

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Park Charter Academy

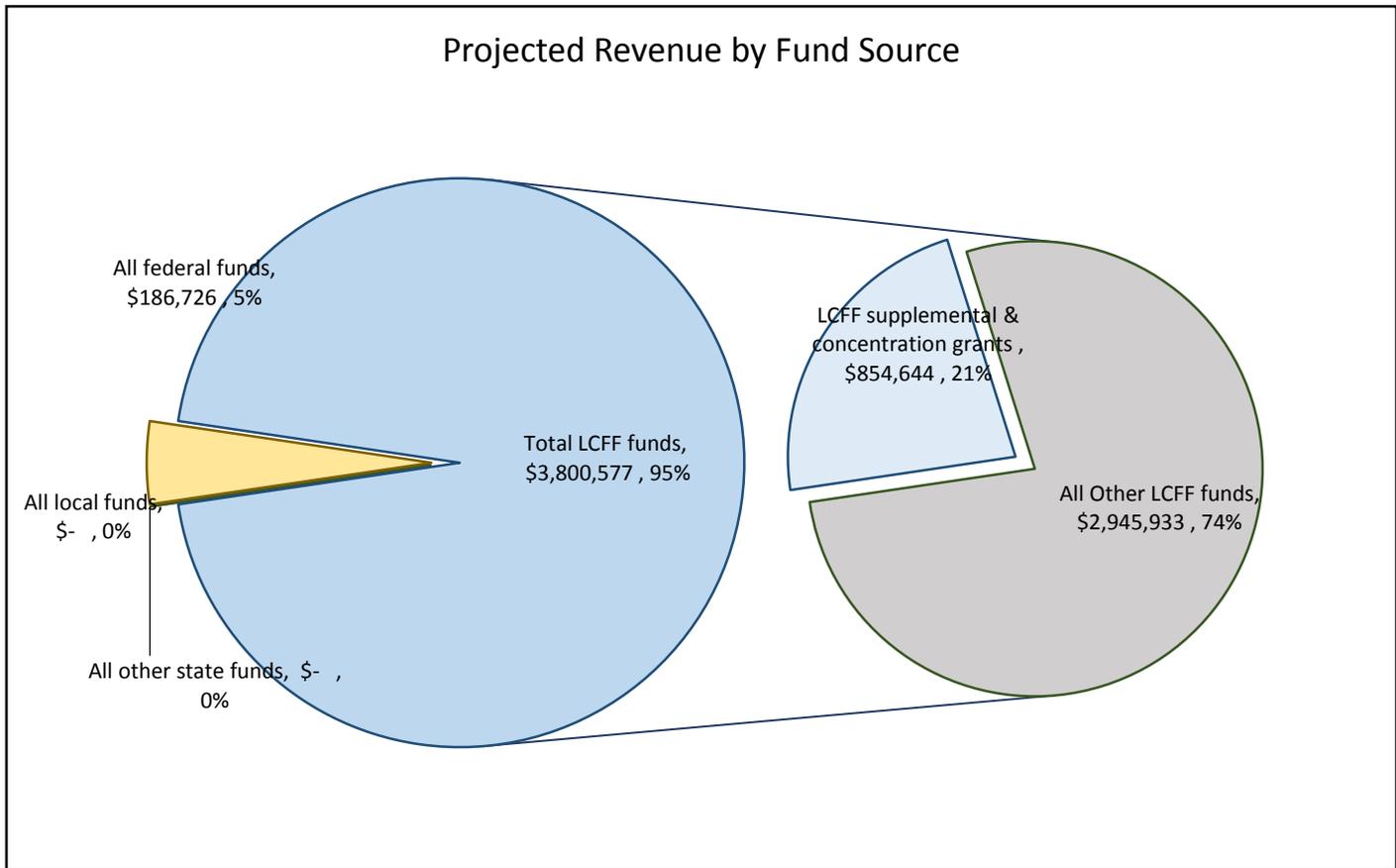
CDS Code: 10 62539 6112387

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Ramiro Elizondo (559) 485-0727 ramiro\_e@wpsed.org

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 2019-2020 LCAP Year

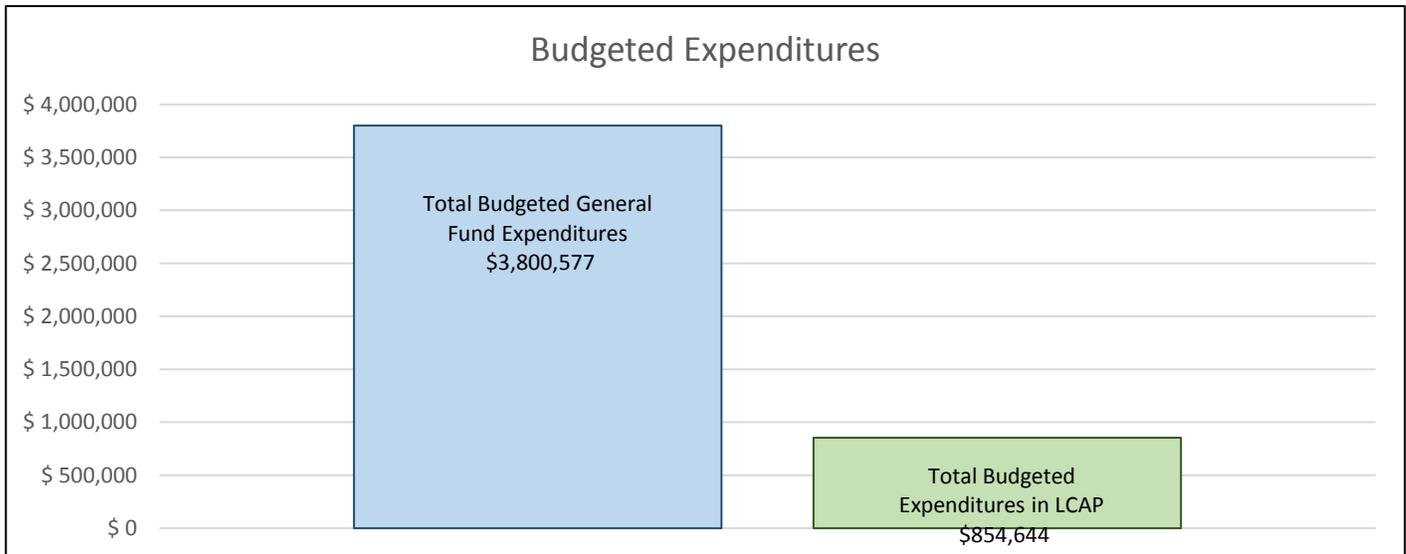


This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for West Park Charter Academy is \$3,987,303.00, of which \$3,800,577.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$186,726.00 is federal funds. Of the \$3,800,577.00 in LCFF Funds, \$854,644.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much West Park Charter Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

West Park Charter Academy plans to spend \$3,800,577.00 for the 2019-2020 school year. Of that amount, \$854,644.00 is tied to actions/services in the LCAP and \$2,945,933.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

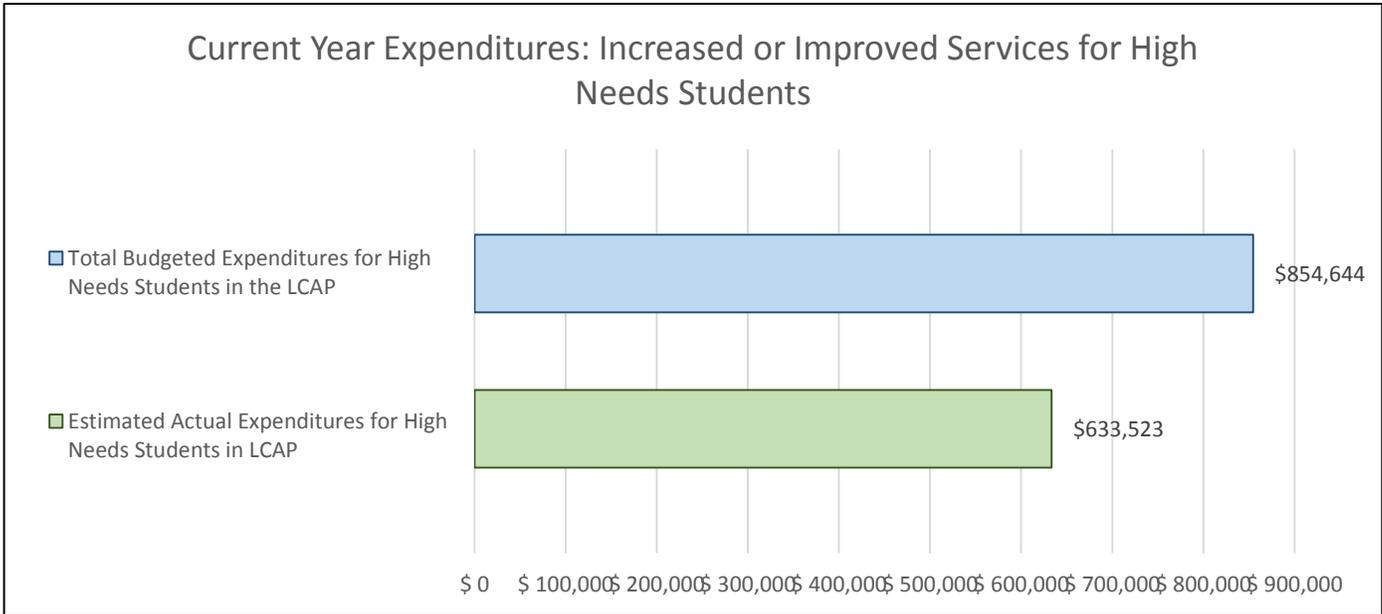
West Park Charter Academy utilized the General Fund (Unrestricted) budget to support the following during the 2018-2019 school year: fuel/oil/repairs for school vehicles, custodial supplies, utilities (electricity, pest control, waste disposal, water/sewer) at the learning centers, rent/lease for the learning centers, copier maintenance, program audits, legal services, janitorial services, postage/meter rental, telephone/internet service, and postage/freight.

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, West Park Charter Academy is projecting it will receive \$854,644.00 based on the enrollment of foster youth, English learner, and low-income students. West Park Charter Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, West Park Charter Academy plans to spend \$854,644.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



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

In 2018-2019, West Park Charter Academy's LCAP budgeted \$854,644.00 for planned actions to increase or improve services for high needs students. West Park Charter Academy estimates that it will actually spend \$633,523.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$221,121.00 had the following impact on West Park Charter Academy's ability to increase or improve services for high needs students:

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# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
West Park Charter Academy	Ramiro Elizondo, Director	<a href="mailto:ramiro_e@wpsed.org">ramiro_e@wpsed.org</a> (559) 485-0727

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

**West Park Charter Academy is a K-12 independent study program with two learning centers located in Fresno and Hanford, CA. The program serves students from not only those two cities, but also from many surrounding communities and school districts. Students at West Park Charter Academy are required to meet with their teacher for a minimum of 1 hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. (in addition to the 1 hour per week appointment with their teacher). West Park Charter Academy's students come to the program with a variety of educational backgrounds, experiences, and needs. Some desire the independence, flexibility, and "college feel" to the program, some are behind and want to recover credits, while others do not meet their academic potential in a traditional setting and/or have been expelled from their previous districts. Whatever the case may be, West Park Charter Academy's teachers, counselors, and support staff are committed to the program's Mission and Vision Statements in working to help each and every student maximize their academic and personal potential, as well as preparing them competitive in the 21<sup>st</sup> Century workplace. The ultimate goal is for all students at West Park Charter Academy to be prepared for postsecondary opportunities upon graduation.**

The following table was obtained from Dataquest, and provides a breakdown on student subgroups enrolled during the 2017-2018 school year:

<b>Subgroup</b>	<b>Enrollment</b>
English Learners	<b>64</b>
Foster Youth	<b>4</b>
Homeless Youth	<b>0</b>
Migrant Education	<b>0</b>
Students with Disabilities	<b>20</b>
Socioeconomically Disadvantaged	<b>242</b>
All Students	<b>267</b>

**\*\*Information obtained from CALPADS in March 2019**

<b>Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
African American	3.8%	1.9%	2.8%
American Indian or Alaska Native	1.5%	1.1%	1.6%
Asian	0%	0.4%	0.9%
Hispanic or Latino	79%	79.4%	79.6%
White	13%	13.5%	11.6%
Two or More Races	1.5%	1.5%	1.6%
Not Reported	1.1%	2.2%	1.6%

In November of 2017, West Park Charter Academy welcomed a WASC Visiting Committee for a 3-day Self-Study Visit. The Visiting Committee reviewed and analyzed the program's testing data, staffing protocols, enrollment practices, interviewed stakeholders, and overall progress on the WASC recommendations from the previous Action Plan. After the Visiting Committee's review, WPCA was granted a 6-year WASC Accreditation through 2024, with a 2-day follow-up visit in 2021. Since the VC's visit in 2017, WPCA's staff and administration have been working to address the WASC recommendations/Action Plan.

Starting in February 2019, West Park Charter Academy will be working with the West Park Elementary School District (West Park Elementary) in hosting stakeholders for three LCAP meetings. These meetings will be three-fold: 1) Update stakeholders with current progress in addressing 2) Gathering stakeholder input 3) Presenting the LCAP for the 2019-2020 school year.

## **LCAP Highlights**

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

**West Park Charter Academy places a high priority on student achievement and teacher/staff support (i.e. professional development/learning opportunities, workshops, conferences, etc.). With that said, the resources from the 2019-20 LCAP will be used to support:**

- Continued efforts in addressing the CCSS by providing professional development/learning opportunities for teachers and support staff in the areas of Math (performance tasks/rubrics, Math Practices, solving real-life word problems) and ELA (Guided Reading, Close Reading, Academic Vocabulary development, Writing, etc.)**
- Continued training for ELA, Math, and History/Social Science curriculum and supplemental digital programs (Lexia Core5 and PowerUp, Reading Plus, IXL)**
- Students in reading, math, and technology through computer-based programs such as IXL, Lexia Core5 and PowerUp, Reading Plus**
- Students in becoming college and career ready through online CTE courses, as well as dual-enrollment courses at local community colleges**
- Addressing the WASC Action Plan/recommendations from the WASC Visiting Committee (November 2017 Official Visit)**
- The preparation of students for college, career, and postsecondary opportunities through partnerships, guidance counseling, college campus visits, rigorous state-adopted curriculum, academic support, and materials needed**

## **Review of Performance**

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

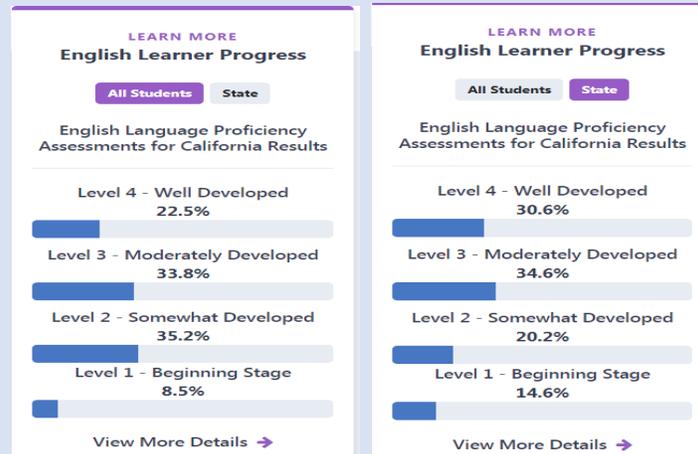
## **Greatest Progress**

**West Park Charter Academy is an independent study program that generates attendance through work/assignments that are assigned, completed, and submitted on a weekly basis. Because of this, the program's Chronic Absenteeism percentage is very low. According to the CA Dashboard, the program's overall Chronic Absenteeism for the 2017-2018 school year was very low (Blue level) at 2.5% chronically absent. The state's percentage of chronically absent students is 9%. Per signed Master Agreements, parents/guardians and students who choose to enroll at WPCA understand that completing their work on a consistent basis (i.e. weekly and per learning period).**

**West Park Charter Academy is an option for students and parents/guardians, and enrollment in the program is strictly voluntary. Overall, the program does not encounter suspensions, as students who cannot adhere to the program expectations, are not benefitting from the program, and/or disrupting the learning and opportunities of others, are removed from the program and referred back to their original district of residence. This has led to the program's Suspension Rate to be virtually non-existent. According to the CA Dashboard, West Park**

Charter Academy's Suspension Rate is in the "Blue" category for the 2017-2018 school year (0% suspended at least once).

With regards to English Learner Progress, West Park Charter Academy staff has continued to work to provide the program's English Learners (ELs) with ongoing opportunities to practice the skills of listening, speaking, reading, and writing. Additionally, teachers have been able to receive/participate in ELA Professional Learning opportunities (through the Fresno County Superintendent of Schools) throughout the school year to learn how to better-address the English Language Development (ELD) standards with their students by implementing proven activities and strategies. In February of 2019, West Park Charter Academy hired an ELD teacher to work with students from both the Fresno and Hanford learning centers. The CA Dashboard indicates that West Park Charter Academy's EL Progress for the 2017-2018 school year is as follows:



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

## Greatest Needs

As detailed on the CA Dashboard, West Park Charter Academy's greatest needs include the following:

### Graduation Rate

West Park Charter Academy has been identified for Comprehensive Support and Improvement (CSI) based on its Graduation Rate, which was at 64.3% for the 2017-2018 school year. The state's Graduation Rate is 83.5%. In order to increase this percentage, program and district administration will receive CSI support from the FCSS during the 2019-2020 school year.

### College/Career Readiness

West Park Charter Academy continues to provide students with a variety of resources/events/opportunities to better prepare them for College/Career/Postsecondary opportunities. Some of these opportunities include: consistent/ongoing support from an academic counselor, field trips, college campus visits/tours, career days, math labs, a career choices lab (for all 9<sup>th</sup> graders), support in applying to the Youth Workforce Connection (for work experience), and other local work experience/certification opportunities. West Park

Charter Academy is currently working to create and implement 1-2 Career & Technical Education (CTE) Pathways for students. This is a WASC Action Plan item, and is expected to be offered to students in the Fall of 2019.

### Progress in English Language Arts (ELA)

The CA Dashboard indicates that there were 90 West Park Charter Academy students in grades 3-8 and 11 who tested in the Spring of 2018. The results indicate that there was a decline of 10.2 points, thus placing the students who tested 77 points below standard. Needless to say, West Park Charter Academy teachers and support staff have continued to receive training from FCSS and curricular program trainers during the 2018-2019 school year. As a result, teachers have been able to implement activities and strategies to improve instruction and meet the needs of students. West Park Charter Academy teachers/staff will continue its partnership with FCSS during the 2019-2020 school year and receive ongoing support to better meet the needs of our students.

### Progress in Mathematics

The CA Dashboard indicates that there were 90 West Park Charter Academy students in grades 3-8 and 11 who tested in the Spring of 2018. Although the results indicate that -0.5 points were maintained, the students who tested are 154.6 points below standard. West Park Charter Academy teachers and support staff have worked closely with a Math specialist from the FCSS during the 2018-2019 school year. In order to meet the needs of students at West Park Charter Academy, professional learning opportunities and one-on-one coaching will continue to be provided to teachers and support staff throughout the 2019-2020 school year.

According to the CA Dashboard, West Park Charter Academy has not met standard in the following Local Indicators:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Although the CA Dashboard indicates that West Park Charter Academy has not met standard in the above-mentioned Local Indicators, this is not the case. West Park Charter Academy did not meet the reporting deadline in submitting the Indicators in the Spring of 2018, but will make it a priority to do so moving forward.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

According to the CA Dashboard, West Park Charter Academy does not have a state indicator for any student group that was two or more performance levels below the “all student” performance.

# 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.

**West Park Charter Academy has been identified for CSI based on its Graduation Rate, which was at 64.3% for the 2017-2018 school year.**

## Support for Identified Schools

Describe how the LEA supported 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.

**Because West Park Charter Academy does not have a SPSA, the program utilizes its LCAP and WASC Action Plan and Recommendations as its needs assessment. West Park Charter Academy provides stakeholders with various opportunities (throughout each school year) to share input/ideas; this has assisted in the development of West Park Charter Academy's LCAP, as well as other school improvement efforts. Some of the opportunities for stakeholder input include: Board Meetings, ELAC meetings, WASC Self-Study process/meetings, annual surveys, and other parent engagement events. These efforts played a vital role in West Park Charter Academy receiving a 6-year accreditation through 2024. As of Spring of 2019, West Park Elementary School District (which includes West Park Elementary and West Park Charter Academy) has made a concerted effort to provide additional opportunities for its stakeholders (students, parents/guardians, staff, and community members) to be informed and provide input.**

**The WASC Self-Study process (conducted during the 2016-2017 & Fall 2017 semester) led to West Park Charter Academy identifying two critical student learning needs—*Student Proficiency* and *Post-Secondary Preparation*. These critical student learning needs are included in the WASC Action Plan, and are aligned with the program's LCAP:**

- ***Student Proficiency*—Improve student proficiency on local and state ELA and Math assessments**
- ***Post-Secondary Preparation*—Enhance, develop, and organize programs that better prepare students for college and career**

**The following strategies/activities will be used to ensure that the Action Plan is successful:**

- **Continued ELA and Math professional learning opportunities for teachers (CCSS training that provides strategies/best practices that can be used across the curriculum)**

- **Data-driven Professional Learning Communities (i.e. reviewing Renaissance, Lexia, & Reading Plus data)**
- **On-site (twice per week) Algebra 1 and Geometry classes for high school students**
- **Use of staff meeting time to discuss data, growth, areas of need/growth, etc.**
- **Curriculum committee meetings to review state-approved adopted core curriculum, address issues, concerns, needs, etc.**
- **Improved/enhanced communication with parents**
- **Continue to promote parent engagement, rigor, and literacy**
- **Assignments/projects that directly address the Expected Student Learning Results**

With student achievement at the forefront, the 2019-2020 school year will consist of West Park Charter Academy teachers and administration working closely with the Fresno County Superintendent of Schools' ELA, Math, VAPA, and Leadership specialists for evidence-based instructional support/professional learning, one-on-one and/or small group coaching, as well as attending/participating in workshops, webinars, etc.

West Park Charter Academy prides itself in providing all students with a high-quality, rigorous education—one that prepares each and every student for post-secondary opportunities (i.e. college, vocational programs, work, the military, etc.). All students have access to credentialed teachers, Chromebooks (while on campus), a district Gmail account, newly-adopted core curriculum (textbooks & online platforms), online CTE Pathways courses, and other necessary supplies.

The WASC Self-Study process as well as the program's LCAP development (both consisting of qualitative and quantitative data/results) have helped identify any resource inequities (i.e. access to state-adopted curriculum, credentialed teachers, tutors, on-site Algebra, Geometry, Spanish, & Art classes, etc.). Through surveys, stakeholder interviews, informational meetings, regular meetings with the district's chief business officer, and monitoring students' credit completion progress (at least 27.5 credits per semester), West Park Charter Academy will continue to experience positive change and refinement—all of which supports student achievement.

## **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.

West Park Elementary School District administration and certificated staff will work closely together, and also in conjunction with the Fresno County Superintendent of Schools' CSI support specialist(s)/Leadership Coaches throughout the 2019-2020 school year in monitoring the implementation and effectiveness of the CSI plan. The plan will address the academic needs of students at West Park Charter Academy. Information that will be monitored throughout the school year includes (but not limited to):

- CA Dashboard information
- CAASPP results
- ELPAC results

- Benchmark results (Interim Comprehensive Assessments-ICAs)
- Renaissance results (STAR Reading & Math)
- Demographic data (enrollment, attendance, staff)
- Annual Survey results
- Process data (LCAP, budgeting, PLCs)
- Percentage of Students Successfully Completing Credits

West Park Charter Academy will monitor and evaluate the effectiveness of the CSI plan through the following:

**\*\* Stakeholders (i.e. students, parents/guardians, staff, and community members) are invited to these events (except for the Staff, Curriculum Committee, & Instructional Cabinet Meetings) via print and digital invitations.**

**-LCAP Review/Meetings—**There are three meetings planned for Spring 2020 semester at both learning centers.

**-WASC Meetings—**West Park Charter Academy will hold two WASC meetings (one per semester) at each learning center during the 2019-2020 school year.

**-Board Meetings—**The West Park Elementary School District Board Meetings take place on the second Monday of each month.

**-Staff Meetings—**The West Park Charter Academy teaching and other certificated staff meet two-three times each month.

**-ELAC Meetings—**West Park Charter Academy holds its ELAC meetings four times per year (twice per semester) at each learning center.

**-Instructional Cabinet Meetings—**The Instructional Cabinet meets each month, and consists of the Superintendent, Charter Director, Elementary Learning Director, IT Director, and Data Analyst.

**-Curriculum Committee Meetings—**West Park Charter Academy’s Curriculum Committee consists of the program’s six Core teachers (ELA, Math, History/Social Science, Science, Spanish, and Art), and meets four times per year (twice per semester).

**-Stakeholder Surveys/Results—**The annual student, parent/guardian, and staff surveys are distributed to stakeholders each Spring, with the results being reviewed during the following semester.

Because West Park Charter Academy qualifies for CSI due to its 64.3% graduation rate (in the 2017-2018 school year), district/program administrators, counselors, and teachers will monitor students’ progress and credit completion throughout each school year (1-2 times per semester). A requirement to graduate from West Park Charter Academy is that students earn 220 credits, which means that all students must earn 27.5 credits per semester to stay on pace for graduation (this may vary depending on the number of credits students come to the program with). The following information is used as a guide with regards to credit completion, and is shared with students and parents/guardians:

Freshman 9 <sup>th</sup>	Sophomore 10 <sup>th</sup>	Junior 11 <sup>th</sup>	Senior 12 <sup>th</sup>
0-55	56-110	111-165	166-220

**West Park Charter Academy is confident with its current CSI plan (LCAP and WASC Action Plan). CAASPP results from the Spring 2019 test administration show promise, as there was a 10.5% increase in students meeting or exceeding standard in ELA, and a 4.4% increase in students meeting or exceeding standard in Math. Student achievement will continue to be the district's top priority, with student progress being monitored very closely; through careful analysis and dialogue (including all stakeholders), the necessary changes will be made.**

# Annual Update

LCAP Year Reviewed: 2018–19

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

## Goal 1

All students at West Park Charter Academy will increase achievement and proficiency levels in ELA, Math, and ELD.

State and/or Local Priorities addressed by this goal:

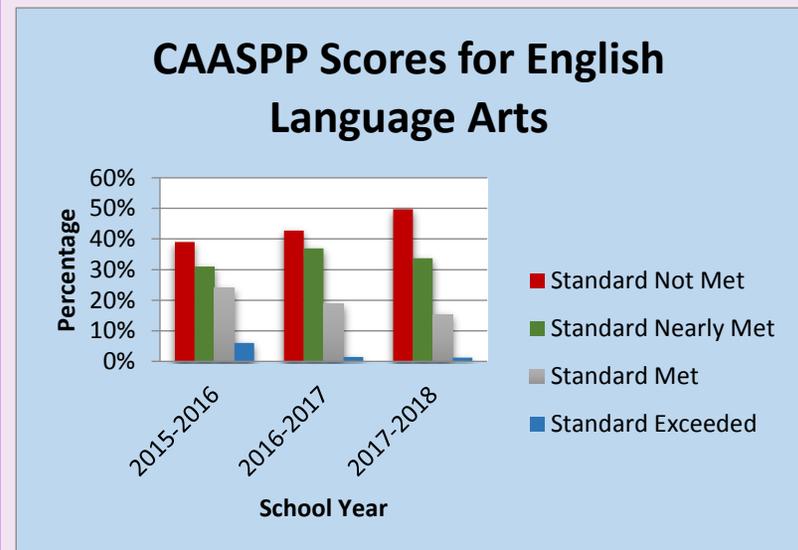
State Priorities: 1, 2, 4, 6, 7, 8

### Annual Measurable Outcomes

Expected

All students will show an increase in achievement and proficiency levels from the previous year’s scores in ELA, Math, and ELD (2-3% increase)

Actual

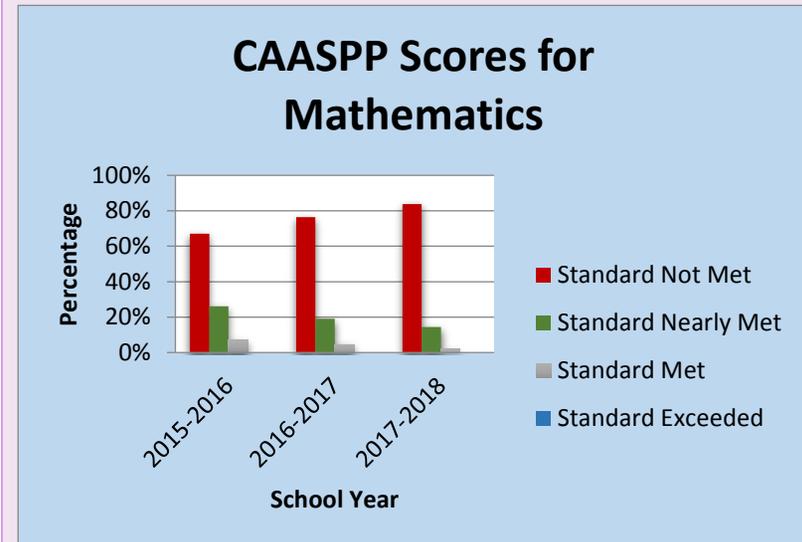


The past three years have seen a decline in the percentage of students meeting or exceeding standard in ELA. Some factors contributing to the

Expected

Actual

decline include: students enrolling at WPCA reading below grade-level, the fluctuation of students enrolled, new ELA curriculum adopted and implemented at the beginning of the 2016-2017 school year, and the hiring of new teachers at both sites. Regardless, WPCA administration and teaching staff is continuing their pursuit of growing professionally (contracting FCSS ELA services for professional development) and strengthening instruction.



The past three years have seen a decline in the percentage of students meeting or exceeding standard in Math. A major factor contributing to this decline is that students enrolling at WPCA have significant gaps in foundational/conceptual understanding, and the fluctuation in the number of students enrolled. Regardless, WPCA administration and teaching staff is committed to growing professionally (contracting FCSS Math services for professional development) and strengthening instruction.

The data obtained through these assessments have provided teachers with valuable information in regards to areas of growth for each student, and will be used to guide instruction and allow for gaps in learning to be addressed.

Expected

Actual

<p>All students and subgroups will have access to Common Core State Standards-aligned curriculum and supplemental resources. The CCSS implementation will be monitored through increased performance on the CAASPP in both ELA and Math. Additional pupil outcomes will include CAST Science data, Physical Fitness testing, the ELPAC, ELA and Math Benchmarks, and STAR Reading and STAR Math (Renaissance).</p>	<p>All students at West Park Charter Academy have access to CCSS-aligned curriculum in the core subject areas. The most recent curriculum adoptions have been Math (implemented in 2015-16) and Reading/ELA (implemented in 2016-17), and History/Social Science (implemented in 2018-19). NGSS-aligned Science curriculum will be reviewed during the Spring of 2019, with a K-8 adoption/implementation for the 2019-20 school year; NGSS high school curriculum will be reviewed/adopted during the Spring of 2020, and implemented for the 2020-21 school year.</p>
<p>All teachers will be properly credentialed.</p>	<p>All teachers at West Park Charter Academy hold either a Multiple Subject or Single Subject credential. The program employs “Core” teachers who hold a Single Subject credential, and oversee/review assignments in their specific subject area (i.e. ELA, Math, History/Social Science, and Science).</p>

## Actions / Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1:</b> Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals</p>	<p>Highly qualified certificated and classified staff were hired and retained in order to reach the desired academic performance goals.</p>	<p>S/C: \$452,043 Base: \$1,350,171 EPA: \$301,092</p>	<p>S/C: \$ 436,520 Base: \$ 1,485,188 EPA: \$ 299,770</p>
<p><b>Action 2:</b> Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD) for students and staff</p>	<p>All students and staff at West Park Charter Academy have access to state-approved &amp; standards-aligned core curriculum, resources, and materials.</p>	<p>S/C: \$109,707 Base: \$173,234 EPA: \$85,000</p>	<p>S/C: \$122,841 Base: \$ 184,488 EPA: \$ 53,252</p>
<p><b>Action 3:</b> Provide professional development/support, academic coaching, equipment/technology, and progress monitoring programs to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness (i.e. digital devices, WASC, School Pathways, etc.)</p>	<p>West Park Charter Academy teachers and support staff were provided with professional development/learning opportunities, supplemental resources, materials, supplies (print and digital), equipment/technology, and progress monitoring programs to support students in their learning/achievement.</p>	<p>S/C: \$314,206 Base: \$479,898</p>	<p>S/C: \$ 74,162 Base: \$ 400,464</p>

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

**Goal #1: All students at West Park Charter Academy will increase achievement and proficiency levels in ELA, Math, and ELD.**

**The actions and services listed for this goal are a direct representation of the needs of students and staff at WPCA. Stakeholder input and Board approval drive the actions and services that address this goal, and are intended to support students in their ELA, Math, and ELD achievement.**

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

**The overall effectiveness of the actions and services that address Goal #1 will be a direct result of the program's commitment to increasing achievement for all students in the areas of ELA, Math, ELD, and Postsecondary preparation. Assessment and survey results/data are reviewed by district administration and stakeholders throughout the school year. This analysis allows program needs to be reviewed, discussed, and addressed.**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Every effort is made to keep the Budgeted Expenditures and Estimated Actual Expenditures as close as possible. However, because WPCA's enrollment fluctuates throughout the school year, those numbers may/will vary. Overall program need is another variable that may affect the Budgeted Expenditures and Estimated Actual Expenditures.**

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

**There have been no major changes made to Goal #1. The metrics, actions, and services remain the same as to allow for a more focused, concise, and consistent section of the plan. District administration, the Board, and other stakeholders feel as though the actions and services for Goal #1 effectively address the needs of WPCA's students.**

# Stakeholder Engagement

LCAP Year: 2019–20

## Involvement Process for LCAP and Annual Update

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

WPCA's LCAP is presented to stakeholders; the staff, School Board, and families of WPCA have various opportunities each year to view and provide input through direct posting, presentations, committee meetings, conference meetings, and Board meetings. For the 2019-20 school year, WPCA's LCAP will be presented and shared during staff and new student orientations, ELAC meetings, the district's website, Parent Square, etc. Goals and actions/services will be presented and input gathered during the LCAP Community meetings, as well as the student, parent, and staff annual surveys.

During the Spring 2019 semester, stakeholders were presented with information pertaining to the Local Control and Accountability Plan (LCAP), and the Eight State Priorities. Stakeholders were provided with information as to how WPCA is addressing the LCAP goals (i.e. actions/services), as well as opportunities to provide the program and district with input. The LCAP Community meetings were held on the following dates:

- \*Thursday, February 28, 2019 from 5-6:30PM
- \*Thursday, March 28, 2019 from 5-6:30PM
- \*Tuesday, April 9, 2019 from 9-10:30AM (for Hanford Center stakeholders)
- \*Thursday, May 9, 2019 from 5-6:30PM
- \*Tuesday, May 14, 2019 from 9-10:30AM (for Hanford Center stakeholders)

## Impact on LCAP and Annual Update

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

Being able to gather stakeholders' input is crucial in the continual improvement of WPCA. This has allowed for student and program needs to be discussed, reviewed, analyzed, prioritized, and plans to be executed.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

**Unchanged Goal**

## Goal 1

All students at West Park Charter Academy will increase achievement and proficiency levels in ELA, Math, and ELD.

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

State Priorities: 1, 2, 4, 6, 7, 8

**Identified Need:**

State assessment results indicate low performance for all students in the areas of ELA, Math, and ELD

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
WASC Recommendations /Criteria, Expected Schoolwide Learning Results (ESLR's), SBAC data, Renaissance data, CELDT data, CAST Science	Address and implement all of the WASC tenets/recommendations listed in accreditation visitation report  2-3% Increase from the previous year's scores	Address and meet WASC goals/ESLRs; WPCA was granted a 6-year Accreditation through 2024, with a 2-day Mid-Cycle visit  2-3% Increase from previous year's scores	Address and meet WASC goals/ESLRs; WPCA was granted a 6-year Accreditation through 2024, with a 2-day Mid-Cycle visit  2-3% Increase from previous year's scores	Address and meet WASC goals/ESLRs; WPCA was granted a 6-year Accreditation through 2024, with a 2-day Mid-Cycle visit  2-3% Increase from previous year's scores

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
data, and Physical Fitness data	Students identified as EL will increase in English proficiency as measured on the ELPAC in less than five years			
a-g, CTE, AP	Increase the number of a-g, CTE, and elective courses offered; increase the number of students taking a-g, CTE, and elective courses	Increase in the number of students taking and completing college and career readiness courses	Increase in the number of students taking and completing college and career readiness courses	Increase in the number of students taking and completing college and career readiness courses
Technology implemented in instruction	Increase the number of teachers using technology in daily lessons with students	All teachers utilizing technology during instruction	All teachers utilizing technology during instruction	All teachers utilizing technology during instruction

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

**Actions/Services**

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

**Modified**

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

**Unchanged**

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

**Unchanged**

## 2017-18 Actions/Services

**Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals**

## 2018-19 Actions/Services

**Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals**

## 2019-20 Actions/Services

**Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$428,272</b> <b>2) \$1,174</b> <b>3) \$282,514</b>	<b>1) \$452,043</b> <b>2) \$1,350,171</b> <b>3) \$301,092</b>	<b>1) \$465,604</b> <b>2) \$1,390,676</b> <b>3) \$310,125</b>
Source	<b>1) C/S</b> <b>2) Base</b> <b>3) EPA</b>	<b>1) C/S</b> <b>2) Base</b> <b>3) EPA</b>	<b>1) C/S</b> <b>2) Base</b> <b>3) EPA</b>
Budget Reference	<b>1) 09000</b> <b>2) 00000</b>	<b>1) 09000</b> <b>2) 00000</b>	<b>1) 09000</b> <b>2) 00000</b>

Year	2017-18	2018-19	2019-20
	<b>3) 14000</b>	<b>3) 14000</b>	<b>3) 14000</b>

## Planned Actions / Services

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

### Action 2

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

### Actions/Services

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

**Modified**

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

**Modified**

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

**Unchanged**

2017-18 Actions/Services

Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD)

2018-19 Actions/Services

Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD) for students and staff

2019-20 Actions/Services

Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD) for students and staff

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1) \$15,000 2) \$85,000 3) \$20,000	1) \$109,709 2) \$173,234 3) \$85,000	1) \$112,998 2) \$178,431 3) \$87,550
Source	1) C/S 2) Base 3) EPA	1) C/S 2) Base 3) EPA	1) C/S 2) Base 3) EPA
Budget Reference	1) 09000 2) 00000 3) 14000	1) 09000 2) 00000 3) 14000	1) 09000 2) 00000 3) 14000

**Action 3**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

**Actions/Services**

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

**Modified**

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

**Modified**

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

**Unchanged**

2017-18 Actions/Services

Provide professional development, academic coaching, materials, and supplies to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness

2018-19 Actions/Services

Provide professional development/support, academic coaching, equipment/technology, and progress monitoring programs to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness (i.e. digital devices, WASC, School Pathways, etc.)

2019-20 Actions/Services

Provide professional development/support, academic coaching, equipment/technology, and progress monitoring programs to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness (i.e. digital devices, WASC, School Pathways, etc.)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$5,000</b> <b>2) \$30,000</b>	<b>1) \$314,206</b> <b>2) \$479,898</b>	<b>1) \$323,632</b> <b>2) \$494,295</b>
Source	<b>1) C/S</b> <b>2) Base</b>	<b>1) C/S</b> <b>2) Base</b>	<b>1) C/S</b> <b>2) Base</b>

Year	2017-18	2018-19	2019-20
Budget	1) 09000	1) 09000	1) 09000
Reference	2) 00000	2) 00000	2) 00000

## Annual Update

LCAP Year Reviewed: 2018–19

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

### Goal 2

**To continually improve the positive school climate at West Park Charter Academy**

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

### Annual Measurable Outcomes

Expected	Actual
Student engagement will be supported for students in rural regions through attendance and transportation by maintaining 92% annual attendance.	WPCA maintained 96% annual attendance during the 2018-2019 school year.
West Park Charter Academy will increase the number of activities/events designed to maintain/improve the annual attendance rate as well as parent involvement/engagement.	<p>West Park Charter Academy has increased the number of activities, events, and parent involvement/engagement opportunities. Some of these opportunities include:</p> <ul style="list-style-type: none"> <li>• College campus visits</li> <li>• Field Trips</li> <li>• Career days</li> </ul>

Expected

Actual

	<ul style="list-style-type: none"> <li>• Guest Speakers</li> <li>• Parent/Guardian/Student Art Activities (also Gratitude Breakfast)</li> <li>• ELAC Meetings</li> <li>• LCAP Community Meetings</li> </ul>
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### Actions / Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Action 1:</b> Ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.	WPCA students in need of transportation to and from school were provided with bus passes during the 2018-2019 school year.	Base: \$25,750	C/S: \$1,126 Base: \$1,125
<b>Action 2:</b> Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.	WPCA students were provided with multiple extra-curricular opportunities during the 2018-2019 school year. Students were able to visit various local community colleges, vocational programs, and 4-year universities. In addition, students and parents/guardians were provided with Career Days, Parent/Guardian Art Nights, school newsletters, etc.	Base: \$16,000	Base: \$9,472
<b>Action 3:</b> End-of-Semester/Year reviews to support students' academic achievement and/or good attendance; End-of-Semester/Year reviews to support staff as well as West Park Charter Academy's Mission and Vision Statements	Students who earned a 4.0 GPA for either the Fall or Spring semesters are awarded.  WPCA staff attend an end-of-year review; staff awards are distributed.	Base: \$16,200	Base: \$500
<b>Action 4:</b> Increase parent communication through improved accessibility to District website/resources/apps, grading and	Parents/Guardians are communicated with through the use of Parent Square, the	C/S: \$13,000 Base: \$10,000	C/S: \$3,685 Base: \$18,827

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
attendance systems (Pathways), student planners, Parent/Student Portal, and school bulletins	district's website, Pathways Parent Portal, school bulletins, etc.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

**Goal #2: To continually improve the positive school climate at West Park Charter Academy**

The actions and services listed for this goal are a direct representation of the needs of students and staff at WPCA. Stakeholder input and Board approval drive the actions and services that address this goal, and are intended to support students in their ELA, Math, and ELD achievement.

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

The overall effectiveness of the actions and services that address Goal #2 will be a direct result of the program's commitment to improving the positive school climate at West Park Charter Academy. Assessment and survey results/data are reviewed by district administration and stakeholders throughout the school year. This analysis allows program needs to be reviewed, discussed, and addressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Every effort is made to keep the Budgeted Expenditures and Estimated Actual Expenditures as close as possible. However, because WPCA's enrollment fluctuates throughout the school year, those numbers may/will vary. Overall program need is another variable that may affect the Budgeted Expenditures and Estimated Actual Expenditures.

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

There have been no major changes made to Goal #2. The metrics, actions, and services remain the same as to allow for a more focused, concise, and consistent section of the plan. District administration, the Board, and other stakeholders feel as though the actions and services for Goal #2 effectively address the needs of WPCA's students.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

**Unchanged Goal**

### Goal 2

**To continually improve the positive school climate at West Park Charter Academy**

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

State Priorities: **3, 5, 6**

**Identified Need:**

**There is a need for additional opportunities that will enhance student and parent engagement/involvement**

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Average Daily Attendance</b>	<b>Maintain/Improve on the annual attendance rate of 92%</b>	<b>92%+ annual attendance rate</b>	<b>92%+ annual attendance rate</b>	<b>92%+ annual attendance rate</b>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Co/Extra-Curricular Activity Participation	Increase on previous year's co/extra-curricular activities and participation by 2%	Increase participation by 2%	Increase participation by 2%	Increase participation by 2%
Student Recognition	Number of students being recognized for academic achievement, attendance, participation, etc.	Recognition for academic, attendance, participation, etc.	Recognition for academic, attendance, participation, etc.	Recognition for academic, attendance, participation, etc.
Increase parent communication	Number of parents using the District's website and mobile app; corresponding with teachers through the Parent/Student Portal and Parent Square	Increase the number of parents using the District's website, Parent/Student Portal, Parent Square, etc.	Increase the number of parents using the District's website, Parent/Student Portal, Parent Square, etc.	Increase the number of parents using the District's website, Parent/Student Portal, Parent Square, etc.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

**Actions/Services**

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

**Modified**

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

**Unchanged**

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

**Unchanged**

## 2017-18 Actions/Services

**Ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.**

## 2018-19 Actions/Services

**Ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.**

## 2019-20 Actions/Services

**Ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$25,000</b>	<b>1) \$25,750</b>	<b>1) \$26,523</b>
Source	<b>1) Base</b>	<b>1) Base</b>	<b>1) Base</b>
Budget Reference	<b>1) 00000</b>	<b>1) 00000</b>	<b>1) 00000</b>

## Action 2

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

2017-18 Actions/Services

Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.

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

Unchanged

2018-19 Actions/Services

Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.

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

Unchanged

2019-20 Actions/Services

Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1) \$15,500	1) \$16,000	1) \$16,480
Source	1) Base	1) Base	1) Base
Budget Reference	1) 00000	1) 00000	1) 00000

## Action 3

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

**Modified**

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

**Unchanged**

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

**Unchanged**

2017-18 Actions/Services

**Student recognition to support their academic achievement and/or good attendance; staff recognition that supports LEA's Mission and Vision Statements**

2018-19 Actions/Services

**Student recognition to support their academic achievement and/or good attendance; staff recognition that supports LEA's Mission and Vision Statements**

2019-20 Actions/Services

**Student recognition to support their academic achievement and/or good attendance; staff recognition that supports LEA's Mission and Vision Statements**

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$15,700</b>	<b>1) \$16,200</b>	<b>1) \$16,686</b>
Source	<b>1) Base</b>	<b>1) Base</b>	<b>1) Base</b>
Budget Reference	<b>1) 00000</b>	<b>1) 00000</b>	<b>1) 00000</b>

### Action **4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

**Actions/Services**

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

**Modified**

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

**Unchanged**

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

**Unchanged**

## 2017-18 Actions/Services

Increase parent communication through improved accessibility to District website/resources/apps, grading and attendance systems (Pathways), student planners, Parent/Student Portal, Parent Square, and school bulletins

## 2018-19 Actions/Services

Increase parent communication through improved accessibility to District website/resources/apps, grading and attendance systems (Pathways), student planners, Parent/Student Portal, Parent Square, and school bulletins

## 2019-20 Actions/Services

Increase parent communication through improved accessibility to District website/resources/apps, grading and attendance systems (Pathways), student planners, Parent/Student Portal, Parent Square, and school bulletins

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1) \$2,500 2) \$2,500	1) \$13,000 2) \$10,000	1) \$13,390 2) \$10,300
Source	1) C/S 2) Base	1) C/S 2) Base	1) C/S 2) Base
Budget Reference	1) 09000 2) 00000	1) 09000 2) 00000	1) 09000 2) 00000

# Annual Update

LCAP Year Reviewed: 2018–19

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

## Goal 3

To provide all stakeholders a safe learning facility that is conducive to 21st Century learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

## Annual Measurable Outcomes

Expected

Actual

West Park Charter Academy will provide all stakeholders with safe, well-maintained facilities that are conducive to learning.

West Park Charter Academy operates two learning centers, one in Fresno and one in Hanford. These centers provide students and staff with safe, well-maintained learning environments conducive to learning.

## Actions / Services

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Action 1:</b> Replace/upgrade furniture at the learning centers to support 21st Century	Furniture has been maintained and/or replaced at both learning centers. This has ensured that students and staff have functional furniture so that teaching and learning can take place.	Base: \$10,300	Base: \$10,300
<b>Action 2:</b> Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.	Security cameras were installed inside of the Fresno Center during the 2018-2019 school year. Security cameras will be installed to monitor the outside of the	Base: \$10,300	Base: \$10,300

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

building early in the 2019-2020 school year.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

**Goal #3: To provide all stakeholders a safe learning facility that is conducive to 21st Century learning**

The actions and services listed for this goal are a direct representation of the needs of students and staff at WPCA. Stakeholder input and Board approval drive the actions and services that address this goal, and are intended to support students in their ELA, Math, and ELD achievement.

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

The overall effectiveness of the actions and services that address Goal #3 will be a direct result of the program's commitment to providing students and staff at WPCA with an environment conducive to learning. Assessment and survey results/data are reviewed by district administration and stakeholders throughout the school year. This analysis allows program needs to be reviewed, discussed, and addressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Every effort is made to keep the Budgeted Expenditures and Estimated Actual Expenditures as close as possible. However, because WPCA's enrollment fluctuates throughout the school year, those numbers may/will vary. Overall program need is another variable that may affect the Budgeted Expenditures and Estimated Actual Expenditures.

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

There have been no major changes made to Goal #3. The metrics, actions, and services remain the same as to allow for a more focused, concise, and consistent section of the plan. District administration, the Board, and other stakeholders feel as though the actions and services for Goal #3 effectively address the needs of WPCA's students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

**Unchanged Goal**

## Goal 3

**To provide all stakeholders a safe learning facility that is conducive to 21st Century learning**

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

State Priorities: **3, 5, 6**

**Identified Need:**

**There is a need to provide stakeholders with facilities that are conducive to 21st Century learning**

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safe, well-maintained Learning Centers that meet the needs of all stakeholders	Number of repairs needed/made at learning centers	A decrease in the number of repairs needed at the learning centers	A decrease in the number of repairs needed at the learning centers	A decrease in the number of repairs needed at the learning centers
Learning Center Furniture	Replace/upgrade furniture that supports a 21st	A decrease in the amount of furniture needed at the learning centers	A decrease in the amount of furniture needed at the learning centers	A decrease in the amount of furniture needed at the learning centers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<b>Century learning environment</b>			
<b>Repair/replace security and safety resources at learning centers; make repairs as needed</b>	<b>Number of security and safety resources that need to be repaired/replaced; number of repairs that are needed</b>	<b>A decrease in the amount of security and safety resources needed at the learning centers</b>	<b>A decrease in the amount of security and safety resources needed at the learning centers</b>	<b>A decrease in the amount of security and safety resources needed at the learning centers</b>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

### Actions/Services

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

**Modified**

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

**Unchanged**

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

**Unchanged**

2017-18 Actions/Services

**Replace/upgrade furniture at the learning centers to support 21st Century learning skills and environment**

2018-19 Actions/Services

**Replace/upgrade furniture and/or equipment at the learning centers to support 21st Century learning skills and environment**

2019-20 Actions/Services

**Replace/upgrade furniture and/or equipment at the learning centers to support 21st Century learning skills and environment**

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$10,000</b>	<b>1) \$10,300</b>	<b>1) \$10,609</b>
Source	<b>1) Base</b>	<b>1) Base</b>	<b>1) Base</b>
Budget Reference	<b>1) 00000</b>	<b>1) 00000</b>	<b>1) 00000</b>

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**English Learners, Foster Youth, and/or Low Income**

**Scope of Services:**

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

**Schoolwide**

**Location(s):**

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

**All Schools**

**Actions/Services**

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

**Modified**

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

**Unchanged**

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

**Unchanged**

2017-18 Actions/Services

**Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.**

2018-19 Actions/Services

**Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.**

2019-20 Actions/Services

**Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<b>1) \$10,000</b>	<b>1) \$10,300</b>	<b>1) \$10,609</b>
Source	<b>1) Base</b>	<b>1) Base</b>	<b>1) Base</b>
Budget Reference	<b>1) 00000</b>	<b>1) 00000</b>	<b>1) 00000</b>

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

**\$854,644**

**29.01%**

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

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

## Goal 1

**\*Action 1: Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals**

**\*Action 2: Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD) for students and staff**

**\*Action 3: Provide professional development/support, academic coaching, equipment/technology, and progress monitoring programs to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness (i.e. digital devices, WASC, School Pathways, etc.)**

## Goal 2

**\*Action 1: Ensure/support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance**

**\*Action 2: Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.**

**\*Action 3: Student recognition to support their academic achievement and/or good attendance; staff recognition that supports LEA's Mission and Vision Statements**

**\*Action 4: Increase parent communication through improved accessibility to District website/resources/apps (i.e. Parent Square), grading and attendance systems (School Pathways-SIS), student planners, and school bulletins**

### **Goal 3**

**\*Action 1: Replace/upgrade furniture and/or equipment at the learning centers to support 21st Century learning skills and environment**

**\*Action 2: Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.; needed repairs at both learning centers will be prioritized and carried out on a consistent basis**

**\*These actions will ensure that all West Park Charter Academy students receive a rigorous, CCSS-Aligned education from highly-qualified teachers/support staff; students will be provided with learning centers conducive to learning, and receive an education that will prepare them for college and career—one that makes them desirable to 21st Century employers.**

# Addendum

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

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

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

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

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

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

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

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **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 supported 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.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

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

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

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

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

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

(e) "Expulsion rate" shall be calculated as follows:

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

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

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