



## LCFF Budget Overview for Parents

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

CDS Code: 10-62539-6112387

School Year: 2024-25

LEA contact information:

Dr. Brian Clark

Superintendent

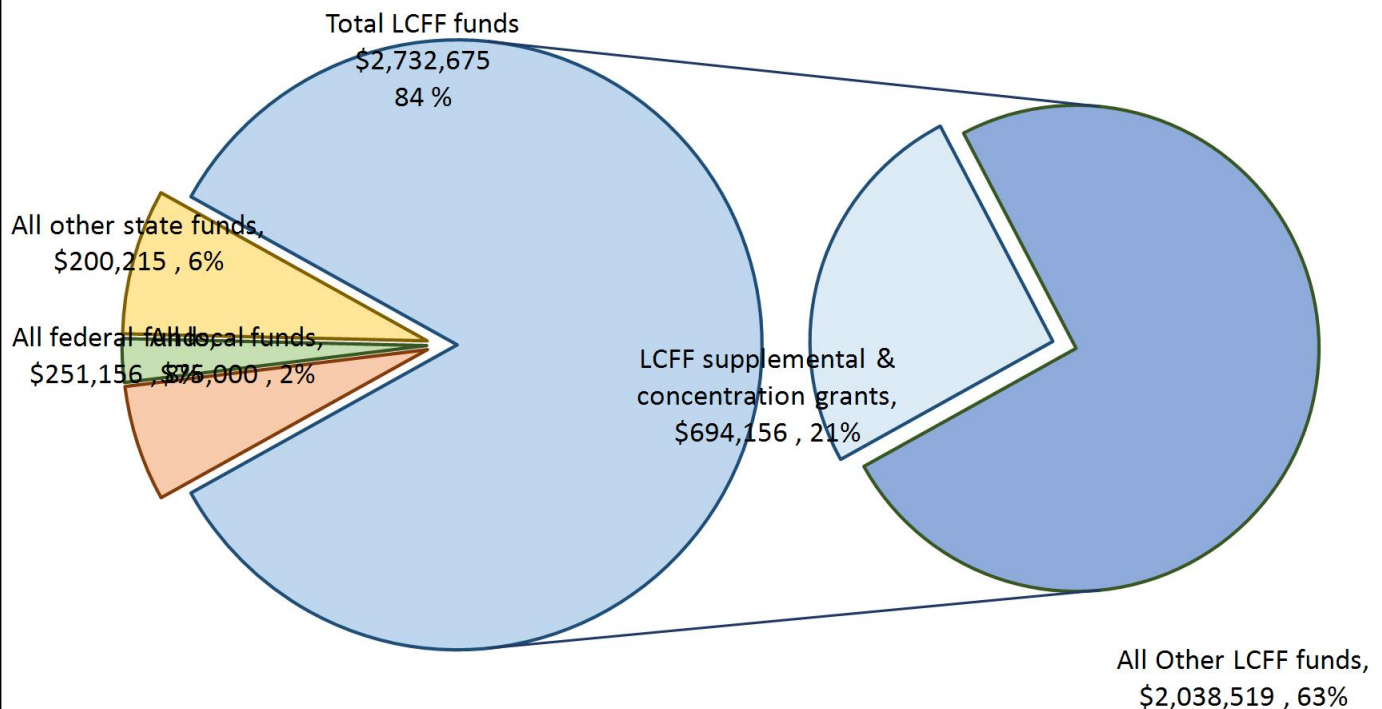
brian\_c@wpesd.org

(559) 233-6501

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 2024-25 School Year

#### Projected Revenue by Fund Source

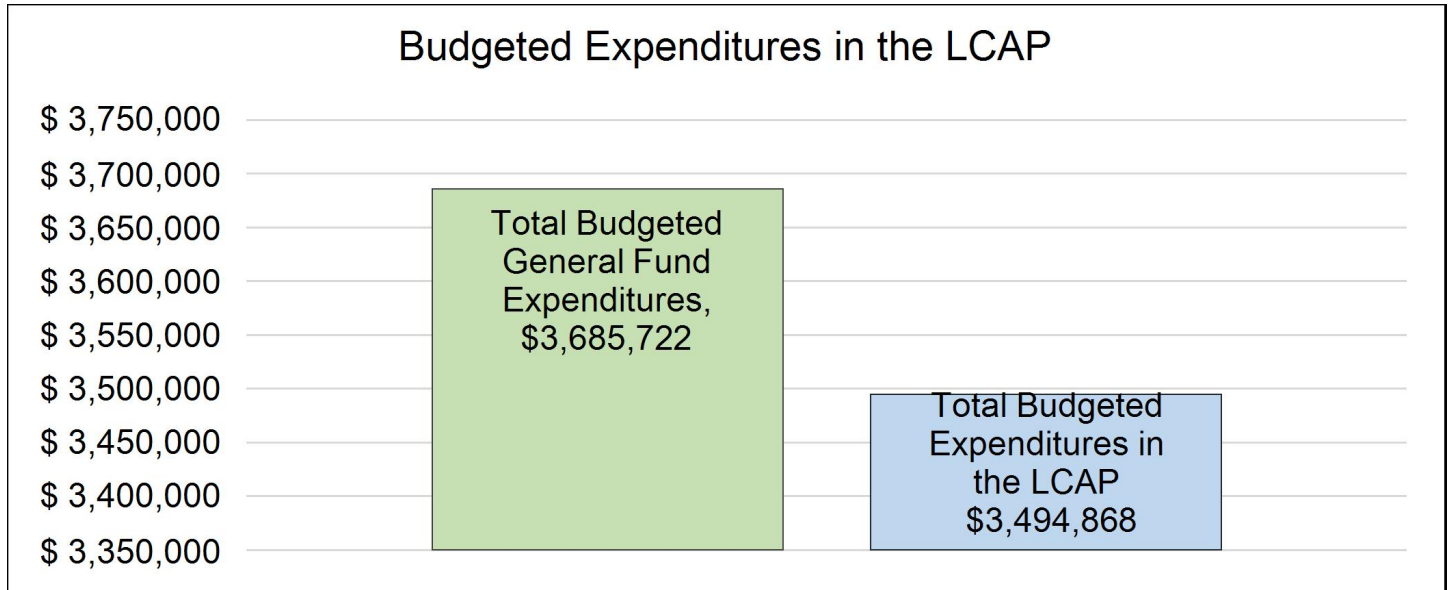


This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Park Charter Academy is \$3,259,046, of which \$2,732,675 is Local Control Funding Formula (LCFF), \$200,215 is other state funds, \$75,000 is local funds, and \$251,156 is federal funds. Of the \$2,732,675 in LCFF Funds, \$694,156 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: West Park Charter Academy plans to spend \$3,685,722 for the 2024-25 school year. Of that amount, \$3,494,868 is tied to actions/services in the LCAP and \$190,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

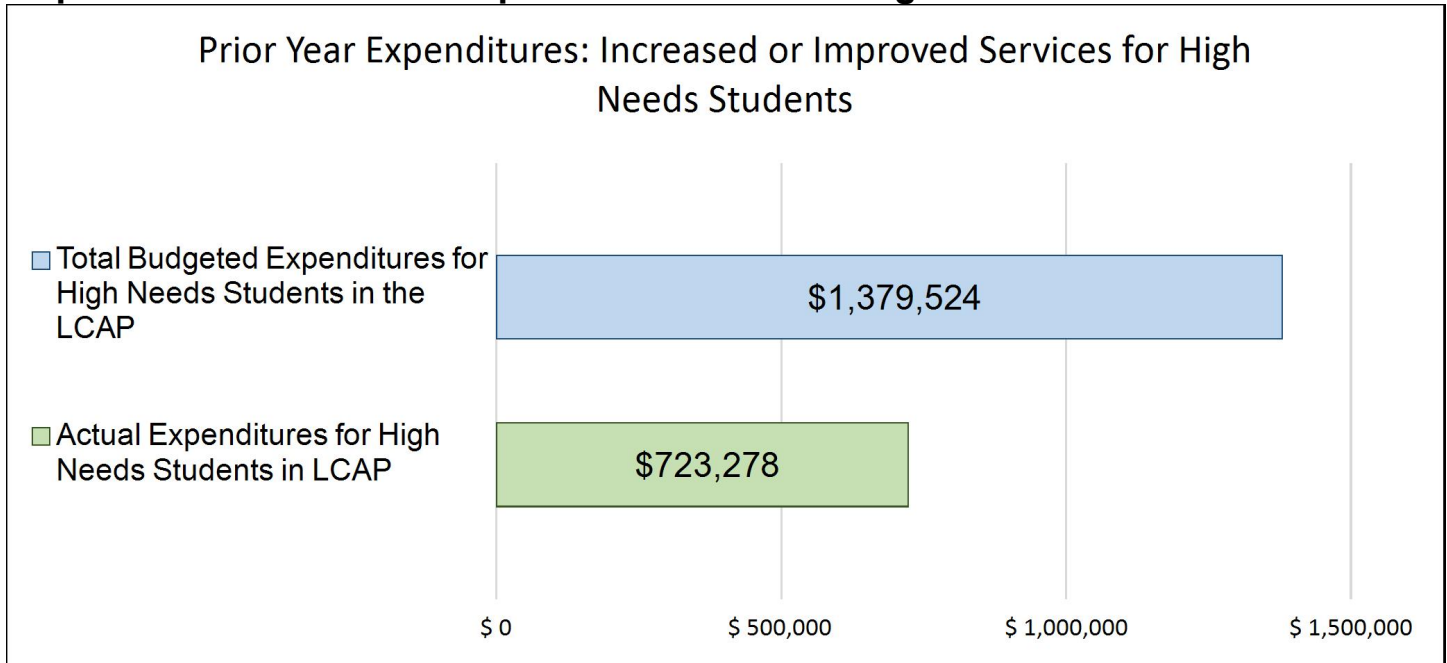
The total expenditures not included in the LCAP are related to district administration costs, utilities and other district operational costs

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, West Park Charter Academy is projecting it will receive \$694,156 based on the enrollment of foster youth, English learner, and low-income students. West Park Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Charter Academy plans to spend \$1,130,648 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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.

The text description of the above chart is as follows: In 2023-24, West Park Charter Academy's LCAP budgeted \$1,379,524 for planned actions to increase or improve services for high needs students. West Park Charter Academy actually spent \$723,278 for actions to increase or improve services for high needs students in 2023-24.



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Charter Academy	Dr. Brian Clark Superintendent	brian_c@wpesd.org (559) 233-6501

## Goals and Actions

### Goal

Goal #	Description
1	All students at West Park Charter Academy will increase in achievement and proficiency levels in ELA, ELD, and Math, and be prepared for postsecondary opportunities.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: HR Department	100% of teachers appropriately assigned and properly credentialed Data Year: 2021-22 Data Source: HR Department	100% of teachers appropriately assigned and properly credentialed Data Year: 2022-23 Data Source: HR Department	100% of teachers appropriately assigned and properly credentialed Data Year: 2023-24 Data Source: HR Department	1% Misassignments 1% Vacancies Data Year: 2023-24 Data Source: CBEDS Fall 2024
Access to standards-aligned instructional materials	100% Access Data Year: 2020-21 Data Source: Internal Review	100% Access Data Year: 2021-22 Data Source: Internal Review	100% Access Data Year: 2022-23 Data Source: Internal Review	100% Access Data Year: 2023-24 Data Source: Internal Review	100% Access Data Year: 2023-24 Data Source: Internal Review
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.	Full Implementation & Sustainability Data Year: 2023-24 Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: 2021 Teacher Survey and Priority 2 Self-Reflection Tool	The charter academy had a rating of 4 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2021-22 Data Source: 2022 Teacher Survey and Priority 2 Self-Reflection Tool	The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2022-23 Data Source: 2023 Teacher Survey and Priority 2 Self-Reflection Tool	The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2023-24 Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool	
Smarter Balanced ELA Note: Local benchmarks will be used until CAASPP results become available	Met or Exceeded Standards in ELA: All: 6.9% EL: 14.3% SWD: fewer than 10 students Data Year: 2020-21 Data Source: Illuminate	Met or Exceeded Standards in ELA: All: 36.1% Low Income: 33.6% EL: 18.8% SWD: fewer than 10 students Data Year: 2020-21 Data Source: DataQuest	Met or Exceeded Standards in ELA: All: 33.1% Low Income: 35.8% EL: 9.1% SWD: fewer than 10 students Data Year: 2021-22 Data Source: DataQuest	Met or Exceeded Standards in ELA: All: 32.23% Low Income: 29.13% EL: 5.0% SWD: fewer than 10 students Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards: All: 40% Low Income: 40% EL: 40% SWD: 40% Data Year: 2023-24 Data Source: DataQuest
Smarter Balanced Math Note: Local benchmarks will be used until CAASPP results become available	Met or Exceeded Standards in Math: All: 4.3% EL: 14.3% SWD: 0% Data Year: 2020-21 Data Source: Illuminate	Met or Exceeded Standards in Math: All: 10.6% LI: 10.8% EL: 13.3% SWD: fewer than 10 students Data Year: 2020-21 Data Source: DataQuest	Met or Exceeded Standards in Math: All: 8.4% LI: 10.0% EL: 0% SWD: fewer than 10 students Data Year: 2021-22 Data Source: DataQuest	Met or Exceeded Standards in Math: All: 6.83% LI: 6.06% EL: 0% SWD: fewer than 10 students Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards: All: 25% Low Income: 25% EL: 25% SWD: 25% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion Rate	0% Data Year: 2019-20 Data Source: Dashboard	0% Data Year: 2020-21 Data Source: Dashboard	0% Data Year: 2021-22 Data Source: Dashboard	0% Data Year: 2022-23 Data Source: Dashboard	51% Data Year: 2022-23 Data Source: Dashboard
CTE Pathway Completion Rate	12.5% Data Year: 2019-20 Data Source: Dashboard	3.7% (+SBAC 3 or higher on ELA or math) Data Year: 2020-21 Data Source: Dashboard	3.2% (+SBAC 3 or higher on ELA or math) Data Year: 2021-22 Data Source: Dashboard	0% (+SBAC 3 or higher on ELA or math) Data Year: 2022-23 Data Source: Dashboard	51% Data Year: 2022-23 Data Source: Dashboard
EL students making progress towards English Proficiency	45.1% making progress towards English language proficiency  *No ELPAC Scores for Spring 2020 Data Year: 2018-19 Data Source: DataQuest	Level 4 - 20.0% Level 3 - 35.6% Level 2 - 35.5% Level 1 - 8.9%  Data Year: 2020-21 Data Source: DataQuest	37.5% making progress towards English language proficiency  Data Year: 2021-22 Data Source: Dashboard English Learner Progress Indicator (ELPI)	45.2% making progress towards English language proficiency  Data Year: 2022-23 Data Source: Dashboard English Learner Progress Indicator (ELPI)	50% Data Year: Spring 2022 & 2023 Data Source: Dashboard
EL Reclassification Rate	3.4% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: Internal Data	25% Data Year: 2022-23 Data Source: Internal Data	5% Data Year: 2022-23 Data Source: DataQuest
Middle School Dropout Rate	3% Data Year: 2019-20 Data Source: CALPADS	0% Data Year: 2020-21 Data Source: CALPADS	0% Data Year: 2021-22 Data Source: CALPADS	0% Data Year: 2022-23 Data Source: CALPADS	0% Data Year: 2022-23 Data Source: CALPADS



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	12.9% Data Year: 2019-20 Data Source: DataQuest	16.7% Data Year: 2020-21 Data Source: DataQuest	53.6% Data Year: 2021-22 Data Source: DataQuest	33.3% Data Year: 2022-23 Data Source: DataQuest	3% Data Year: 2022-23 Data Source: DataQuest
High School Graduation Rate	71.8% Data Year: 2019-20 Data Source: DataQuest	70.8% Data Year: 2020-21 Data Source: DataQuest	41.1% Data Year: 2021-22 Data Source: DataQuest	66.7% Data Year: 2022-23 Data Source: DataQuest	96% Data Year: 2022-23 Data Source: DataQuest
College Career Readiness	9.4% Data Year: 2019-20 Data Source: Dashboard	3.7% (+SBAC 3 or higher on both) Data Year: 2020-21 Data Source: Dashboard	4.8% (+SBAC 3 or higher on both) Data Year: 2021-22 Data Source: Dashboard	5.9% (+SBAC 3 or higher on both) Data Year: 2021-22 Data Source: Dashboard	50% Data Year: 2022-23 Data Source: Dashboard
Suspension Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2022-23 Data Source: DataQuest
Broad Course of Study	Students in grades 9-12 enrolled in advanced academic courses: All: 7.4% EL: 2% Low Income: 9.8% Data Year: 2020-21	Students in grades 9-12 enrolled in advanced academic courses: All: 0% EL: 0% Low Income: 0% Data Year: 2021-22	Students in grades 9-12 enrolled in advanced academic courses: All: 0% EL: 0% Low Income: 0% Data Year: 2022-23	Students in grades 9-12 enrolled in advanced academic courses: All: 0% EL: 0% Low Income: 0% Data Year: 2023-24	Students in grades 9-12 enrolled in advanced academic courses: All: 20% EL: 20% Low Income: 20% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Student Information System	Data Source: Student Information System	Data Source: Student Information System	Data Source: Student Information System	Data Source: Student Information System
Other Pupil Outcomes	23% FAFSA Completion Rate Data Year: 2020-21 Data Source: CSAC	15% FAFSA Completion Rate Data Year: 2021-22 Data Source: CSAC	17% FAFSA Completion Rate Data Year: 2022-23 Data Source: CSAC	33% FAFSA Completion Rate Data Year: 2023-24 Data Source: CSAC	40% FAFSA Completion Rate Data Year: 2023-24 Data Source: CSAC

## Goal Analysis

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

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

The addition of a dedicated Director at WPCA in the summer of 2023 and the efforts of the CTE Counselor impacted the growth of partnerships with local community colleges which provides students with access to Career / Technical Education (CTE) programs, dual enrollment programs, and High School Enrichment Program (HSEP). With these positions fully in place during the 2023-24 school year, growth was realized in the areas of student academic achievement and the state College and Career Indicator over the past several years.

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

Action 1.2 - Expenditures were less than anticipated because the goal of providing needed materials was successfully achieved through the expenditure of less than budgeted amount.  
 Action 1.3 - Expenditures were less than estimated actuals because the contractual relationship with FCSS was not realized. It is anticipated that this relationship will be renewed in the coming year.  
 Action1.5 - Expenditures were less than estimated actuals because funds budgeted for technology replacement were not needed. It is anticipated that due to the additional year of use on existing devices that the additional funding will be needed for this year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The metrics indicate progress was made during the 2022-23 school year based on the 2023 Dashboard results. To a great extent, the effectiveness of the 22/23 actions came about due to the presence of a dedicated leader at WPCA in the 2023-24 school year with

demonstrated expertise and success as an instructional leader in an independent study program and a renewed dedication by district and school staff to student achievement.

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

Upon reflection by leadership and staff, the additions of Actions 1.6 and 1.7 during the previous LCAP cycle led to successful implementation of both Actions. It is felt that the seven Actions in Goal 1 are sufficient going forward into the next cycle.

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

## Goals and Actions

### Goal

Goal #	Description
2	West Park Charter Academy will continually improve its positive school culture and climate.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	92% Data Year: 2020-21 Data Source: P-2	90% Data Year: 2021-22 Data Source: P-2	95% Data Year: 2022-23 Data Source: P-2	95% Data Year: 2023-24 Data Source: P-2	96% Data Year: 2023-24 Data Source: P-2
Sense of School Safety	95% Data Year: 2020-21 Data Source: Local Student Survey	95% Data Year: 2021-22 Data Source: Local Student Survey	71% Data Year: 2022-23 Data Source: Local Student Survey	93% Data Year: 2023-24 Data Source: Local Student Survey	100% Data Year: 2023-24 Data Source: Local Student Survey
Sense of School Connectedness	79% Data Year: 2020-21 Data Source: Local Student Survey	79% Data Year: 2021-22 Data Source: Local Student Survey	63% Data Year: 2022-23 Data Source: Local Student Survey	92% Data Year: 2023-24 Data Source: Local Student Survey	100% Data Year: 2023-24 Data Source: Local Student Survey
Chronic Absenteeism Rate	6% Data Year: 2018-19 Data Source: DataQuest	10.5% Data Year: 2020-21 Data Source: DataQuest	3.8% Data Year: 2021-22 Data Source: DataQuest	1% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest

### Goal Analysis

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

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

There were substantive differences in planned actions and the actual implementation of some actions (Actions 2.2, 2.4, 2.5 and 2.6). These will be explained below.

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

Action 2.2 - This Action was primarily funded by other funding sources.

Action 2.4 - While progress has been made in this Action, the needed parent in-servicing remains to be implemented and will be during the coming year.

Action 2.5 - A robust snack program was implemented at both sites. Breakfast/Lunch still remains to be strategized and implemented.

Action 2.6 - Existing personnel numbers made the initiation of a shared mental health practitioner impractical. This Action remains a high priority for the coming year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The improvement in school culture and climate during the 23/24 school year can be explained by the following: 1. Enhanced opportunity for staff input in educational program and outreach opportunities. 2. Additional parent and student recognition events led to the increase in the sense of connectiveness and school safety. 3. The addition of a dedicated Director led to enhanced planning and successful implementation of school events.

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

The planned additional mental health support personnel did not materialize due to lack of staffing. The addition of a third counselor enabled the school to meet many of the same goals expressed in our previous plan. It is believed that the data above indicates the effectiveness of this revised plan. The addition of the third counselor also allowed for enhanced monitoring of all students, but particularly those of low-income and foster status. However, the addition of targeted mental health support remains a key goal.

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



## Goals and Actions

### Goal

Goal #	Description
3	West Park Charter Academy will provide all educational partners with safe learning facilities and support effective operations to ensure 21st Century learning takes place.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	All facilities met good repair Data Year: 2020-21 Data Source: Maintenance Department	All facilities met good repair Data Year: 2021-22 Data Source: Maintenance Department	All facilities met good repair Data Year: 2022-23 Data Source: Maintenance Department	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department
Sense of School Facilities Being Well-Kept	All facilities being well-kept Students: 93% Parents: 98% Staff: 83% Data Year: 2020-21 Data Source: Local Survey	All facilities being well-kept Students: 93% Parents: 98% Staff: 83% Data Year: 2021-22 Data Source: Local Survey	All facilities being well-kept Students: 65% Parents: 91% Staff: data not collected Data Year: 2022-23 Data Source: Local Survey	All facilities being well-kept Students: 77.6% Parents: 81.2% Staff: data not collected Data Year: 2023-24 Data Source: Local Survey	All facilities being well-kept Students: 100% Parents: 100% Staff: 100% Data Year: 2023-24 Data Source: Local Survey

### Goal Analysis

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

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

There are no substantive differences in planned actions and the actual implementation of these actions.

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

Action 3.1 - Estimated actuals were less than planned expenditures because of increased efficiency in cleaning and custodial services.

Action 3.3 - Estimated actuals were less than planned expenditures because the furnishings which had been replaced in the previous year, sufficed for the year.

Action 3.4 - Estimated actuals were less than planned expenditures because the level and frequency of anticipated repair and maintenance did not materialize.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in making progress toward the goal as indicated in the FIT report and a local parent/student survey. In fact, the local student survey indicated an increase in the percentage of students who report facilities being well kept.

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

There were no changes made to Goal 3.

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



# Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Charter Academy	Dr. Brian Clark Superintendent	brian_c@wpesd.org (559) 233-6501

## Plan Summary [2024-25]

### General Information

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

West Park Charter Academy (WPCA) is a TK-12 independent study program with two learning centers located in the heart of the Central San Joaquin Valley (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 WPCA are required to meet with their teacher for a minimum of one 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 one hour per week appointment with their teacher). WPCA has ensured that all students have access to print and digital core and supplemental curriculum, as well as devices needed for learning (i.e. Chromebooks).

WPCA’s students come to the program with a vast array of educational backgrounds, experiences, academic proficiency, and social and emotional learning needs. Some students seek the independence, flexibility, and “college feel” of the program, while some are working to recover credits; others have not met their academic potential in a traditional school setting. In the Spring of 2024, enrollment is 180 students. The majority of students attending WPCA (76%) are from low-income families, 77% are Hispanic, 10% are English learner students, and less than 1% are foster youth.

WPCA’s teachers, counselors, and support staff are committed to the program’s mission and vision to help every student maximize their academic and personal potential, as well as prepare them to be competitive in the 21st Century workplace. Paraprofessionals meet the requirements for serving as tutors for students in grades TK-12. Every staff member is committed to their personal growth and participates in professional learning opportunities throughout each school year. Through training and support, WPCA's staff is better prepared to serve our students which helps to increase students' academic achievement. The ultimate goal is for all students at WPCA to be well-prepared for

postsecondary opportunities upon graduation, whether that is attending college or a vocational program, joining the military, or joining the workforce.

WPCA was granted a six-year Western Association of Schools and College (WASC) Accreditation through 2024, with a 2-day follow-up visit in 2021. In February of 2021, WPCA hosted a 2-day mid-cycle WASC visit which was conducted virtually due to the pandemic. During the visit, WPCA's educational partners had the opportunity to provide feedback regarding their involvement, participation, and overall experience. The WASC Visiting Committee synthesized the information and presented the educational partners with areas of strength and areas of focus. Since the February 2021 WASC follow-up visit, WPCA staff has worked collaboratively to address and respond to the WASC Visiting Committee's recommendations and has continued to build on its strengths.

In the 2023-24 school year, WPCA's WASC Accreditation is up for renewal. The ongoing six-year cycle began with an intensive self-study whereby WPCA must demonstrate the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. WPCA must assess its program and its impact on student learning with respect to the WASC criteria/indicators and other accreditation factors.

In May of 2024, WPCA's WASC accreditation visit was conducted. The school awaits the determination of the committee, however, their exit report provided a positive review of our program.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard is designed to help parents and educators identify strengths and areas for improvement. The Dashboard reports how schools and student groups are performing as measured by state and local indicators aligned to the state priorities. The state priority areas reflect the belief that many factors can positively impact student success. The priorities are grouped into the following three categories; 1) conditions for learning, 2) engagement, and 3) student outcomes.

The West Park Charter Academy 2023 California School Dashboard and local survey data indicate high levels of student and family engagement in the West Park Charter Academy program. However, the priority area of student outcomes is an identified need which is discussed in the next section.

The West Park Charter Academy 2022-23 Chronic Absenteeism Rate was 1% as reported in the 2023 California School Dashboard. This rate is significantly lower than most schools throughout California during the 2022-23 school year. The independent study design of the program likely contributed to low chronic absenteeism since students do not physically attend school with the exception of a required weekly one-hour meeting with teachers at the learning centers and other optional visits to the learning centers to participate in meetings or in-person learning opportunities. The design of West Park Charter Academy's program also contributes to lower suspension and expulsion rates as students do not frequently interact without adult supervision or in non-academic environments. As reported in the 2023 California School Dashboard, there were no suspensions during the 2022-23 school year. Also, a survey of students during the 2023-24 school year revealed high levels of respect between students and teachers, further positively impacting high engagement levels. Nearly all students in grades 9-12

responded to the survey, 88% believe their teacher wants them to succeed in school, and 72% believe the teachers and adults at school treat students fairly.

A survey of families during the 2023-24 school year demonstrated that 80% of parents agree or strongly agree that West Park Charter Academy has created a welcoming environment for all families in the community, promotes the academic success of all students, and provides families with information and resources to support student learning and development in the home. Most students (71%) and their parents agree that students feel safe while attending the learning centers.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

West Park Charter Academy

Support for Identified Schools

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

West Park Charter Academy's (WPCA's) Comprehensive Support and Improvement (CSI) plan is based on student achievement and partner engagement data regarding the academic and social-emotional needs of students. WPCA will utilize its LCAP to outline strategies to address the needs that have surfaced and will continue to address the needs during the 2024-25 school year. Although many actions in the plan have been a focus for several years, there are some key areas that WPCA will focus on during the 2024-25 school year to reverse the graduation rate trend evidenced in 2022 that led to the identification of WPCA as a CSI school.

Educational partners will have ongoing opportunities to provide feedback during the 2024-25 school year. These opportunities include monthly board meetings during open sessions, quarterly ELAC meetings, surveys, family engagement events, a comment/suggestion portal on the district's website, and through Parent Square which is an online communications platform. Partner feedback will be collected by program staff and administration and reviewed/discussed routinely during leadership meetings. Strategies provided by the FCSS team will be utilized to reflect on feedback provided by educational partners in order to be intentional and take the necessary time to identify underlying

root causes and respond to the needs of students, staff, and families. The partnership with families is a significant element of the CSI plan and will provide insights to fully understand how to reverse the declining graduation rate, increase college going rates, and improve student academic performance overall.

The CSI plan will be adjusted as necessary depending on students' needs. Educational partner input is also critical to the overall refinement of the plan and selection of evidence-based interventions.

In addition to the analysis of student academic progress, input/feedback plays a vital role in selecting effective evidence-based interventions. Through staff surveys, staff meetings, and committee meetings, various interventions have been identified and are currently being implemented. One example includes the professional learning that teachers are receiving during the 2023-24 school year. In response to the differentiated needs of teachers and support staff, WPCA has shifted from a "whole group" approach to a one-on-one coaching model. As evidenced through staff feedback, this shift is benefitting teachers by providing them with the differentiated support needed to meet the individual needs of their students. In 2024-25, SPCA teachers and the instructional leader will work closely together in collaboration with FCSS content specialists and leadership coaches to identify and implement evidence-based interventions. Professional learning opportunities in the areas of ELA, ELD, and Math will be provided to teachers and support staff including one-on-one and/or small-group coaching, workshops, and webinars. Some of the areas that teachers and support staff will receive training and coaching in include:

- Best practices in virtual instruction: effective use of technology (software & hardware) to provide strong instruction to students
- Implementation of the California Common Core State Standards (ELA, ELD and Math): essential standards that will be focused on to close the gap in students' learning loss
- Formative Assessment: to identify learning loss and check for understanding
- Social-Emotional Support: supports that will be provided to students by teachers, academic/guidance counselors, and the program's school psychologist
- Mandatory weekly tutorial services for students receiving a D or an F in a core class

All of the program's efforts and interventions were identified through the analysis of educational partner input and student data. It is evident that our students need additional support to progress academically in ELA, ELD and Math, graduate, and equitably access postsecondary opportunities. A lack of these additional supports has contributed to the program's graduation rate being significantly lower than the state's average. For this reason, teachers and support staff will receive a combination of collective and individual (differentiated) professional learning to address the areas listed above in order to significantly change outcomes for students. The district believes that supporting and equipping teachers and support staff directly correlates to improved student achievement. The instructional leader will receive weekly support from FCSS leadership coaches. This will allow for reflection and dialogue, and ensure that the planned actions are being implemented.

The goal is that WPCA's CSI plan will strengthen equitable opportunities and access to future educational opportunities for all students. Through the plan, each student will continue to receive a high-quality, rigorous, standards-based education (from a credentialed teacher)—one that prepares each and every student for post-secondary opportunities. All students will have access to a Chromebook (to be used at home for school-related assignments/research/projects). In addition, all students who enroll are provided with a district Gmail account (with access to the G-Suite resources), access to the standards-aligned core curriculum (print and digital curriculum), access to CTE Pathways and/or other courses at local community colleges, and other necessary materials/supplies.



Looking forward to 2024-25, WPCA will continue to support student achievement and improve the graduation rate by utilizing feedback from surveys, interviews, informational meetings, and district meetings, and monitoring students' credit completion progress (at least 27.5 credits per semester). Doing so will support the program's continuous improvement toward equity, access, and academic achievement for all students.

## ***Monitoring and Evaluating Effectiveness***

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

West Park Elementary School District administration and certificated staff will continue to work closely together, and also in conjunction with the FCSS CSI support specialist(s)/Leadership Coaches throughout the 2024-25 school year in monitoring the implementation and effectiveness of the CSI plan. The program's plan will continue to address the academic needs of students at West Park Charter Academy. The data/metrics to be monitored throughout the school year include (but are not limited to):

- 2024 Dashboard data/results
- 2024 CAASPP results (administered in the Spring '24 semester)
- 2024 ELPAC results (administered in the Spring '24 semester)
- 2023-24 benchmark results (iReady)
- 2023-24 Renaissance results (STAR Reading & STAR Math)
- 2023-24 progress in supplemental literacy programs (Lexia Core5, Lexia PowerUp, & Reading Plus)
- 2023-24 demographic data (enrollment, attendance, staffing)
- 2023-24 educational partner survey results
- 2023-24 process data (LCP, budgeting, PLCs)
- 2023-24 semester course completion rates

Since WPCA is identified as CSI due to its graduation rate, leaders, counselors, and teachers will routinely monitor students' progress and credit completion (1-2 times per semester). A requirement to graduate from WPCA is that students earn 220 credits, which means all students must earn a minimum of 27.5 credits per semester to stay on pace for graduation.

The following information is used by WPCA's counselors and administrators as a guide for credit completion and is shared/reviewed with students and parents/guardians:

- Freshmen: 55 credits earned by end of year
- Sophomores: 110 cumulative credits earned by end of year
- Juniors: 165 cumulative credits earned by end of year
- Seniors: 220 cumulative credits earned by end of year

WPCA will monitor and evaluate the effectiveness of the CSI plan using the following methods:

- CSI Webinars—Program administration will continue attending the CSI webinars provided by the FCSS and CDE during the 2024-25 school year. The administration will actively participate, share progress and areas of growth, and share and receive ideas/input from other school administrators.
- Educational Partner Input—Partners will be given multiple opportunities to provide feedback/input through surveys, the district's website (comment section), and direct contact with teachers and administration.
- Board Meetings—The West Park Elementary School District (Public) Board Meetings take place on the second Tuesday of each month and are open to the public.
- Staff Meetings—The WPCA teaching and support staff meet once a week to discuss and respond to the academic and social-emotional needs of students.
- ELAC Meetings—WPCA holds ELAC meetings four times yearly (twice per semester).
- Professional Learning Community (PLC) Meetings—WPCA's PLC committee meets four times per year (twice per semester) to review/discuss and create plans to address the curricular needs of the program.
- Educational Partner Surveys/Results—Multiple opportunities to provide input/feedback are given to students, parents/guardians, and staff throughout the school year.
- High School Senior Exit Interviews—Interviews occur twice a year; once before Winter Break for December graduates, and once in the Spring for May graduates. In addition to gaining valuable experience in being interviewed by a panel (the program's counselors and director), students are able to provide qualitative data pertaining to the impact that WPCA has had on them academically and social-emotionally. This student feedback is collected, analyzed, and reviewed by teachers and support staff. In the past years, student feedback has resulted in more academic and social-emotional support including additional paraprofessionals and tutors with math and writing skills, and college campus field trips.

In addition to the above-mentioned efforts, the program's administration, teachers, counselors, and support staff will monitor the implementation of the plan with monthly check-ins. The check-ins will ensure the program maintains momentum with regard to supporting students' academic and social-emotional growth, as well as the staff's professional development. As outlined in the Parent/Student and Certificated Staff Handbooks, protocols for attendance, work completion, participation, and credit completion remain the same. All parents/guardians and students will receive regular progress reports, and when necessary, students will be referred for mandatory tutoring. Outreach to parents/guardians and students will be made via phone calls, mailed letters, emails, messages via Parent Square, and home visits. Additionally, the program's two academic/guidance and CTE counselor are available to support the academic and social-emotional needs of students.

The effectiveness of the CSI Plan is measured by:

- An increased graduation rate to well above 68% which led to the school's identification as a CSI school
- An increased number of students progressing academically on state and district ELA and Math assessments (including ELD)
- An increased number of students successfully completing high school credits each semester
- An increased number of students earning higher grades (and meeting or exceeding standards on assessments)
- An increased number of students successfully completing CTE, dual-enrollment, and/or high school enrichment program courses at all local colleges in Fresno County.

WPCA is confident that by remaining diligent in addressing the areas outlined in its current plan it will yield improved results. WPCA will keep student outcomes at the forefront, and will continue to monitor students' progress very closely; through careful analysis, reflection, and



discussion, the necessary improvements will lead to improved results.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	WPCA certificated school personnel has various opportunities to provide feedback/input throughout the 2023-24 school year. This will continue in the 2024-25 school year. This will include: Staff meetings, Monthly public board meetings, Parent/Community luncheons, and ELAC meetings.
Director	WPCA administrating, including the director of charter schools and the superintendent, provide ongoing input during the development of LCAP. The draft 2024-25 LCAP was presented to all educational partners on the district website for comment and suggestions from May 30 to June 23, 2024.
Other Personnel	WPCA will continue to consult with all statutorily required groups on an ongoing basis. All educational partners have various opportunities to provide feedback/input regarding the program's LCAP goals and actions, WASC Action Plan, and all other academic and support services.
Parents	WPCA will continue to consult with parents and required groups on an ongoing basis. All parents have various opportunities to provide feedback/input regarding the program's LCAP goals and actions, WASC Action Plan, and all other academic and support services.

Educational Partner(s)	Process for Engagement
Students	WPCA will continue to consult with all students and required groups on an ongoing basis. All students have various opportunities to provide feedback/input regarding the program's LCAP goals and actions, WASC Action Plan, and all other academic and support services.
CSI Educational Partners	WPCA will continue to consult with all CSI educational partners and required groups on an ongoing basis. All CSA educational partners have various opportunities to provide feedback/input regarding the program's LCAP goals and actions, WASC Action Plan, and all other academic and support services.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from educational partners compiled through surveys, meetings, and interviews informs the direction of WPCA's programs which are student-centered and focus on improving student outcomes.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students at West Park Charter Academy will increase in achievement and proficiency levels in ELA, ELD, and Math, and be prepared for postsecondary opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of all our students including our unduplicated population so that students can increase academic achievement and be prepared for postsecondary opportunities.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: HR Department			100% of teachers appropriately assigned and properly credentialed Data Year: 2026-27 Data Source: HR Department	
1.2	Access to standards-aligned instructional materials	100% Access Data Year: 2023-24 Data Source: Internal Review			100% Access Data Year: 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Internal Review	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  Data Year: 2023-24 Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool			Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum.  The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards.  Data Year: 2023-27 Data Source: 2027 Teacher Survey and Priority 2 Self-Reflection Tool	
1.4	Smarter Balanced ELA	Met or Exceeded Standards in ELA: All: 32.3% Low Income: 29.1% EL: 5.0%			Met or Exceeded Standards in ELA: All: 40% Low Income: 40% EL: 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEs: 9.0% SWD: 0% Data Year: 2022-23 Data Source: DataQuest			LTEs: 40% SWD: 30% Data Year: 2025-26 Data Source: DataQuest	
1.5	Smarter Balanced Math	Met or Exceeded Standards in Math: All: 6.8% Low-Income: 6.1% EL: 0.0% LTEs: < 11 students SWD: 0% Data Year: 2022-23 Data Source: DataQuest			Met or Exceeded Standards in Math: All: 30% Low Income: 30% EL: 30% LTEs: 30% SWD: 20% Data Year: 2025-26 Data Source: DataQuest	
1.6	A-G Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard			20% Data Year: 2025-26 Data Source: Dashboard	
1.7	CTE Pathway Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard			20% Data Year: 2025-26 Data Source: Dashboard	
1.8	EL students making progress towards English Proficiency	45.2% making progress towards English language proficiency  Data Year: 2022-23			50% making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard			Data Year: 2025-26 Data Source: Dashboard	
1.9	EL Reclassification Rate	25% Data Year: 2023-24 Data Source: Internal Data			25% Data Year: 2025-26 Data Source: Internal Data	
1.10	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS			0% Data Year: 2025-26 Data Source: CALPADS	
1.11	High School Dropout Rate	33.3% Data Year: 2022-23 Data Source: DataQuest			3% Data Year: 2025-26 Data Source: DataQuest	
1.12	High School Graduation Rate	66.7% Data Year: 2022-23 Data Source: DataQuest			96% Data Year: 2025-26 Data Source: DataQuest	
1.13	College Career Readiness	5.9% Data Year: 2022-23 Data Source: Dashboard			50% Data Year: 2025-26 Data Source: Dashboard	
1.14	Suspension Rate	0%			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: DataQuest			Data Year: 2025-26 Data Source: DataQuest	
1.15	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest			0% Data Year: 2025-26 Data Source: DataQuest	
1.16	Broad Course of Study	100% Data Year: 2023-24 Data Source: Internal Data			100% Data Year: 2026-27 Internal Data	
1.17	California Science Test	Met or Exceeded Standards in ELA: All: 16.2% Low Income: 15.6% EL: 0% LTELs: 0% SWD: 12.5% Data Year: 2022-23 Data Source: DataQuest			Met or Exceeded Standards in ELA: All: 25% Low Income: 25% EL: 25% LTELs: 25% SWD: 20% Data Year: 2022-23 Data Source: DataQuest	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.



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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Supporting Staff	WPCA provides highly-qualified certificated and classified staff to reach the desired academic goals. Students have access to teachers and support staff who are committed to increasing their capacity and are lifelong learners who learn through professional development and professional learning communities (PLCs). Students have access to high-quality instruction and academic support to improve in academic achievement. The overall effectiveness of this action will be measured by ongoing progress monitoring of the metrics listed above, as well as through educational partner feedback.	\$2,182,247.00	No
1.2	Supplemental Curriculum and Resources	All students at WPCA have access to the California Content Standards including English Language Development (ELD) Standards for English learner students. WPCA will invest in supplemental curriculum and resources to provide additional standards-aligned resources to differentiate instruction to meet the unique needs of English learner students and other historically underrepresented youth who may struggle to attain grade-level standards.	\$117,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Professional Development, Learning and Support	<p>WPCA teaching and support staff will engage in ongoing professional development, professional learning communities, support, and academic coaching to build personal capacity and enhance the full implementation of the California Content Standards, ELD Standards, and ensure that students are prepared for college and career.</p> <p>Student assessment data, staff input, the WASC Action Plan, and other qualitative data will be used to drive professional learning opportunities for staff. Ongoing reviews and program monitoring will be conducted to ensure that program needs are addressed.</p>	\$381,840.00	Yes
<b>1.4</b>	Progress-Monitoring Resources and Tools	<p>WPCA will support students' academic needs by providing the necessary progress-monitoring resources and tools. Print and digital tools will allow teachers, support staff, and administration to determine students' areas of growth (formative assessment), which then will be used to drive instruction. This supports the full implementation of the California Content Standards in ELA and Math, ELD Standards, and the Next Generation Science Standards (NGSS). Ongoing reviews and program monitoring will be conducted to ensure that program needs are being addressed.</p>	\$81,756.00	Yes
<b>1.5</b>	Technology/Devices Needed for Teaching and Learning	<p>WPCA staff and students will be provided with the necessary devices, equipment, and technology needed to provide students with a 21st-Century learning environment and ensure equitable access to grade-level standards for all students. To achieve this end, teachers and support staff are provided with a laptop, iPad, and Apple Pencil. Students are provided with a Chromebook, the district's IT department provides troubleshooting and technical support, updates, and other assistance to staff and students. In providing the necessary technology/devices, effective, standards-based instruction and learning can be achieved. To ensure that the program's technology needs are being addressed and met, staff, students, and parents/guardians have opportunities to provide feedback during staff meetings, Faculty Advisory meetings, Curriculum Committee Meetings, Professional Learning Community meetings, and leadership meetings.</p>	\$72,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	School Instructional Leadership	WPCA is committed to increasing the academic progress of all students through a dedicated instructional leader who will work collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The goal is to increase student academic achievement and college and career readiness by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed.	\$154,091.00	Yes
<b>1.7</b>	College and Career Readiness	<p>WPCA will provide students with opportunities to prepare themselves for college and career readiness. Students will tour local colleges. Students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors, as well as the programs partnership with local community colleges (Fresno City College and West Hills College) and tour higher level universities.</p> <p>Students will have access to a wide range of courses at local community colleges through the schools' Career Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSE). This ensures that all students have access to courses and materials/supplies that will prepare them for postsecondary opportunities. The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness with regards to this action.</p>	\$224,877.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	West Park Charter Academy will continually improve its positive school culture and climate.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to continue to build a positive school culture and climate.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	92% Data Year: 2023-24 Data Source: P-2			95% Data Year: 2026-27 Data Source: P-2	
2.2	Sense of School Safety	91.4% Data Year: 2023-24 Data Source: Local Student Survey			95% Data Year: 2026-27 Data Source: Local Student Survey	
2.3	Sense of School Connectedness	81.8% Data Year: 2023-24 Data Source: Local Student Survey			95% Data Year: 2026-27 Data Source: Local Student Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absenteeism Rate	1% Data Year: 2022-23 Data Source: Dashboard			1% Data Year: 2025-26 Data Source: Dashboard	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support Student Attendance	There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance. Providing students with passes for transportation to and from school, they are able to attend weekly instructional appointments, labs, classes, tutoring, and counseling sessions. Program staff will provide direct support to students and families to help families access the resources they	\$130,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		need to sustain high levels of attendance and engagement in school. The program's teachers, counselors, administrators, and district office staff will monitor students, attendance trends throughout the school year. This progress monitoring is essential in making sure students are 1) utilizing their access to transportation, 2) attending weekly instructional appointments, labs, classes, etc.		
<b>2.2</b>	Opportunities for Student and Parent/Guardian Engagement	There is a need to provide WPCA's students and parents/guardians with co-curricular and extra-curricular opportunities and increase opportunities for engagement and school connectedness. The program and district office staff will work cooperatively to plan and carry out various on and off-site engagement opportunities throughout the school year. The overall effectiveness of this action will be dependent on the participation, feedback, surveys, etc.	\$5,000.00	Yes
<b>2.3</b>	Student and Staff Recognition	There is a need to recognize WPCA's students, academic achievement, progress, and attendance, as well as the staff's recognition that supports the program's Mission and Vision. This recognition will come in the form of honor roll certificates, 4.0 medals, perfect attendance certificates, items for graduation/promotion ceremonies, etc. By doing so, staff and students will feel a sense of pride and achievement, as well as increase the program's culture and climate. The effectiveness of this action will be measured by stakeholder participation, feedback, surveys, etc.	\$26,000.00	Yes
<b>2.4</b>	Support Parent/Guardian Communication	WPCA will increase its parent communication through improved accessibility to the district's website, grading and attendance systems, and other platforms. Providing WPCA's parents/guardians with access to free communications tools will ensure that student progress, updates, etc. can be communicated in a timely and effective manner. The effectiveness of this action will depend on stakeholder feedback, survey results, etc.	\$10,000.00	Yes
<b>2.5</b>	Healthy Snacks and Lunches for Students	There is a need to provide students at WPCA with healthy snacks, breakfast and lunch when on-site. Doing so will support both student	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and their ability to learn. To ensure that there are sufficient snacks and lunches, the Machado Office (main office) will monitor the inventory on an ongoing basis. The overall effectiveness will depend on stakeholder feedback and survey results.		
<b>2.6</b>	Mental Health Support	WPCA ensures the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.	\$50,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	West Park Charter Academy will provide all educational partners with safe learning facilities and support effective operations to ensure 21st Century learning takes place.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of all our students and make sure they have access to a safe learning environment for learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities maintained in good repair	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department			All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	
3.2	Sense of School Facilities Being Well-Kept	All facilities being well-kept Students: 94.8% Parents: 71.4% Staff: 66.6% Data Year: 2023-24			All facilities being well-kept Students: 85% Parents: 85% Staff: 85% Data Year: 2026-27	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Survey			Data Source: Local Survey	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe and Clean Facilities	There is a need to provide WPCA's students, staff, and parents/guardians with safe and clean facilities. To achieve this end, both learning centers and Machado Office will be 1) inspected monthly 2) cleaned five days per week. By doing so, all students and staff can focus on learning and teaching. The overall effectiveness will depend on stakeholder feedback, survey results, etc.	\$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.2</b>	Furniture and Equipment for the Program's Learning Centers and Offices	WPCA will maintain and/or replace furniture and equipment at the learning centers and offices, which will support learning and the program's operations. Ongoing maintenance and replacement of chairs, desks, tables, shelving units, etc. ensures that staff, students, and parents/guardians have a physical atmosphere conducive to teaching and learning. Stakeholder feedback and survey results will provide program administration with information needed for any maintenance and/or replacement of furniture.	\$15,000.00	No
<b>3.3</b>	Security and Safety Equipment for the Program's Learning Centers and Offices	There is a need to maintain the security and safety equipment/technology at WPCA's learning centers and offices. This action ensures that the program's assets (devices, curriculum, materials, etc.) are protected each day, which in turn, supports instruction and learning. The effectiveness of this action will be determined by the number of incidents at learning centers and offices. Educational partner's feedback and survey results will also help to determine the effectiveness of this action.	\$5,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$694,156.00	\$82,927

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.052%	16.799%	\$338,802.47	50.851%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Supplemental Curriculum and Resources</p> <p><b>Need:</b> There is a need for students to have access to intervention support and have access to standards-aligned curriculum and resources.</p> <p><b>Scope:</b></p>	<p>This action ensures that all students in need of additional academic who interventions and support have access to standards-aligned supplemental curriculum and resources. The program's foster youth, English Learners, and low-income students will benefit from access to print and digital supplemental curriculum that meets their academic needs and also addresses various learning styles and modalities (i.e. graphic organizers, rubrics, instructional video clips, images, etc.). Staff will 1)</p>	<p>Access to standards-aligned instructional materials</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	identify the program's curriculum needs, 2) review curricular materials, 3) discuss the benefits of implementation, 4) plan implementation, and 5) calendar progress monitoring checks, surveys, and reports to educational partners. Ongoing review, partner feedback, and local indicators will determine the overall effectiveness of this action. Any adjustments and/or curricular needs that are in alignment with this plan will be addressed.	
<b>1.3</b>	<p><b>Action:</b> Professional Development, Learning and Support</p> <p><b>Need:</b> There is a need for teachers to have continuous professional development opportunities to better serve their students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Professional Development, Learning, and Support:</p> <p>This action ensures that all teaching and support staff have access to ongoing professional development, learning, and support. These opportunities are intended to enhance academic instruction, teaching practices, student learning activities/projects, and provide staff with strategies/activities/practices to support the social-emotional well-being of all students. The professional development opportunities are principally directed to meet the learning needs of English learner students, and low-income and foster youth who may be experiencing barriers that impact learning. Training and one-on-one coaching sessions will be utilized throughout each school year. Professional development will be provided by the Fresno County Superintendent of Schools (FCSS) in the areas of ELA, Math, Technology, Visual &amp; Performing Arts (VAPA). The overall focus of this support will be determined, guided, and assessed for effectiveness by student assessment results, educational partner feedback/input, and the program's WASC Action Plan.</p>	Implementation of standards for all students and enable ELs access to CCSS and ELD standards
<b>1.4</b>	<p><b>Action:</b> Progress-Monitoring Resources and Tools</p>	This action addresses the need for the program's foster youth, English Learners, and low-income	Smarter Balanced Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> There is a need for teachers to have access to progress monitoring tools so that they can make the best academic decisions for their students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>students to have their academic progress monitored throughout each school year. Resources/tools such as Renaissance (STAR Reading and STAR Math), ESGI, Illuminate, and School Pathways (SIS) provide data for teachers, support staff, and administration to closely monitor each students' academic growth in the areas of literacy and math. Student data is reviewed and analyzed routinely by district and program administration, teachers, and counselors during professional learning communities, staff meetings, and other meetings.</p> <p>This process allows staff to identify and respond to trends (strengths and areas of growth) within the program's unduplicated students. The overall effectiveness of this action will be determined by the access and use of the progress-monitoring resources/tools by teachers and support staff, and students' increased academic performance.</p>	<p>Note: Local benchmarks will be used until CAASPP results become available</p>
1.5	<p><b>Action:</b> Technology/Devices Needed for Teaching and Learning</p> <p><b>Need:</b> There is a need for teachers and students to have access to technology for teaching and learning.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action ensures that the program's foster youth, English Learners, and low-income students have access to devices needed for learning. Educational partner input indicates there continues to be a need to provide students with Chromebooks. In providing students with these devices, they have access to print and digital core and elective curricula, as well as online supplemental literacy and math programs. Additionally, teachers and support staff are provided with devices needed for instruction. Each staff member is equipped with a laptop, an iPad, and an Apple Pencil. To ensure that this action is effective and meets the needs of our unduplicated students, partner feedback/input regarding their</p>	<p>Smarter Balanced Math Note: Local benchmarks will be used until CAASPP results become available</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		device/technology needs will be reviewed and analyzed by district administration.	
<b>1.6</b>	<p><b>Action:</b> School Instructional Leadership</p> <p><b>Need:</b> There is a need for administrative coaching to guide the administrator with the development of the program.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This action reflects WPCA's commitment to increase the academic progress of all students while focusing on providing the necessary support to teachers so they are successful in meeting the unique needs of their English learner students, low-income students, and foster youth. A dedicated school instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices. Their support and guidance will establish best instructional practices, especially instructional practices that meet the unique needs of traditionally underserved students. The goal is to increase student academic achievement, close the achievement gap, and prepare students for college and career by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed. The effectiveness of this action will be evidenced by an increase in the 2023 student performance in English language arts and math as measured by the Smarter Balanced Assessments (SBAC).</p>	FCSS Administrator Coaching and Mentorship.
<b>1.7</b>	<p><b>Action:</b> College and Career Readiness</p> <p><b>Need:</b> There is a need to provide access to college and dual-enrollment courses for all our students .</p>	<p>WPCA is identified for Comprehensive Support and Intervention as a result of the sharp decline in the graduation rate in 2023. As a result, a focus on preparing students for college and career is essential during the 2024-25 school year. The work of the CTE and academic counselors will be enhanced by designing a progress monitoring system that ensures each child has an individual plan that is actively monitored by a team throughout the year so that</p>	An increase in the amount of students enrolled in college and enrichment courses.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide	timely and targeted interventions whether they are academic, emotional or behavior, can be put into place to ensure students stay on track for graduation. The program's partnership with the local community colleges (Fresno City College and West Hills College) will be renewed by the new dedicated instructional leader ensuring students such as English learners, low-income and foster youth that often experience barriers to postsecondary opportunities are guaranteed access to a wide range of courses at local community colleges through the school's Career Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSEP). The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness with regard to this action.	
2.1	<b>Action:</b> Support Student Attendance  <b>Need:</b> There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.  <b>Scope:</b> Schoolwide	There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance. Providing students with passes for transportation to and from school, they are able to attend weekly instructional appointments, labs, classes, tutoring, and counseling sessions. Program staff will provide direct support to students and families to help families access the resources they need to sustain high levels of attendance and engagement in school. The program's teachers, counselors, administrators, and district office staff will monitor students' attendance trends throughout the school year. This progress monitoring is essential in making sure students are 1) utilizing their access to transportation, 2) attending weekly instructional appointments, labs, classes, etc.	Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p><b>Action:</b> Opportunities for Student and Parent/Guardian Engagement</p> <p><b>Need:</b> There is a need to provide students and parents with co-curricular opportunities.</p> <p><b>Scope:</b> Schoolwide</p>	There is a need to provide WPCA's students and parents/guardians with co-curricular and extra-curricular opportunities and increase opportunities for engagement and school connectedness. The program and district office staff will work cooperatively to plan and carry out various on and off-site engagement opportunities throughout the school year. The overall effectiveness of this action will be dependent on the participation, feedback, surveys, etc.	Sense of School Safety Surveys
2.3	<p><b>Action:</b> Student and Staff Recognition</p> <p><b>Need:</b> There is a need to recognize WPCA's students' academic achievement, progress, and attendance, as well as the staff's recognition that supports the program's Mission and Vision.</p> <p><b>Scope:</b> Schoolwide</p>	This recognition will come in the form of honor roll certificates, 4.0 medals, perfect attendance certificates, items for graduation/promotion ceremonies, etc. By doing so, staff and students will feel a sense of pride and achievement, as well as increase the program's culture and climate. The effectiveness of this action will be measured by stakeholder participation, feedback, surveys, etc.	Sense of School Connectedness
2.4	<p><b>Action:</b> Support Parent/Guardian Communication</p> <p><b>Need:</b> There is a need to increase parent communication Through improved accessibility to the district.</p>	WPCA will increase its parent communication through improved accessibility to the district's website, grading and attendance systems, and other platforms. Providing WPCA's parents/guardians with access to free communications tools will ensure that student progress, updates, etc. can be communicated in a timely and effective manner. The effectiveness of this action will depend on stakeholder feedback,	Chronic Absenteeism Rate



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Schoolwide		
2.5	<b>Action:</b> Healthy Snacks and Lunches for Students  <b>Need:</b> There is a need to provide students at WPCA with healthy snacks, breakfast and lunch when on-site.  <b>Scope:</b> Schoolwide	Doing so will support both student attendance and their ability to learn. To ensure that there are sufficient snacks and lunches, the Machado Office (main office) will monitor the inventory on an ongoing basis. The overall effectiveness will depend on stakeholder feedback and survey results.	Increased attendance and Academic improvement.
2.6	<b>Action:</b> Mental Health Support  <b>Need:</b> There is need for mental health services for students and parents  <b>Scope:</b> Schoolwide	WPCA ensures the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.	Decrease in student/parent referrals.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

WPCA will increase the number of staff providing direct services to low-income students by adding mental health professionals through contracted services. Mental health support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students and foster youth who may not otherwise have access to mental health services.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	1:180
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:36

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,038,519.00	\$694,156.00	34.052%	16.799%	50.851%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,214,335.00	\$86,857.00		\$193,676.00	\$3,494,868.00	\$3,089,753.00	\$405,115.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teaching and Supporting Staff	All		No					\$2,182,247.00	\$0.00	\$2,030,687.00	\$86,857.00		\$64,703.00	\$2,182,247.00	
1	1.2	Supplemental Curriculum and Resources	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$27,370.00	\$90,250.00	\$117,620.00				\$117,620.00	0.00%
1	1.3	Professional Development, Learning and Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$311,040.00	\$70,800.00	\$381,840.00				\$381,840.00	0.00%
1	1.4	Progress-Monitoring Resources and Tools	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$65,116.00	\$16,640.00	\$49,198.00			\$32,558.00	\$81,756.00	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$34,747.00	\$37,875.00	\$72,622.00				\$72,622.00	0.00%
1	1.6	School Instructional Leadership	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$154,091.00	\$0.00	\$154,091.00				\$154,091.00	0.00%
1	1.7	College and Career Readiness	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$205,627.00	\$19,250.00	\$128,462.00			\$96,415.00	\$224,877.00	0.00%
2	2.1	Support Student Attendance	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$109,515.00	\$21,300.00	\$130,815.00				\$130,815.00	0.00%

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Opportunities for Student and Parent/Guardian Engagement	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00%
2	2.3	Student and Staff Recognition	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$26,000.00	\$26,000.00				\$26,000.00	0.00%
2	2.4	Support Parent/Guardian Communication	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00%
2	2.6	Mental Health Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0.00%
3	3.1	Safe and Clean Facilities	All		No					\$0.00	\$33,000.00	\$33,000.00				\$33,000.00	
3	3.2	Furniture and Equipment for the Program's Learning Centers and Offices	All		No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	All		No					\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00%

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,038,519.00	\$694,156.00	34.052%	16.799%	50.851%	\$1,130,648.00	0.000%	55.464 %	<b>Total:</b>	\$1,130,648.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$1,130,648.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Curriculum and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$117,620.00	0.00%
1	1.3	Professional Development, Learning and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$381,840.00	0.00%
1	1.4	Progress-Monitoring Resources and Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$49,198.00	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$72,622.00	0.00%
1	1.6	School Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$154,091.00	0.00%
1	1.7	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$128,462.00	0.00%
2	2.1	Support Student Attendance	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: WPCA	\$130,815.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$5,000.00	0.00%
2	2.3	Student and Staff Recognition	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$26,000.00	0.00%
2	2.4	Support Parent/Guardian Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$10,000.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$5,000.00	0.00%
2	2.6	Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	\$50,000.00	0.00%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,601,253.00	\$3,117,083.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teaching and Support Staff	No	\$2,169,229.00	\$2,145,889.00
1	1.2	Supplemental Curriculum and Resources	Yes	\$150,000.00	\$109,211.00
1	1.3	Professional Development, Learning, & Support	Yes	\$382,277.00	\$284,847.00
1	1.4	Progress-Monitoring Resources and Tools	Yes	\$84,664.00	\$86,590.00
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	\$150,000.00	\$9,350.00
1	1.6	School Instructional Leadership	Yes	\$130,893.00	\$151,309.00
1	1.7	College and Career Readiness	Yes	\$240,609.00	\$230,366.00
2	2.1	Support Student Attendance	Yes	\$50,081.00	\$50,044.00
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	\$5,000.00	\$450.00
2	2.3	Student and Staff Recognition	Yes	\$15,000.00	\$14,955.00
2	2.4	Support Parent/Guardian Communication	Yes	\$10,000.00	\$4,539.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Healthy Snacks and Lunches for Students	Yes	\$111,000.00	\$2,873.00
2	2.6	Mental Health Support	Yes	\$50,000.00	\$0.00
3	3.1	Safe and Clean Facilities	No	\$32,500.00	\$25,473.00
3	3.2	Personal Protective Equipment (PPE) and Other Supplies/Materials	Yes	\$0.00	\$0.00
3	3.3	Furniture and Equipment for the Program's Learning Centers and Offices	No	\$15,000.00	\$0.00
3	3.4	Security and Safety Equipment for the Program's Learning Centers and Offices	No	\$5,000.00	\$1,187.00



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$715,391.00	\$1,379,524.00	\$723,278.00	\$656,246.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Curriculum and Resources	Yes	\$150,000.00	\$109,211.00	0.00%	0.00%
1	1.3	Professional Development, Learning, & Support	Yes	\$382,277.00	\$278,305.00	0.00%	0.00%
1	1.4	Progress-Monitoring Resources and Tools	Yes	\$84,664.00	\$4,295.00	0.00%	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	\$150,000.00	\$1,750.00	0.00%	0.00%
1	1.6	School Instructional Leadership	Yes	\$130,893.00	\$151,309.00	0.00%	0.00%
1	1.7	College and Career Readiness	Yes	\$240,609.00	\$105,547.00	0.00%	0.00%
2	2.1	Support Student Attendance	Yes	\$50,081.00	\$50,044.00	0.00%	0.00%
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	\$5,000.00	\$450.00	0.00%	0.00%
2	2.3	Student and Staff Recognition	Yes	\$15,000.00	\$14,955.00	0.00%	0.00%
2	2.4	Support Parent/Guardian Communication	Yes	\$10,000.00	\$4,539.00	0.00%	0.00%
2	2.5	Healthy Snacks and Lunches for Students	Yes	\$111,000.00	\$2,873.00	0.00%	0.00%
2	2.6	Mental Health Support	Yes	\$50,000.00	\$0.00	0.00%	0.00%
3	3.2	Personal Protective Equipment (PPE) and Other Supplies/Materials	Yes	\$0.00	\$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,016,809.00	\$715,391.00	17.19%	52.661%	\$723,278.00	0.000%	35.862%	\$338,802.47	16.799%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**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*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

**Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

#### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

#### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

#### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



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

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

California Department of Education  
November 2023