-time to inform instruction, tiered intervention and/or referral to MTSS.

Initial results from this dramatic increase in academic supports and changes with staffing has provided initial findings of growth among English Learners year. There is a need to provide this level of support for Mathematics which will take place in the 2023-24 school year.

This past school year, the Special Education Department attended professional development with General Education teachers and have been collaborating all year to ensure the learning needs of SWD are being met. This practice will continue in the 2023-24 school year.

Chronic Absenteeism rates have not returned to pre-pandemic levels despite numerous strategies implemented this year including the hiring of a Director of Student Supports who leads MTSS and tasked with attendance/chronic absenteeism. The Director of Student Supports has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students. For the 2023-24 school year, the Student Attendance Team will include the Student Incident Response Staff. Initially the Student Attendance team will identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few.

An identified root cause of chronic absenteeism from discussions with our educational partners is the lack of transportation since most of our students do not live within walking distance or access to public transportation. The aftermath of the pandemic continues to impact families within the community of Kern County, with housing, food, job insecurity, in addition to lack of access to adequate medical and/or mental health services, in part due to financial constraints.

For the upcoming school year, WCPA will purchase buses to transport students to and from school, as overwhelmingly requested by families, and students during our consultation meetings and discussions this past year with students/families that were disengaged and not attending school on a regular basis. In addition, buses will also be provided for students enrolled in and participating in the Expanded learning Opportunities Program (ELOP) that will take place afterschool, intersession, and summer programming. The ELOP will provide our students with additional academic support through intervention, engaging learning experiences through STEM, academic and social clubs, in addition to sports and well-being. We anticipate the ELOP will be a gateway to further accelerate learning for our students, narrowing achievement gaps. Providing transportation allows for higher student participation rates, improved daily attendance rates, and our buses will be equipped with Wi-Fi (internet accessibility) so that students can complete homework and/or study during the long commute to their home; and/or school.

ATSI: Students with Disabilities (SWD):

Throughout the 2022-2023 school year, Wonderful College Prep Academy (“WCPA”) has focused on improving inclusive practices and building the continuum of services in effort to increase academic growth for Students with Disabilities (“SWD”). Currently, based on the California Dashboard, SWDs demonstrate abilities within the Very Low range of achievement in both English Language Arts (“ELA”) and Mathematics during the 2021-2022 school year and has been identified an Additional Targeted Support & Improvement (ATSI) school as a result. As a means for improving these practices, there has been a significant increase in Special Education (“SPED”) staff in order to implement co-teaching for our Delano Middle and High School students. Similarly, increased staffing allowed for the offer of services within the general education environment for our Delano Elementary students.

Building the Continuum: In building the continuum of services offered at WCPA, the first major component was to obtain the necessary spacing and staffing to construct WCPA’s first “Learning Centers” or Special Education classrooms. With collaboration from school site principals and instructional leaders, a [Learning Center Vision](#) was developed, and it was determined that pull-out services would occur within one of our two Learning Centers. The first to support students TK-5th grade, and the other to assist 6th-12th grade SWDs. In addition to the Learning Center, the vision also expressed the need for improving services within the general education environment; specifically, our co-teaching and push-in services. In particular with co-teaching, the need was undeniably agreed upon for having the appropriate staffing and scheduling to help facilitate Special Education Teachers being able to be in the projected classroom for the entirety of the period and being allotted time to plan with their general education partners. This was broken down two different ways. In the Middle School, SPED teachers were assigned grade levels and supported their students in both Math & ELA. For the High School, SPED staff was broken down by subject matter and were assigned two grades/subjects. For instance, one teacher would have ELA for 9th and 10th graders and one teacher would have Algebra 1 and Geometry. We also saw this benefit staff by allowing them to become better subject matter experts. SPED teachers in all grade levels were offered weekly prep time with their general education partners.

The second step in creating this established continuum was to train staff, including administrators and teaching staff, about the Least Restrictive Environment. In doing so, WCPA created a [Service Delivery Model Rubric](#) draft to help guide, not determine, appropriate services for SWDs. Through the coaching and guidance of utilizing the Service Delivery Model Rubric, WCPA has created an emphasis on being thoughtful in collaborating with each student's recommended supports and services, and the positive and negative impact that they have on each individual student. For instance, SWDs are not pulled during core instruction to receive their services, unless the rest of the continuum has been attempted and proven not to be successful in supporting the student, or in the case where the IEP team determines outlying reasons for such a determination. Long term, this allows SWDs to stay on track to graduate with a high school diploma in comparison to a Certificate of Completion and in class alongside their general education peers. For instance, if a high school student within both the ELA and Math co-taught class continues to struggle, the next step in the continuum is not to remove them from core instruction, but to offer support within the Learning Center in lieu of an elective.

Along with the increase in teaching staff, WCPA Delano currently has a total of 5 one-to-one instructional aides supporting SWDs with the implementation of their current behavioral interventions (i.e. Token boards, Behavior Intervention Plans, etc.) in order for them to be successful.

Coaching and Support of Instructional Staff: SPED Department

Throughout the current school year, administration staff including the Director of Special Education have been trained in teacher observations utilizing the WCPA TNTP (The New Teacher Project) rubric. Training and coaching were delivered to SPED staff by both their school site principal and during SPED Professional Development. Utilizing this rubric, instructional staff have been observed and provided timely feedback to help support their continued growth in both culture and instructional practices.

In addition to observations and feedback, SPED teachers take part in weekly SPED school site meetings with both SpEd administration, their assigned school psychologist, and site administration, to collaborate on: student achievement, Individualized Education Plan ("IEP") case management, student behavior concerns, upcoming events, student challenges (i.e. Chronic Absenteeism), and continued professional development. Additionally, SPED staff took part in 10 SPED professional developments per school year. Instructional aides were provided quarterly training on behavior management, repeated reading strategies, data collection utilizing FastBridge, and data analysis.

Coaching and Support Schoolwide

Starting with the 2021-22 school year, WCPA changed its coaching model creating a specialized department: Curriculum & Instruction, which included a Director of Student Experience, Instructional Coaches, and a K-2 Elementary Literacy Coordinator. The K-2 Elementary Literacy Coordinator provides coaching, feedback on instruction, support with the use of evidence-based pedagogical strategies with CFAs; participates and leads Data Talks. Data Talks include school leaders, the Curriculum & Instruction Team, and teachers – who participate in reviewing and analyzing student performance data; identify areas of strength, areas for growth and best practices for replication.

Training: SPED Department: In addition to the professional development referenced above, SPED staff was asked to attend their school site professional developments on a weekly basis. There was a specific focus on Curriculum & Instruction. Some of the topics of those trainings

included, but were not limited to: Warm Demander, Unpacking the standards, Critical Consumer of Curriculum, Science of Reading, and Mastery of Standards.

During the 2022-2023 school year, WCPA endorsed two staff members to become Crisis Prevention Intervention (“CPI”) trainers. Those trainers then trained over 90% of SPED staff in CPI; similarly, all staff trained in CPI also received additional de-escalation training focused on “Relationships, De-Escalation, and Restorative Conversations.”

SPED staff were assigned, based on interest, and need, various trainings that were provided by Kern County Superintendent of Schools (“KCSOS”) throughout the school year. Staff were paired for each training and asked to present on key takeaways and applicable ideas during SPED professional development days. These trainings included: Working with Students with Challenging Behavior/Emotional Disturbance (CBED), Legal Updates, Supporting Dually Identified students, Creating and Monitoring Meaningful Goals, Dyslexia Overview, Core Instruction for Students with Disabilities, Seeing Stars, Differentiation through Evidence Based Teaching Strategies, Best Practices with Preschool, and Translation/Interpreting Best Practices. Alongside those trainings, all SPED staff completed two self-paced TouchMath curriculum trainings and an in-person training, which included a focus on how to support students through middle and high school with long-term applicable strategies.

Suspension & Expulsion Rate

Current data suggest SWDs fall within the High range for Suspension Rates at WCPA. During the inquiry phase of any Student Incident Response, if a SWD is involved, a Special Education administrator or School Psychologist is immediately notified. This individual supports any statements that might need to be written and implements any accommodations that may be required to obtain accurate information. If it is determined to be a high risk behavior, the SIR team collaborates regarding next steps with consequences. While suspension has been utilized, the team always pairs this consequence with restorative practices. Upon the student(s) return, a SIR meeting is held with the student to discuss any additional support that might be necessary to help with understanding, identifying, and supporting the root cause of their behavior with the goals of keeping the student(s) safe, following school and classroom rules, and engaged in learning within the classroom. Any long term concerns are also documented in an IEP and discussed with the IEP team, at which time behavioral interventions and supports can and have also been recommended.

Attendance Rate/Chronic Absenteeism

The current California Dashboard indicates SWDs fall within the Very High range of Chronic Absenteeism. To address this concern, SPED teachers were to report any concerns with absences for students on their caseload during weekly check-ins. Together, they collaborated on each student, following up weekly, if not daily, phone calls home. SPED staff also held various IEPs, when necessary, to help collaborate with parents regarding attendance concerns. Students who had multiple days of absences were offered specialized services through Zoom, if they were willing to participate, regardless of the reasoning behind their absences. This was utilized in order to help students from falling further behind. Some students were offered additional support through Check-in/Check-Out (“CICO”) where they could earn incentives for attendance, verbal encouragement, and praise for coming to school, morning phone calls home, and one was even offered and provided separate transportation by means of a WCPA van to encourage continued attendance.

Engaging Educational Partners: Parents representing Students with Disabilities (SWD)

Throughout the 2022-2023 school year, all parents were requested to participate in their students' IEP. They are given a variety of means for participation including in-person, virtually, or by phone. They can also send a preferred friend or family member in their place if they are unable to attend. WCPA offers a variety of dates and times to allow for parent participation. On very few occasions, parents have asked the IEP team to hold the meeting without them and send the information home. On those occasions, it is encouraged that they read through any documentation thoroughly. If there are any pressing matters; for instance, chronic absenteeism, significant behavioral changes, etc. that are prompting the IEP team to reconvene, the team will wait until the parent/guardian can participate, regardless of their availability so that they can take part and collaborate with their students' unique needs.

In fall 2022, each parent of a SWD was given the opportunity to participate in a survey. At that time, contact information for each family was verified in both Aeries Student Information System and Siras to ensure that parents could be contacted throughout the school year. Families were asked to share their preferred way to communicate (i.e., phone, email, ParentSquare). If the parent was provided a report (i.e., Initial or Triennial evaluation), they were asked if they understood the results of the evaluation. If they were uncertain or indicated that they had some questions, the appropriate provider reached out to parents to either provide clarification or schedule time to go further in detail so that families could understand what had been said about their students.

Families were also asked to provide if there was anything we could do better. If the parent indicated that they felt that their student needed increased services, their case manager reached out to connect with them to see if an IEP was needed or if they could support what the parent/guardian was requesting. While each individual item that was presented by families could not always be addressed immediately, all information was utilized and leveraged to continue to develop goals specific to the SPED department, in collaboration with school site leaders. Some areas this could be seen were better defining the Child Find process, increasing support around independence and social skills, and less change in case managers.

One area that some families indicated that they would like us to do better is increase communication. Beginning in the fall, all case managers connected with each family by phone to introduce themselves as the new or continued case manager that would be supporting their student. They explained who else might be providing services to their student (i.e., if they are the math co-teacher then sharing who is supporting in ELA). As WCPA has made "Families as Partners" an important piece of their strategic plan, so has the Special Education Department. SPED staff were required to attend Back to School Night. Each case manager contacted families of students on their caseload to request that they stop by for introductions. They were given an informational flyer with all the SPED contacts for their specific school site. Instructional aides were also asked to attend to introduce themselves to families. Throughout the school year, case managers have continued to reach out to parents/guardians to encourage participation and increase communication.

Throughout the school year, administration has encouraged the increase of communication between case managers and families during weekly check-ins. When student concerns were brought up, the first question that would be asked was if they had communicated the concerns with parents/guardians. Home/School communication as an intervention has been leveraged in various occasions to help students with behavioral challenges and to help better daily communication. Throughout the second semester, SPED teachers were required to make at least 1 positive phone call home per week regarding a student.

Follow up surveys are also conducted after an IEP is held. Based on this survey data of just over 100 participants, 93.7% of families attended their students' IEP themselves. Of those, only 54.5% chose to participate in person. 98% of families noted that they were offered multiple ways

to participate in their students' IEP. 93.9% of families rated themselves as feeling Very Included in their students' IEP and 89.9% felt that the IEP met their students' needs. During that time, if they noted any questions about any evaluations or services, the instructional aide who conducted the survey would reach out to the case manager or psychologist to request specific follow up for that parent. Additionally, parents/guardians are attempted to be reached prior to Initial IEPs to offer a review of current assessment results and reminder of all participants in order to frontload and prepare families for the meeting to follow and provide a sense of comfort.

WCPA has hired bilingual instructional aides who are leveraged for translating and interpreting services. Currently, the SPED department has 6 individuals who are assigned interpreting IEP and IEP related documents. Staff that are interpreting have attended KCSOS Translating and Interpreting best practices training. All interpreters go through a process of training with our Special Education Compliance Specialist who possesses a current Translator/Interpreter Certification. Having multiple interpreters helps to ensure that parents/guardians are receiving their translated copies in a timely manner, and having the training in place is important to ensure that the families are receiving in a timely manner.

Staff Engagement

Each semester, case managers redistribute the IEP at-a-glance for each student on their caseload to the appropriate staff both digitally and a hard copy. This also occurs after each IEP meeting is held. Staff huddles were offered, and occurred on occasion, for any clarification or examples of what specific accommodations may look like. During each IEP, general education teachers and administrators were invited and mandatory participants. They were asked to share the students' strengths, interests, and needs. General education teachers are asked to provide input related to accommodations and proposed goals.

As mentioned above, SPED case managers participated in weekly meetings with school site administrators to help communicate related to any individual need, as well as group concerns (i.e. upcoming state testing) to plan best practices around students receiving support. This also allowed for increased collaboration and feedback regarding previous IEPs and student specific events.

A fall refresher/new hire staff professional development, the SPED department delivered "Special Education Boot Camp." During this training, SPED leadership was introduced as well as their roles and responsibilities. At that time, a brief review of 504s and IEPs were conducted. Staff were provided an example of what each would look like and reminded of their expectations to follow students' accommodations. Child Find obligations and expectations were discussed, and the SST form was shared with staff so that they knew who to reach out to in the event that they need to collaborate regarding a students' needs.

SPED staff also continued to integrate themselves alongside administrators and general education staff through attending regular professional development, which included SPED administration staff also attending instructional professional development. This has allowed for increased rapport building and on the spot collaboration, feedback, and clarification around SPED related topics.

Wonderful College Prep Academy is a Title I Schoolwide Program (SWP) and has conducted a comprehensive needs assessment for continuous improvement and as required (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and

particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

The comprehensive needs assessment was also conducted to:

- Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and
- Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

As part of the **comprehensive needs assessment** WCPA Leadership reviewed and analyzed school/student local data and state (dashboard data), including feedback from educational partners (surveys). Data was compiled, reviewed, and analyzed to evaluate the implementation of our school's programs, services, including the use of evidence-based practices, interventions, and professional development with the purpose of strengthening the academic program to provide all students with a well-rounded education, and address the needs of students especially those at risk of not meeting the challenging state academic standards. During this process, a root cause analysis took place for each indicator, in alignment with our MTSS. We also used data to evaluate our LCAP goals, actions, and the use of local, state, and federal funds.

WCPA was eligible for Additional Targeted Support and Improvement (ATSI) for the Student with Disabilities (SWD) student group as evidenced in the 2022 CA School Dashboard chart in the previous prompt.

As required per ATSI, WCPA assessed its program for resource inequities. Using the tool recommended by the CA Department of Education (CDE), published by the **Alliance for Resource Equity**, we identified the following:

- Dimension 2: Teaching Quality & Diversity: Despite numerous recruitment efforts, WCPA struggles to find credentialed teachers with expertise in their field. In part this due to our location in rural Kern County; and also due to teacher staffing shortages faced at the local, state, and national level further exacerbated by the pandemic. To support teacher retention and build capacity/strengthen teacher quality, WCPA provide robust professional learning (16 full days in addition to weekly PD) and extensive coaching for all teachers, including added coaching for new teachers (new to the profession and/or new to WCPA).
- Dimension 8: High-Quality Early Learning: Most of our students do not have access to a high quality preschool program due to the rural location and/or the lack of availability of programs in the areas. As a result, children entering TK/K lack basic foundational skills, including speaking, oral, and social skills. Most incoming TK/K students have not met the reading developmental milestones.
- Dimension 10: Diverse Schools & Classrooms: WCPA is situated and serves students throughout Kern County, a rural community, with demographics unlike urban schools lack racial, ethnic, socioeconomic, diversity. While we do promote cultural events schoolwide throughout the year, the lack of exposure to a diverse student body prevents the exposure of diverse experiences, opinions, and lens, outside of their community.

The findings from the comprehensive needs assessment and resource inequity have been embedded throughout the goals and actions in the 2023-24 LCAP and use of state and federal funds to address overall schoolwide, and student needs in addition to the ATSI planning. The 2023-

24 LCAP serves multiple purposes addressing the 8 state indicators, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSSA, and ATSI Plan requirements into one document for transparency and accessibility for our educational partners.

LCAP Highlights

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

Findings from the comprehensive needs assessment and resource inequity have been embedded in the development of the 2023-24 LCAP, in alignment with ATSI requirements, and our schoolwide and organization wide initiatives: Community Schools, MTSS, Literacy, Math & Attendance/Chronic Absenteeism; in consultation with our educational partners. Wonderful College Prep Academy has utilized the LCAP to meet ATSI Planning requirements as instructed to CDE’s ATSI planning summary requirements, utilizing the LCAP to meet ATSI Planning requirements.

Wonderful College Prep Academy was also the recipient of the MTSS SUMS grant Cohort 3; and continues to implement and strengthen its Multi-tiered System of Supports (MTSS) and strengthening its Response to Intervention (RtI). 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.

For the 2023-23 school year Wonderful College Prep Academy will continue to strengthen its Special Education Department and collaboration between educators from SPED and General Education; including a series of professional development to improve the delivery of instruction and address learning gaps. With the adoption of new math curriculum, teachers will participate in ongoing professional learning and coaching. Additional coaches will be added across all grade levels (ES, MS, HS) to improve instructional strategies, use of differentiated instruction, tier 1 support built into every lesson, to ensure all students receive rigorous, and relevant instruction. To further support our students with Tier 1-3 academic support, additional support staff will be added across all grade levels including SGI, Instructional Aides, Reading and Math Interventionists, to support the learning needs of our student, and close achievement gaps.

In 2023-24 school year we will initiative the rollout of the Community Schools Implementation Plan that will focus on addressing school climate, student engagement, through PBIS, our SEL practices, and integrating families as partners. We anticipate these strategies will reduce suspension rates and chronic absenteeism rates, improve school climate, sense of belonging, and student engagement.

Wonderful College Prep Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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 was not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Wonderful College Prep Academy engaged, consulted, and collaborated with the following educational partners before finalizing the LCAP:

- Principals, Administrators, Interim Superintendent and Leadership team were consulted in January 3, 2023 through a series of meetings that have taken place on a weekly basis. Discussions included a review of multiple types of state and local data, progress with the LCAP goals, actions, and metrics, ATSI planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Teachers were consulted during in-person staff development meetings and on March 3, 2023, and surveyed. Discussion included a review of multiple types of state and local data, progress with the LCAP goals, actions, and metrics, ATSI planning, and input for the development of the 2023-24 LCAP goals, actions, and metrics.
- Other School Personnel: were consulted in-person on March 24, 2023. Discussion included a review of LCAP goals, actions, and metrics, ATSI planning, and input for the development of the 2023-24 LCAP goals, actions, and metrics.
- Students were consulted on May 30, 2023. Discussion included ATSI planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Parents: were consulted via survey (2/12/23 – 3/1/23) regarding ATSI Planning, and the development of the 2023-24 LCAP goals, and actions.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities was consulted on March 23, 2023. Discussion included regarding ATSI Planning, and the development of the 2023-24 LCAP goals, and actions.
- ELAC/DELAC/EL-PAC: was consulted on March 23, 2023. Discussion included regarding ATSI Planning, and the development of the 2023-24 LCAP goals, and actions.
- SELPA: (El Dorado Charter SELPA) was consulted on April 20, 2023
- CCSPP Steering Committee: was consulted on 2/12/23, while completing a community needs assessment. Discussion included regarding ATSI Planning, and the development of the 2023-24 LCAP goals, and actions.

A summary of the feedback provided by specific educational partners.

Wonderful College Prep Academy consulted with its required educational partners and the following feedback was provided by each educational partner:

- Feedback from the Principals Administrators, Interim Superintendent and Leadership team – would like to provide coaching (Math Coordinator) on Math Implementation, continue with ELA coaching and add K-2 Elementary Literacy Coordinator. Focus on interventions in ELA, ELD and mathematics to close achievement gaps (expansion of SGI, Instructional Aides); and expand Student Attendance Team to address barriers to attendance including the need for wraparound services; and bus transportation
- Feedback from Teachers – agree with the LCAP Goal alignment with schoolwide initiatives and would like to continue with SGI, and additional Coaching for ELA and Math; and to address behavioral challenges.
- Feedback from Other School Personnel – would like to continue with SGI; and would like to participate in trainings to address student behavioral challenges/SEL and add additional security (supervision) especially during recess and lunch.
- Feedback from Students – would like field trips, assistance with their homework, improving school climate, and access to transportation to participate in ELOP; continue with electives, and continue to provide resources to access to dual enrollment to be able to earn a HS diploma and an Associate Degree simultaneously.
- Feedback from Parents – requested that intervention programs that were added during the pandemic continue to support the academic and social-emotional/behavioral needs of students and provide bus transportation.
- Feedback from Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities: agree with LCAP goals; are concerned with attendance/chronic absenteeism rates and concerned with continued health and safety post-pandemic. Also, would like to continue to provide expanded learning opportunities program (ELOP), continue with counselors/college planning, and have the school provide transportation services. Parents of SWD, appreciate the additional check-ins and easy to understand IEP, and would like to continue with these improvements (post-IEP check-ins), and continue with school safety/campus security.
- ELAC/DELAC/EL-PAC –would like to continue to have SGI, Instructional Aides and ELD teachers to support English learners with language acquisition and reclassification; and would like workshops on how to support their child at home academically so they can reclassify.

- Feedback from El Dorado Charter SELPA: SELPA was highly satisfied with the SELPA action and analysis of services, and areas of focus.

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

The aspects of the LCAP that were influenced by specific input from educational partners includes the following actions:

- Goal 1, Action 2: ELA & Math Coaches (ES/MS/HS), and Assistant Principals that provide instructional Coaching, observations and feedback cycles.
- Goal 2, Action 2: Small Group Instructors (SGI), Instructional Aides, Reading Interventionist
- Goal 2, Action 2: Transportation to improve daily student attendance
- Goal 2, Action 2: Added Counselors
- Goal 2, Action 3: Student Support Project Coordinator, AP SEL/Behavior, and Director of Student Support Services.
- Goal 2, Action 3: Student Incident Response Team – to address and reduce chronic absenteeism rates
- Goal 2, Action 5: designated ELD teacher, ELD support and libraries
- Goal 2, Action 6: Dual enrollment (textbooks, instructional materials); and field trips to colleges/universities
- Goal 3, Action 1: Campus security
- Goal 3, Action 3: Parent Education Workshops

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.

There is a need to continue to strengthen the delivery of tiered instruction to address the diverse learning needs of our students; while participating in robust professional learning, to also address the academic learning needs of English learners and Students with Disabilities to reduce achievement gaps.

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: 94%	2022-23: results pending per TAMO		100%
% Of students with access to Standards-aligned materials Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																								
Implementation of the Academic content & performance Standards – measured using CDE’s Self Reflection Tool: Local Indicator Priority 2 (source)	<table><tr><th colspan="2">2020-21: Implementation 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><tr><td>History</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>Health</td><td>4</td></tr><tr><td>PE</td><td>5</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>World Language</td><td>4</td></tr></table>	2020-21: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4	<table><tr><th colspan="2">2021-22: Implementation 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><tr><td>History</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>Health</td><td>4</td></tr><tr><td>PE</td><td>5</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>World Language</td><td>4</td></tr></table>	2021-22: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4	<table><tr><th colspan="2">2022-23 Implementation Academic Standards</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>Math</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>History</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>Health</td><td>4</td></tr><tr><td>PE</td><td>5</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>World Language</td><td>4</td></tr></table>	2022-23 Implementation Academic Standards		ELA	5	ELD	4	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4		<table><tr><th colspan="2">2023-24: Implementation 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><tr><td>History</td><td>5</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>Health</td><td>4</td></tr><tr><td>PE</td><td>5</td></tr><tr><td>VAPA</td><td>4</td></tr><tr><td>World Language</td><td>4</td></tr></table>	2023-24: Implementation Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4
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% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 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 appropriately credentialed and assigned 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. Substitute Teachers across all grade levels 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</p>	\$8,287,881	Y

		<p>Development); 10 non-instructional days and weekly professional development during the school year.</p> <p>Professional Development will focus on the following areas:</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) • 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 & Dee-scalation (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); 10 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 • Instructional Coaches • Senior Director of Academics <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 	\$1,140,873	Y

		<ul style="list-style-type: none"> • Eureka Math • EL Achieve • 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"> • Supporting LGBTQ+ Students • Developing class0wide 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 • Building staff/adult culture 		
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		<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 • Community Schools Conference <p>To support teacher effectiveness and credential clearance, Wonderful College Prep Academy will reimburse for teacher induction expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	WCPA will ensure all students have access to standards aligned curriculum and instructional materials for all core subject areas. Additional curricular (hard copy/electronic licenses) and consumable purchases will be made as needed annually.	\$1,162,746	N
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.)	\$1,005,923	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-8) • Band (6-8) • Readers Theatre (K-5) • Spanish (9-12) <p>Instruments and/or instructional materials will be purchased for electives/enrichments.</p>	\$716,085	N
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Goal Analysis for 2022-23

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 differences in planned actions and actual implementation of these actions.

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.

WCPA provided robust professional learning opportunities this past year including coaching to support our teachers with ELA and Math adoption.

The K-2 Elementary Literacy Coordinator provides coaching, feedback on instruction, support with the use of evidence-based pedagogical strategies with CFAs; participates and leads Data Talks. Data Talks include school leaders, the Curriculum & Instruction Team, and teachers – who participate in reviewing and analyzing student performance data; identify areas of strength, areas for growth and best practices for replication.

In 2022-23, WCPA adopted new Math curriculum, that provides alignment across all grade levels from ES to MS to HS. Significant professional development was provided for educators and specialists which will continue in the 2023-24 school year. To further support our teachers with the adoption, a Math Coordinator will be added to provide instructional coaching on evidence-based best practices and collaborate with the data team to identify areas of strength, areas for growth and instructional gaps.

Initial results from this dramatic increase in academic supports and changes with staffing has provided initial findings of growth among English Learners year. There is a need to provide this level of support for Mathematics which will take place in the 2023-24 school year.

This past school year, the Special Education Department attended professional development with General Education teachers and have been collaborating all year to ensure the learning needs of SWD are being met. This practice will continue in the 2023-24 school year.

Action 3: Additional curricular purchases were made with the new ELA and Math adoption

Action 4: Additional Chromebook devices were purchased to replace non-functioning laptops; and ensure all students have access to a laptop to access instructional materials

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.

WCPA will not make any changes to the planned goal, metrics, or desired outcomes for the 2023-24 school year. WCPA will continue to strengthen its schoolwide initiatives of Community Schools, MTSS, ELA, ELD, Math, & Attendance).

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
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 continue to strengthen MTSS tiered intervention (academic, social-emotional, & behavioral) to improve student outcomes, daily student attendance, reduce chronic absenteeism in alignment with Community Schools Initiative and Expanded Learning Opportunities Program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 41.68% met/exceeded standard	2021-22: 42.89% Met or Exceeded Standard	2022-23: results pending		45%
CAASPP Math Source: CDE	2020-21: 27.1% met/exceeded standard	2021-22: 26.67% Met or Exceeded Standard	2022-23: results pending		30%
CA Science Test: Gr 5 Source: CDE	2018-19: 35.29% met/exceeded standard 2020-21: not administered	2021-22: 23.94% Met or Exceeded Standard	2022-23: results pending		40%
CA Science Test: Gr 8 Source: CDE	2018-19: 18.23% met/exceeded standard 2020-21: not administered	2021-22: 22.15% Met or Exceeded Standard	2022-23: results pending		22%

CA Science Test: Gr 12 Source: CDE	2018-19: 24% met/exceeded standard 2020-21: not administered	2021-22: 25.18% Met or Exceeded Standard	2022-23: results pending		30%
% Of Students Prepared for College as measured by EAP ELA Source: CDE	2020-21: 27.7%	2021-22: 17.61%	2022-23: results pending		30%
% Of Students Prepared for College as measured by EAP Math Source: CDE	2020-21: 12.5%	2021-22: 7.8%	2022-23: results pending		15%
A-G Completion Rate Source: Dataquest	2019-20: 80%	2020-21: 72%	2021-22: 78.5%		90%
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 12.38% Proficient	2021-22: 13.1% Proficient	2022-23: results pending		20%
Reclassification Rate Source: Dataquest	2019-20: 0.2%	2020-21: 15.8%	2021-22: 28.7%		20%
% EL with access to CCSS & ELD Standards Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%
Attendance Rate Source: Dataquest	2020-21: 96.26%	2021-22: 93%	2022-23: pending		>95%

Chronic absenteeism Rate Source: Dataquest	2018-19: 10%	2020-21: 13.9%	2021-22 Chronic Absenteeism			8%
				Number	Rate	
			Schoolwide	563	27.9%	
			Asian	2	14.3%	
			Filipino	2	4.5%	
			Hispanic	546	28.5%	
			White	8	27.6%	
			English Learner	195	29.5%	
			Migrant	5	31.3%	
			SWD	46	31.3%	
			SED	509	29.2%	
Middle School Dropout Rate Source: CALPADS Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%			0%
HS Dropout Rate Source: Dataquest	2019-20: 3.6%	2020-21: 1.6%	2021-22: 0.7%			<2%
HS Graduation Rate Source: Dataquest	2019-20: 96.4%	2020-21: 95.9%	2021-22: 99.3%			>95%
Suspension Rate Source: Dataquest	2019-20: 2.7%	2020-21: 0.6%	2021-22 Suspension			<1%
				Number	Rate	
			Schoolwide	90	4.3%	
			Asian	0	0.0%	
			Filipino	0	0.0%	
			Hispanic	87	4.4%	
			White	2	6.5%	
			English Learner	39	5.7%	
			SWD	11	7.2%	
			SED	85	4.8%	
Expulsion Rate Source: Dataquest	2019-20: 0.2%	2020-21: 0%	2021-22: 0%			0%
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8) Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%			5%

Wonderful College Prep Academy educational program does not offer AP courses therefore, the following metric does not apply:

- Priority 3: % of pupils who pass AP exams with a score of 3 or higher

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> <p>The Director of Assessments will administer and coordinate schoolwide testing of internal and state mandated assessments. The Lead Data Analyst and 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>	\$299,554	Y
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern is student academic progress in ELA and Math as evidenced in the 2022 CA School Dashboard; 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.</p>	\$5,159,458	Y

		<p>Reading and Math Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) and Instructional Assistants 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 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 • Expanded learning Opportunities: after school, intersession, and summer programming. <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 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>		
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		<p>An identified root cause of chronic absenteeism from discussions with our educational partners is the lack of transportation since most of our students do not live within walking distance or access to public transportation. The aftermath of the pandemic continues to impact families within the community of Kern County, with housing, food, job insecurity, in addition to lack of access to adequate medical and/or mental health services, in part due to financial constraints.</p> <p>For the upcoming school year, WCPA will purchase buses to transport students to and from school, as overwhelmingly requested by families, and students during our consultation meetings and discussions this past year with students/families that were disengaged and not attending school on a regular basis. In addition, buses will also be provided for students enrolled in and participating in the Expanded learning Opportunities Program (ELOP) that will take place afterschool, intersession, and summer programming. The ELOP will provide our students with additional academic support through intervention, engaging learning experiences through STEM, academic and social clubs, in addition to sports and well-being. We anticipate the ELOP will be a gateway to further accelerate learning for our students, narrowing achievement gaps. Providing transportation allows for higher student participation rates, improved daily attendance rates, and our buses will be equipped with Wi-Fi (internet accessibility) so that students can complete homework and/or study during the long commute to their home; and/or school.</p>		
3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>An area of concern as identified in the 2022 CA School Dashboard 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.</p> <p>The Director of Student Supports has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students. For the 2023-24 school year, the Student Attendance Team will include the Student Incident Response Staff. Initially the Student Attendance team will</p>	\$1,456,519	Y

		<p>identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few.</p> <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>		
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		Providing these essential services onsite further mitigates lost instructional time, and addresses student needs in 'real-time.'		
4	SERVICES TO SUPPORT SWD	<p>While tremendously proud of the growth and development that has occurred during the 2022-2023 school year, WCPA has many areas of identified growth to focus on for SWDs in the upcoming school year. Specifically, continuing to focus all best instructional practices to support student achievement in ELA and Mathematics, decreasing exclusionary practices of suspension in lieu of other means of consequences, and continue to increase student engagement and attendance.</p> <p>To help support growth in both ELA and Math, SPED and general education administrators are dedicated to improving the co-teaching model. In fall 2023, a co-teaching training for all co-teaching partners will be facilitated. WCPA is also committed to utilizing the TNTP rubric to provide teachers (SPED and general education) consistent feedback in the following areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. As the first two were rolled out during the current school year, which included repeated staff training and feedback around this verbiage, the areas of Academic Ownership and Demonstration of Learning will be a focus for the upcoming 2023-2024 school year. In doing so, both general education teachers and special education teachers can improve on their skills in hopes of increasing student academic performance across all grade levels and school sites, including SWDs.</p> <p>In addition to improving on co-teaching and overall teacher quality, Learning Center teachers and instructional aides will continue to work on and develop their own skills of utilizing various curriculums to target student deficits. SPED administration meets weekly with Learning Center individuals to set personal weekly goals of learning new curriculum and strategies that were purchased or provided from the current school year. Specifically, they will continue to gain knowledge on the Seeing Stars and TouchMath curriculum in the 2023-2024 school year to help target deficits in both ELA and Math.</p>	\$2,806,950	N

		<p>Beginning the middle of the current school year, WCPA also rolled out the Power BI dashboard that allows school sites to easily leverage information such as: student attendance/absences, referrals, D's and F's. In doing so, Student Support Services, school site leaders, and SPED administrators are dedicated to working together to implement strategies for all students falling behind academically, struggling with attendance, or having social/emotional challenges impacting their behavior. As this dashboard continues to be developed with changes (such as being able to filter SWD), WCPA staff will be utilizing to look for areas that can be quickly targeted proactively in addition to the current reactive strategies. Similarly, WCPA is continuing to grow its best practices around Positive Behavioral Interventions and Supports (PBIS) which will positively impact all students.</p> <p>For the upcoming school year, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") in order to better target student behavior and mental health needs. Through building rapport and familiarity with students, School Psychologists and School Social Workers will be able to target specific needs and more easily collaborate with school site staff to best support student success. To help ensure these services and complete with fidelity, WCPA is seeking to hire an additional School Psychologist and provide training to all ERMHS participants related to mental health support, therapy, and counseling.</p> <p>Based on parent feedback through surveys and conversations, as well as staff feedback, one area of growth for the SPED department is in offering in-person Speech/Language services for SWDs. During the current school year, WCPA had one in-person Speech Language Pathologist Intern. WCPA is determined to help grow and support individuals that are pursuing their careers as a Speech Language Pathologist in order to better serve our community. Similarly, recruitment staff and SPED administrators have been actively seeking to recruit in-person Speech Pathologists for the upcoming year.</p> <p>One additional area of improvement is the involvement of students in decision making and IEP processes. In the upcoming school year, SPED staff will improve upon having students participate in their IEP within the middle and high school to increase student involvement and engagement and also increase self-advocacy. Additionally, case managers will</p>		
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		<p>complete student interviews prior to IEPs at all ages to gather information in preparation for the meetings.</p> <p>Child Find</p> <p>All school site leaders have continued to develop their Multi-Tiered System of Supports (“MTSS”) for their specific school sites. In doing so, they work alongside Student Support Services and School Psychologists to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA instructional staff are encouraged to request a Student Success Team (“SST”) for any academic or behavioral concerns that they need support with. Based on information presented through either of these means, students in need of Tier 2 supports are offered academic and/or behavior interventions to support their success in the school environment. Through these two data-driven teams, WCPA works to identify students with suspected disabilities.</p> <p>Similarly, if a parent requests a Special Education evaluation, an SST is held within the legally mandated 15-day timeline to collaborate as a team regarding their students’ quantitative and qualitative data. The SST will make suggestions as next steps (i.e. student is being successful, intervention, or moving forward with an evaluation). If the parent then determines that an assessment is not warranted, they sign in agreement that an evaluation is not warranted at this time. If they do want to move forward, regardless of the recommendations made by the team, the School Psychologist proposes an evaluation and completes the evaluation within 60-days.</p> <p>Lastly, WCPA staff worked diligently this school year to improve their transfer process to more efficiently identify students already identified and transferring in with SPED services to ensure that they receive their services in a timely manner.</p>		
5	STRENGTHENING EL PROGRAM & SERVICES	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.	\$418,822	Y

		<p>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 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</p>		
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		ELAC/DELAC/EL-PAC will review and revise the EL Master Plan to ensure academic needs of ELs are met.		
6	PROMOTING A COLLEGE-GOING CULTURE	<p>As a college-preparatory school an area of concern is ensuring students are meeting College/Career readiness as measured in the CCI; and evidenced in the CA School Dashboard ELA and Math Indicators. 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 the school's mission is adhered to. In order to prepare all students for college and career, 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,</p>	\$130,000	Y

		<p>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 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>		
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Goal Analysis for 2022-23

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 differences.

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

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

HS Guidance Counselors 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. Our students have access to numerous

intervention programs including Edmentum (Study Island) and expanded learning opportunities program which have been beneficial this past year in accelerating learning for our students.

WCPA hired two additional position - Lead Data Analyst and Data Analyst, to closely monitor student performance and provide school leaders and teacher with comprehensive schoolwide, classroom and student reports to use in real-time to inform instruction, tiered intervention and/or referral to MTSS.

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.

WCPA will not make any changes to the planned goal, metrics, or desired outcomes for the 2023-24 school year. WCPA will continue to strengthen its schoolwide initiatives of Community Schools, MTSS, ELA, ELD, Math, & Attendance).

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 further strengthen partnerships with families and effectively communicate the impact of chronic absenteeism on student learning, academic achievement, school climate and student engagement.

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	2022-23: 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	2022-23: 55% Sense of Safety 69% 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	2022-23: 95% Sense of Safety 89% School Connectedness Source: Internal survey		>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 96% Sense of safety 94% School connectedness Source: Internal Survey	2021-22: 95% Sense of safety 92% School connectedness Source: Internal Survey	2022-23: 88% Sense of Safety 85% School Connectedness Source: Internal survey		>75%
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	2022-23: 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	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 4 2. 5 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) 	\$566,177	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Assemblies: awards • Clubs & organizations • 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 • Community Schools Steering Committee <p>Translation of materials and interpreter services will be made available upon request.</p>	\$5,000	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. 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 • Impacts of Healthy Living: Nutrition & Learning • For HS: Navigating College Application Process; Financial Aid (FAFSA) Application, & UC A-G requirements. • Student ILP Nights 	\$101,920	Y

Action #	Title	Description	Total Funds	Contributing
		<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 • 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.</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, Local Indicators Report (Dashboard), and LCAP.</p>	\$1,893,606	N

Goal Analysis for 2022-23

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 differences.

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.

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

WCPA continues to engage families through schoolwide events, parent education workshops, and the opportunity to serve on committees. We also administer an annual survey to gain insight on overall strengths and needs, as well as solicit input on the development of the school’s LCAP.

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.

WCPA will not make any changes to the planned goal, metrics, or desired outcomes for the 2023-24 school year. WCPA will continue to strengthen its schoolwide initiatives of Community Schools, MTSS, ELA, ELD, Math, & Attendance).

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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$7,177,315	\$881,647

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
36.09%	0%	\$0	36.09%

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.

At Wonderful College Prep Academy low-income students and English learners have wider achievement gaps in ELA and Math as evidenced in the 2022 Dashboard and internal assessments when compared with other student groups. In addition, low-income (27.5%) and English learners (27.6%) have higher chronic absenteeism rates than other student groups and have been more disengaged and with behavioral challenges as indicated by feedback from our educational partners, and surveys.

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. Our school conducted a needs assessment and has implemented a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs. The following LCAP Goals and Actions will be provided on a “schoolwide” basis, are principally directed towards, and contribute to the increased service requirement for Unduplicated Pupils (UP).

- Goal 1, Action 2: Instructional Coaches in ELA, Math, Humanities; Senior Director of Academics, PBIS and Restorative practices training; Third Way Solutions PD Coaching and Resident Interns to develop a pipeline of high quality teachers.

- Goal 2, Action 1: 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.

- Goal 2, Action 2: An area of concern is student academic progress in ELA and Math as evidenced in the 2022 CA School Dashboard; 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) and Instructional Assistants 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.

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 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.

- Goal 2, Action 3: An identified root cause of chronic absenteeism from discussions with our educational partners is the lack of transportation since most of our students do not live within walking distance or access to public transportation. The aftermath of the pandemic continues to impact families within the community of Kern County, with housing, food, job insecurity, in addition to lack of access to adequate medical and/or mental health services, in part due to financial constraints. For the upcoming school year, WCPA will purchase buses to transport students to and from school, as overwhelmingly requested by families, and students during our consultation meetings and discussions this past year with students/families that were disengaged and not attending school on a regular basis.

- Goal 2, Action 6: As a college-preparatory school an area of concern is ensuring students are meeting College/Career readiness as measured in the CCI; and evidenced in the CA School Dashboard ELA and Math Indicators. 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 the school's mission is adhered to. In order to prepare all students for college and career. 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 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.

- Goal 3, Action 1: Campus security and additional supervision staff.
- Goal 3, Action 3: The Parent Engagement & Education Center will host parent workshops and guest speakers on essential topics to engage parents in their child's education.

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.

Additional increased academic support for ELs include:

- 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

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 increase substitute teachers (Goal 1, Action 1) that will increase the number of staff providing direct services to Unduplicated Pupils.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 23,426,437	\$ 49,238	\$ -	\$ 1,675,839	25,151,514	\$ 16,654,554	\$ 8,496,959

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	\$ 850,794	\$ -	\$ -	\$ -	\$ 850,794
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	\$ 7,437,087	\$ -	\$ -	\$ -	\$ 7,437,087
1	2	PROFESSIONAL LEARNING	All	\$ 109,277	\$ 49,238	\$ -	\$ -	\$ 158,515
1	2	PROFESSIONAL LEARNING	All	\$ 982,358	\$ -	\$ -	\$ -	\$ 982,358
1	3	CORE CURRICULAR PROGRAM NEEDS	All	\$ 1,162,746	\$ -	\$ -	\$ -	\$ 1,162,746
1	4	CLOSING THE DIGITAL DIVIDE	All	\$ 258,294	\$ -	\$ -	\$ 747,629	\$ 1,005,923
1	5	BROAD COURSE OF STUDY	All	\$ 716,085	\$ -	\$ -	\$ -	\$ 716,085
2	1	ASSESSMENTS OF LEARNING	All	\$ 100,650	\$ -	\$ -	\$ -	\$ 100,650
2	1	ASSESSMENTS OF LEARNING	All	\$ 198,904	\$ -	\$ -	\$ -	\$ 198,904
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 4,143,317	\$ -	\$ -	\$ -	\$ 4,143,317
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	\$ 548,691	\$ -	\$ -	\$ 467,450	\$ 1,016,141
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 625,397	\$ -	\$ -	\$ -	\$ 625,397
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	\$ 444,385	\$ -	\$ -	\$ 386,737	\$ 831,122
2	4	SERVICES TO SUPPORT SWD	SPED	\$ 2,806,950	\$ -	\$ -	\$ -	\$ 2,806,950
2	5	STRENGTHENING EL PROGRAM & SERVICES	EL	\$ 344,798	\$ -	\$ -	\$ 74,024	\$ 418,822
2	6	PROMOTING A COLLEGE-GOING CULTURE	All	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
2	6	PROMOTING A COLLEGE-GOING CULTURE	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	All	\$ 466,297	\$ -	\$ -	\$ -	\$ 466,297
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	All	\$ 99,880	\$ -	\$ -	\$ -	\$ 99,880
3	2	PARENT INPUT IN DECISION MAKING	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	\$ 101,920	\$ -	\$ -	\$ -	\$ 101,920
3	4	MAINTANING SAFE & CLEAN SCHOOL FACILITIES	All	\$ 1,893,606	\$ -	\$ -	\$ -	\$ 1,893,606

2023-2024 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	
\$ 19,887,352	\$ 7,177,315	36.09%	0.00%	36.09%	\$ 7,177,314	0.00%	36.09%	Total:	\$ 7,177,314	
									LEA-wide Total:	\$ -
									Limited Total:	\$ 344,798
									Schoolwide Total:	\$ 6,832,516

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		\$ 850,794	0.00%
1	2	PROFESSIONAL LEARNING	YES	Schoolwide	All		\$ 982,358	0.00%
2	1	ASSESSMENTS OF LEARNING	YES	Schoolwide	All		\$ 100,650	0.00%
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	YES	Schoolwide	All		\$ 4,143,317	0.00%
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	YES	Schoolwide	All		\$ 625,397	0.00%
2	5	STRENGTHENING EL PROGRAM & SERVICES	YES	Limited	English Learners		\$ 344,798	0.00%
2	6	PROMOTING A COLLEGE-GOING CULTURE	YES	Schoolwide	ALL		\$ 130,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 18,600,143.00	\$ 24,433,900.64

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 3,291,851	\$ 2,543,456
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	NO	\$ 4,933,505	\$ 6,548,347
1	2	PROFESSIONAL LEARNING	NO	\$ 522,435	\$ 168,993
1	2	PROFESSIONAL LEARNING	YES	\$ 474,809	\$ 1,352,962
1	3	CORE CURRICULAR PROGRAM NEEDS	NO	\$ 770,151	\$ 1,293,791
1	4	CLOSING THE DIGITAL DIVIDE	NO	\$ 1,274,758	\$ 1,992,290
1	5	BROAD COURSE OF STUDY	NO	\$ 362,373	\$ 774,126
2	1	ASSESSMENTS OF LEARNING	YES	\$ 455,485	\$ 382,663
2	1	ASSESSMENTS OF LEARNING	NO	\$ 10,500	\$ 16,289
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	YES	\$ 1,557,070	\$ 1,764,326
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	NO	\$ 846,564	\$ 218,700
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	YES	\$ 365,820	\$ 441,620
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	NO	\$ 117,859	\$ 396,811
2	4	SERVICES TO SUPPORT SWD	NO	\$ 778,103	\$ 2,747,364
2	5	STRENGTHENING EL PROGRAM & SERVICES	YES	\$ 461,054	\$ 293,130
2	6	PROMOTING A COLLEGE-GOING CULTURE	NO	\$ 195,541	\$ 219,783
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	NO	\$ 846,997	\$ 1,001,279
3	2	PARENT INPUT IN DECISION MAKING	NO	\$ 1,350	\$ 1,350
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	NO	\$ 19,465	\$ 131,374
3	4	MAINTANING SAFE & CLEAN SCHOOL FACILITIES	NO	\$ 1,314,453	\$ 2,145,247

2022-23 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)
\$ 6,682,469	\$ 6,606,089	\$ 6,682,469	\$ (76,380)	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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 3,291,851	\$ 2,543,456.10	0.00%	0.00%
1	2	PROFESSIONAL LEARNING	YES	\$ 474,809	\$ 1,352,962.77	0.00%	0.00%
2	1	ASSESSMENTS OF LEARNING	YES	\$ 455,485	\$ 382,663.00	0.00%	0.00%
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	YES	\$ 1,557,070	\$ 1,764,326.44	0.00%	0.00%
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	YES	\$ 365,820	\$ 441,619.69	0.00%	0.00%
2	5	STRENGTHENING EL PROGRAM & SERVICES	YES	\$ 461,054	\$ 197,441.00	0.00%	0.00%

2022-23 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)
\$ 18,006,318	\$ 6,682,469	0.00%	37.11%	\$ 6,682,469	0.00%	37.11%	\$0.00 - No Carryover	0.00% - No Carryover

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).

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