

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	West Park Charter Academy
CDS Code:	10-62539-6112387
LEA Contact Information:	Name: Ramiro Elizondo Position: Director Phone: (559) 485-0727
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2715014
LCFF Supplemental & Concentration Grants	\$899201
All Other State Funds	\$322863
All Local Funds	\$19317
All federal funds	\$0
Total Projected Revenue	\$3,057,194

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4295927
Total Budgeted Expenditures in the LCAP	\$3614215
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3614215
Expenditures not in the LCAP	\$681,712

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$915800
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$915800

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$2,715,014
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	During the 2021-2022 school year, West Park Charter Academy will utilize General (Unrestricted) Funds that are not included in the LCAP to support various operating expenses which include the following: fuel/oil/repairs for school vehicles, custodial supplies, utilities (electricity, pest control, waste disposal, water/sewer) at the learning centers, rent/lease for the learning centers, copier maintenance, program audits, legal services, janitorial services, postage/meter rental, telephone/internet service, and postage/freight.

LCFF Budget Overview for Parents

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Ramiro Elizondo

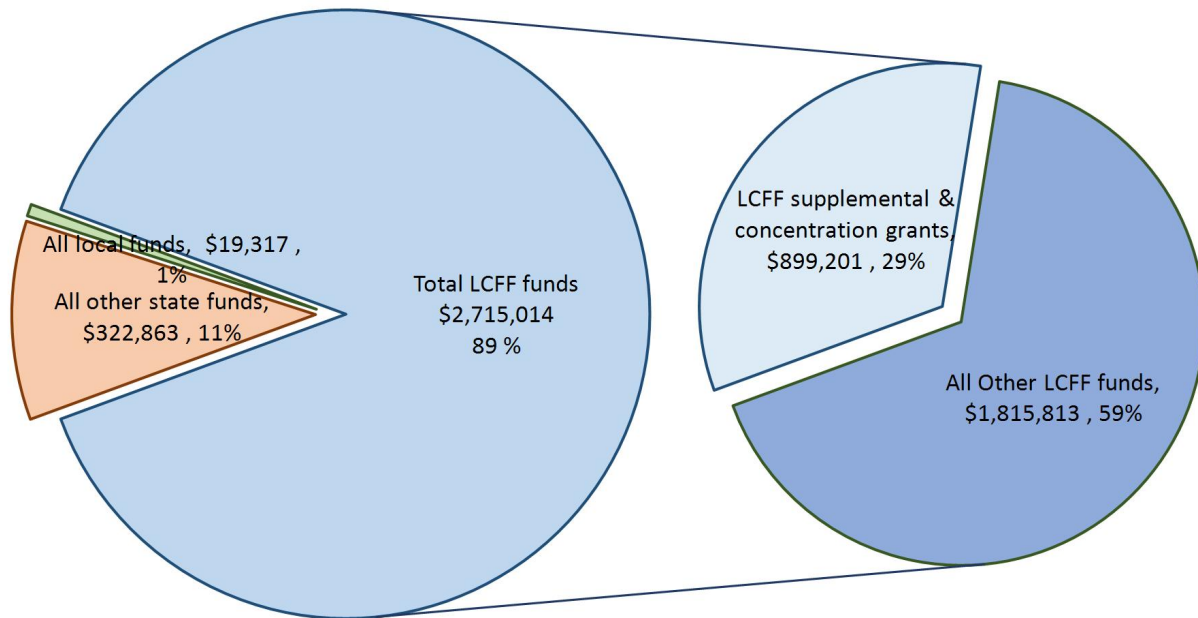
Director

(559) 485-0727

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

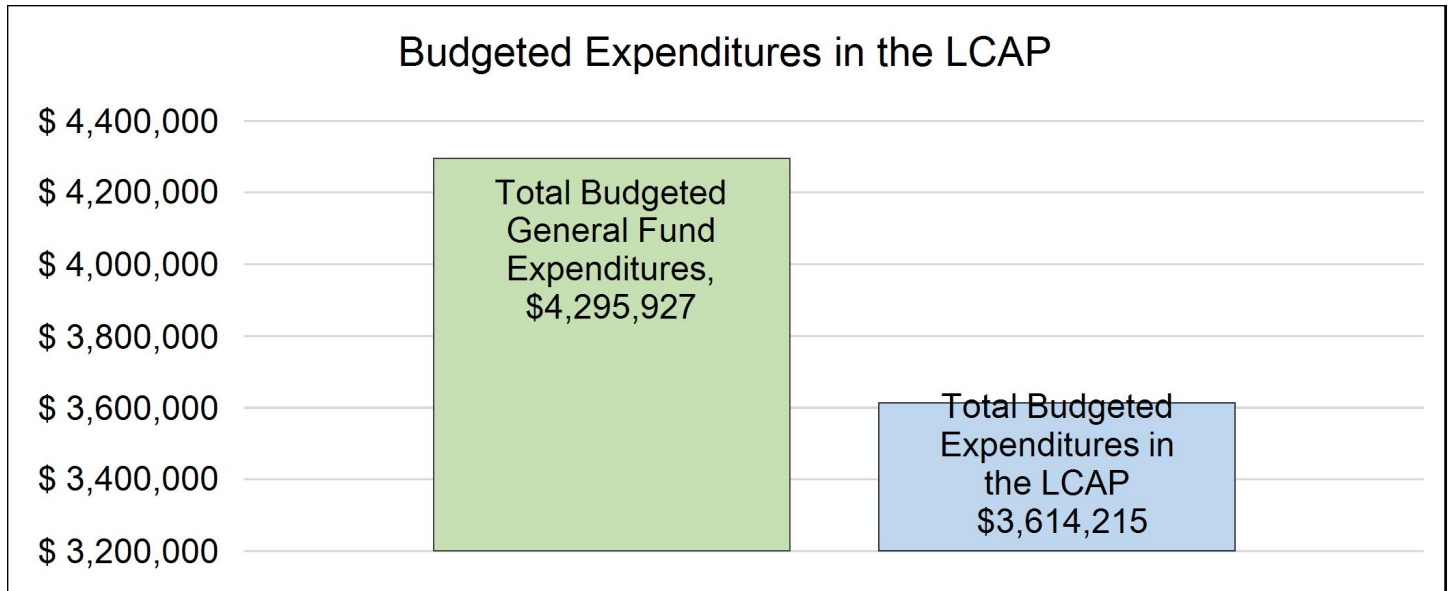


This chart shows the total general purpose revenue West Park Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for West Park Charter Academy is \$3,057,194, of which \$2715014 is Local Control Funding Formula (LCFF), \$322863 is other state funds, \$19317 is local funds, and \$0 is federal funds. Of the \$2715014 in LCFF Funds, \$899201 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

West Park Charter Academy plans to spend \$4295927 for the 2021-22 school year. Of that amount, \$3614215 is tied to actions/services in the LCAP and \$681,712 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

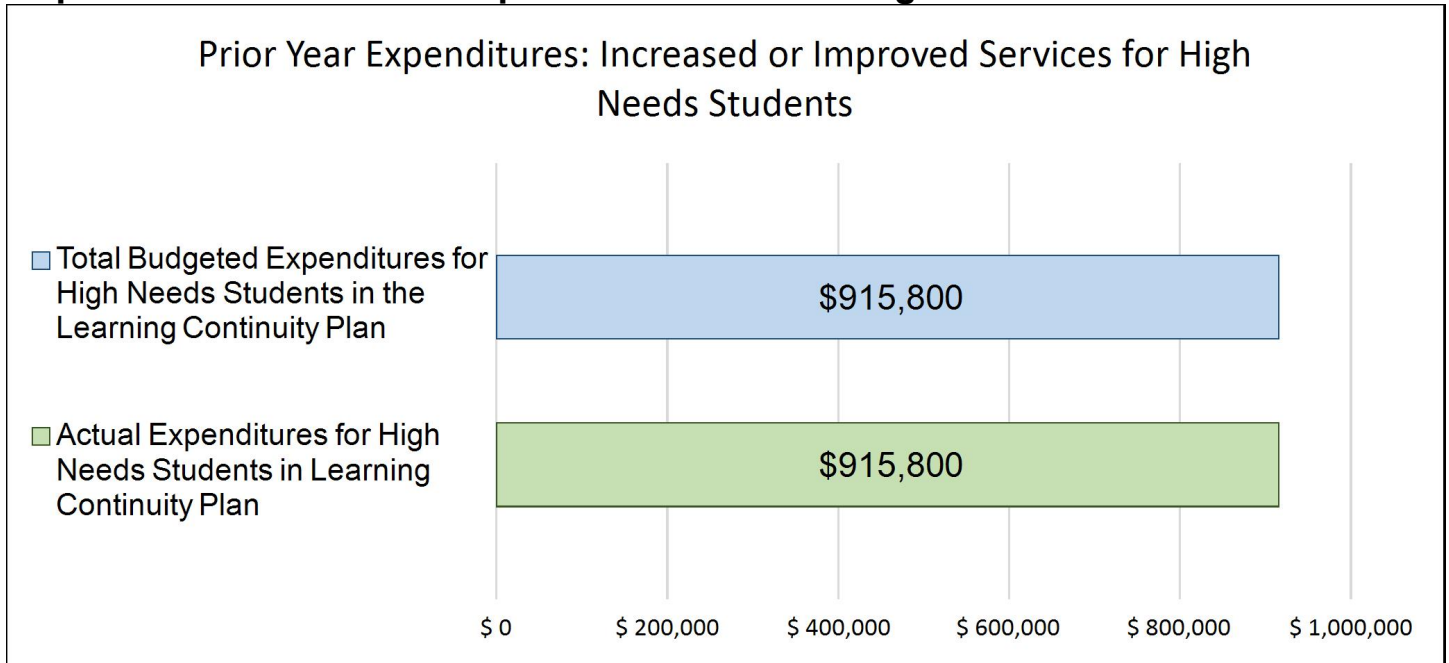
During the 2021-2022 school year, West Park Charter Academy will utilize General (Unrestricted) Funds that are not included in the LCAP to support various operating expenses which include the following: fuel/oil/repairs for school vehicles, custodial supplies, utilities (electricity, pest control, waste disposal, water/sewer) at the learning centers, rent/lease for the learning centers, copier maintenance, program audits, legal services, janitorial services, postage/meter rental, telephone/internet service, and postage/freight.

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

In 2021-22, West Park Charter Academy is projecting it will receive \$899201 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 \$3614215 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, West Park Charter Academy's Learning Continuity Plan budgeted \$915800 for planned actions to increase or improve services for high needs students. West Park Charter Academy actually spent \$915800 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
West Park Charter Academy	Ramiro Elizondo Director	ramiro_e@wpesd.org (559) 485-0727

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator WASC Recommendations /Criteria, Expected Schoolwide Learning Results (ESLR's), SBAC data, Renaissance data, CELDT data, CAST Science data, and Physical Fitness data</p> <p>19-20 Address and meet WASC goals/ESLRs; WPCA was granted a 6-year Accreditation through 2024, with a 2-day Mid-Cycle visit</p> <p>2-3% Increase from previous year's scores</p>	<p>Metric - WASC Action Plan/Recommendations/SLOs:</p> <p>Outcome - WPCA continues to address the recommendations from the 2017 WASC Self-Study visiting committee's recommendations, as well as the items/areas on the program's Action Plan.</p> <p>Target Met - Ongoing process</p> <p>Metric - SBAC Data:</p> <p>Outcome - According to the CA Dashboard results from 2019, there was an 26.7 point increase ELA (Yellow), and an 8.8 point increase in Math (Orange).</p> <p>Target Met - Yes, the target was met.</p> <p>Metric - Renaissance Data:</p>

Expected	Actual
<p>Baseline Address and implement all of the WASC tenets/recommendations listed in accreditation visitation report</p> <p>2-3% Increase from the previous year's scores</p> <p>Students identified as EL will increase in English proficiency as measured on the ELPAC in less than five years</p>	<p>Outcome - Due to the COVID-19 pandemic, students did not take the STAR Reading & Math tests in the Spring '20 semester. With regards to STAR Reading, there was a 3% increase when comparing Fall '18 to Fall '19 for students at or above grade-level. The STAR Reading Winter administration results indicate that there was a 6% increase for students at or above grade-level when comparing Winter '18 and Winter '19.</p> <p>With regards to STAR Math, there was a 14% increase when comparing Fall '18 and Fall '19 results. In addition, there was a 1% increase when comparing the Winter '18 and Winter '19 administrations.</p> <p>Target Met - Yes, the target was met.</p> <p>Metric - ELPAC Data:</p> <p>Outcome - According to the CA Dashboard results from 2019, 45.1% of the program's English Learners are making progress towards English language proficiency. WPCA's percentage of ELs that were Reclassified as Fluent English Proficient (RFEP), increased from 24% in 2018-19 to 26% in 2019-20.</p> <p>Target Met - Yes, the target was met.</p>
<p>Metric/Indicator a-g, CTE, AP</p> <p>19-20 Increase in the number of students taking and completing college and career readiness courses</p> <p>Baseline Increase the number of a-g, CTE, and elective courses offered; increase the number of students taking a-g, CTE, and elective courses</p>	<p>Metric - a-g Completion:</p> <p>Outcome - WPCA students taking and completing a-g courses decreased when comparing the Spring '19 semester (190 students) to the Spring '20 semester (162 students).</p> <p>Target Met - No, this target was not met.</p> <p>Metric - CTE Pathway Opportunities for Students at WPCA:</p>

Expected	Actual
	<p>Outcome - During the 2019-2020 school year, students at WPCA had the opportunity to take online CTE courses in three CTE Pathways (Health Science, Information Technology, and Hospitality & Tourism) through Edmentum's EdOptions Academy. The COVID-19 pandemic impacted the support that students received from our program, and many did not complete their respective courses.</p> <p>Target Met - Yes, this target was met.</p>
<p>Metric/Indicator Technology implemented in instruction</p> <p>19-20 All teachers utilizing technology during instruction</p> <p>Baseline Increase the number of teachers using technology in daily lessons with students</p>	<p>Metric - Technology Implemented during Instruction:</p> <p>Outcome - All teachers at WPCA utilize technology to deliver instruction, and are all provided with a laptop and iPad.</p> <p>Target Met - Yes, this target was met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Support highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic performance goals</p>	<p>09000 Supplemental and Concentration \$465,604 00000 Base \$1,390,676 14000 EPA \$310,125</p>	<p>09000 Supplemental and Concentration \$480,517 0000: Unrestricted Base \$360,481 14000 EPA \$420,553</p>
<p>Provide standards-aligned core curriculum and replenish/replace/update educational resources, and materials/supplies (including ELD) for students and staff</p>	<p>09000 Supplemental and Concentration \$112,998 00000 Base \$178,431 14000 EPA \$87,550</p>	<p>09000 Supplemental and Concentration \$108,145 0000: Unrestricted Base \$39,649 14000 EPA \$143,724</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development/support, academic coaching, equipment/technology, and progress monitoring programs to support the full implementation of the Common Core State Standards, ELD Standards, and college/career readiness (i.e. digital devices, WASC, School Pathways, etc.)	09000 Supplemental and Concentration \$323,632 00000 Supplemental and Concentration \$494,295	09000 Supplemental and Concentration \$72,086 00000 Base \$47,169

Goal Analysis

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

Allocated funds for LCAP Goal #1 supported the above-mentioned Actions/Services. All of the actions were addressed and implemented, as students had access to credentialed teachers, standards-based curriculum (print & digital), and other supplemental materials/supplies to support learning. Teachers and support staff were provided with ongoing professional development and training in the areas of ELA, Math, VAPA, and other supplemental programs.

Any funds budgeted for the Actions/Services for LCAP Goal #1 that were not utilized can be attributed to the COVID-19 pandemic, which led to savings in operations (i.e. staff teleworking, students not receiving instruction on-site, etc.).

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

Without a doubt, the end of the 2019-20 school year presented many challenges for the program (and all schools). With that said, some of the successes that WPCA experienced include:

- Not allowing the COVID-19 pandemic to obstruct the delivery of instruction and academic support for its students
- Staff (teachers, support staff, and administration making the necessary adjustments and demonstrating a growth mindset with learning the needed skills to deliver virtual instruction to students
- The program's paraprofessionals being flexible and adjusting to the situation; providing students with the academic support they needed
- A commitment and intention to using the program's adopted standards-aligned core and supplemental curriculum
- A commitment to ensure that students had access to all print and digital curriculum, as well as a Chromebook and WiFi hotspot (if needed)

Challenges that WPCA encountered to achieve LCAP Goal #1 include:

- Teachers and paraprofessionals (tutors) not being able to provide instruction and/or academic support to students in-person
- Academic/guidance counselors not being able to provide support/information to students & parents in-person
- Distribution of Chromebooks, WiFi hotspots, curriculum, and other materials/supplies took some time

- Professional development and support for teachers and other staff members had to be done virtually (instead of in-person)

All in all, WPCA's teachers, counselors, paraprofessionals, and other support staff made a collective effort to ensure that learning continued during the 2019-20 school year. Staff learned a great deal from the challenges, and are well-prepared to for adversity when it approaches--for this, they must be celebrated!

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Average Daily Attendance</p> <p>19-20 92%+ annual attendance rate</p> <p>Baseline Maintain/Improve on the annual attendance rate of 92%</p>	<p>Metric - Average Daily Attendance:</p> <p>Outcome - Over the past three school years, West Park Charter Academy's Average Daily Rate of Attendance has remained very high—98% during the 2017-2018 and 2018-2019 school years. This percentage dropped to 93% (a decrease of 5%) during the 2019-2020 school year, as the program was impacted by the COVID-19 pandemic.</p> <p>Target Met - Yes, this target was met.</p>
<p>Metric/Indicator Co/Extra-Curricular Activity Participation</p> <p>19-20 Increase participation by 2%</p> <p>Baseline Increase on previous year's co/extra-curricular activities and participation by 2%</p>	<p>Metric - Co-/Extra-Curricular Activity Participation:</p> <p>Outcome - Like many other LEAs, the program's co/extra-curricular activities were impacted by the COVID-19 Pandemic during the Spring 2020 semester. That being said, during a typical school year, West Park Charter Academy provides (students and their parents/guardians) with in-person activities, events, and parent involvement/engagement opportunities. Some of these opportunities include: college campus visits, field trips, career days, guest speakers, parent/guardian/student art activities (also</p>

Expected	Actual
	<p>Gratitude Breakfast), ELAC Meetings, & LCAP Community Meetings</p> <p>Target Met - Due to the COVID-19 pandemic, this target was not met.</p>
<p>Metric/Indicator Student Recognition</p> <p>19-20 Recognition for academic, attendance, participation, etc.</p> <p>Baseline Number of students being recognized for academic achievement, attendance, participation, etc.</p>	<p>Metric - Student Recognition:</p> <p>Outcome - Throughout the 2019-2020 school year, students at WPCA were recognized for their academic achievement.</p> <p>Target Met - Yes, this target was met.</p>
<p>Metric/Indicator Increase parent communication</p> <p>19-20 Increase the number of parents using the District's website, Parent/Student Portal, Parent Square, etc.</p> <p>Baseline Number of parents using the District's website and mobile app; corresponding with teachers through the Parent/Student Portal and Parent Square</p>	<p>Metric - Increase Parent Communication:</p> <p>Outcome - During the 2019-2020 school year, WPCA Parents/Guardians were provided with information via Parent Square, the district's website, School Pathways Parent Portal, school bulletins, school surveys, etc. In addition to information being provided in digital form, hard copies were also provided.</p> <p>Target Met - Yes, this target was met.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance.</p>	<p>00000 Base \$26,523</p>	<p>00000 Base \$26,523</p>
<p>Provide students with co-curricular and extra-curricular opportunities including trips, clubs, etc.; increase in parent involvement opportunities through chaperoning field/study trips, orientations, informational workshops, school bulletins, SST participation, STEM Showcases, Back-to-School Nights, annual surveys, etc.</p>	<p>00000 Base \$16,480</p>	<p>00000 Base \$16,480</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student recognition to support their academic achievement and/or good attendance; staff recognition that supports LEA's Mission and Vision Statements	00000 Base \$16,686	00000 Base \$16,686
Increase parent communication through improved accessibility to District website/resources/apps, grading and attendance systems (Pathways), student planners, Parent/Student Portal, Parent Square, and school bulletins	09000 Supplemental and Concentration \$13,390 00000 Base \$10,300	09000 Supplemental and Concentration \$13,390 00000 Base \$10,300

Goal Analysis

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

Allocated funds for LCAP Goal #2 supported the above-mentioned Actions/Services. Allocated funds for LCAP Goal #2 supported the above-mentioned Actions/Services. This includes funds being used to support student attendance, provide students with co/extra-curricular opportunities, recognize students and staff, and increase parent/guardian communication.

Any funds budgeted for the Actions/Services for LCAP Goal #2 that were not utilized can be attributed to the COVID-19 pandemic, which led to savings in operations (i.e. staff teleworking, students not receiving instruction on-site, etc.).

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

Although the COVID-19 pandemic presented WPCA with many challenges to achieve this goal, teachers and support staff:

- Ensured that instruction and learning continued virtually
- Utilized various tools to maintain communication with parents/guardians
- Recognized students for their academic achievement

Some of the challenges that were a result of the COVID-19 pandemic included:

- Not being able to provide in-person instruction/support (i.e. on-site classes, labs, & tutoring)
- Not being able to provide students with college/field trip opportunities
- Not being able to provide on-site parent engagement opportunities/events (i.e. Parent Art Night, Gratitude Breakfast, etc.)

As the situation with the COVID-19 pandemic improves, WPCA will safely and gradually increase the extra and co-curricular opportunities for students and parents/guardians.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Safe, well-maintained Learning Centers that meet the needs of all stakeholders</p> <p>19-20 A decrease in the number of repairs needed at the learning centers</p> <p>Baseline Number of repairs needed/made at learning centers</p>	<p>Metric - West Park Elementary School District's Facilities Report:</p> <p>Outcome - West Park Charter Academy operates two learning centers, one in Fresno and one in Hanford. These centers provide students and staff with safe, well-maintained learning environments conducive to learning. They facilities are inspected each month by the head of maintenance; inspection notes are kept on the district's facilities report (also reported each year on the SARC report).</p> <p>Target Met - Yes, the target was met.</p>
<p>Metric/Indicator Learning Center Furniture</p> <p>19-20 A decrease in the amount of furniture needed at the learning centers</p> <p>Baseline Replace/upgrade furniture that supports a 21st Century learning environment</p>	<p>Metric - Purchases Made for Learning Center Furniture:</p> <p>Outcome - Furniture for students and staff was maintained and/or replaced at both learning centers. This has ensured that students and staff have functional furniture so that teaching and learning can take place.</p> <p>Target Met - Yes, the target was met.</p>

Expected	Actual
<p>Metric/Indicator Repair/replace security and safety resources at learning centers; make repairs as needed</p> <p>19-20 A decrease in the amount of security and safety resources needed at the learning centers</p> <p>Baseline Number of security and safety resources that need to be repaired/replaced; number of repairs that are needed</p>	<p>Metric - Purchases/repairs Made for Learning Center Security/Safety Equipment:</p> <p>Outcome - Security cameras were planned to be installed to monitor the outside of the Fresno Center in the 2019-2020 school year. However, due to the COVID-19 school closure, this project was not completed.</p> <p>Target Met - Target has not been met yet.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Replace/upgrade furniture and/or equipment at the learning centers to support 21st Century learning skills and environment	00000 Base \$10,609	00000 Base \$11,884
Update/replace security and safety resources such as security cameras, monitors, alarm systems, etc.	00000 Base \$10,609	00000 Base \$3,941

Goal Analysis

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

Allocated funds for LCAP Goal #3 supported the above-mentioned Actions/Services. This includes funds being used to replace and/or upgrade furniture at the program's Fresno & Hanford learning centers, as well as the Machado Office. Funds were also used to maintain hardware and software for all alarm systems, security cameras, and monitors. All of the actions & services for LCAP Goal #3 are intended to provide all students and staff with a safe and well-maintained environment conducive to 21st Century learning.

Any funds budgeted for the Actions/Services for LCAP Goal #3 that were not utilized can be attributed to the COVID-19 pandemic, which led to savings in operations (i.e. staff teleworking, students not receiving instruction on-site, etc.).

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

The COVID-19 pandemic undoubtedly impacted the actions/services that support this goal. The program was able to purchase updated student tables and chairs for the Fresno Center. Students will be able to utilize the new furniture once they are able to receive in-person instruction.

The main challenge to fully-achieve this goal was the COVID-19 pandemic. The situation with the pandemic called for the district to put a hold on some of the above-mentioned actions and services, but does intend to address them in the near future.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Safe Cubicle and Classroom Environment: All cubicles and classrooms will be supplied with plexiglass dividers, hand sanitizers, disinfectant wipes, and no-touch trash cans. In addition, each cubicle and classroom will have extra face masks and gloves for staff and students. All teachers and support staff will be provided with a Coronavirus cleaning and disinfecting online training via Keenan Safe Schools. Both learning centers will be supplied with the necessary cleaning supplies, and cleaned 5 days per week (instead of 2 days per week).	\$50,000	\$50,000	No

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

Throughout the 2020-21 school year, West Park Charter Academy (WPCA) prepared for in-person instructional offerings by purchasing the above-mentioned materials, equipment, supplies, and other supplemental trainings. The program also ensured that the Fresno & Hanford learning centers and Machado Office are cleaned 5 days per week. With that said, there were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction.

Analysis of In-Person Instructional Offerings

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

West Park Charter Academy has continued its independent study program since the district's closure in March 2020 (closure was in response to the COVID-19 pandemic). With that said, some of the successes that WPCA experienced to implement in-person instruction include:

- The district ensuring that all staff members have access (and use) Personal Protective Equipment (PPE), supplies, etc.

- Maintaining safe and clean learning centers (they are cleaned 5 days per week) for staff to provide instruction and support to students
- Thermal temperature scanners were purchased and set-up at each learning center as well as the Machado Office

Challenges that WPCA encountered to implement in-person instruction:

- The restrictions caused by the COVID-19 pandemic in Fresno and Kings Counties (where the program's learning centers are located)

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>All West Park Charter Academy students will be supported academically by certificated teachers and qualified tutors during distance learning. Each student will continue to receive instruction (synchronous learning) for one hour per week via Zoom and/or Google Meet, as well as access to virtual labs and classes. Special emphasis will be placed on closing the achievement gaps in the areas of ELA and Math. Moreover, students who are at greatest risk of learning loss such as English Learners and students with disabilities will have the option to attend on-site one-on-one weekly instruction for 60-90 minutes. All students will have access to textbooks for their courses/subjects, a Chromebook, and other needed print and digital materials/devices/supplies. The program will also purchase and distribute WiFi hotspots to students who do not currently have WiFi access. Students will return the WiFi hotspots at the end of the 2020-2021 school year.</p> <p>Staff will be equipped with the technology, devices, and other materials/equipment needed to provide instruction to students during distance learning. Some examples of technology/devices teachers and support staff will have access to include: headsets with microphones, document cameras, updated laptops, tablets w/a stylus, etc.</p>	<p>\$850,000</p>	<p>\$1,403,490</p>	<p>Yes</p>

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

West Park Charter Academy (WPCA) was able to address the above-mentioned actions related to the distance learning program during the 2020-21 school year. Specifically, the program was able to continue supporting independent study to its students throughout a school year impacted by the pandemic. Students and staff were provided with the necessary print and digital curriculum,

as well as devices (Chromebooks and WiFi hotspots); this ensured that instruction and learning continued during the entire school year.

That being said, there were no substantive differences between the planned actions and/or budgeted expenditures related to the distance learning program.

Analysis of the Distance Learning Program

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

Although the COVID-19 pandemic has been a challenge to our program, West Park Charter Academy staff (and district staff) have worked hard to ensure that learning continues during this time. That being said, some successes with continuing the independent study program include:

- Both learning centers (Fresno and Hanford) being provided with the necessary supplies needed to maintain a safe environment
- Staff members ensuring that all students have access to devices and connectivity by distributing Chromebooks and/or WiFi hotspots to students who need devices
- Staff members ensuring that all students have access to all Core and supplemental curriculum (both print & digital)
- The implementation of daily homeroom sessions (per SB 98) to ensure students' wellness, connectedness, and engagement
- The monitoring of students' attendance and work completion on a weekly-basis (to ensure pupil participation & progress)
- Providing ongoing professional development for teachers and support staff with a focus on virtual strategies, practices, and activities in ELA, ELD, Math, Technology, and VAPA
- Providing training, updates/information, and supplies to staff to ensure that they understand their roles and responsibilities
- Ensuring that students with unique needs have access to in-person instruction/support, devices for learning, and print/digital Core and supplemental curriculum

Some challenges that WPCA has experienced during this time include:

- A percentage of students not attending daily homeroom sessions and/or weekly instructional appointments with their teacher
- A percentage of students not attending weekly high school Science labs, Math classes, and other electives
- A percentage of students not completing enough homework/assignments during each learning period
- Added time to test students remotely (i.e. CAASPP, other tests)

All in all, WPCA staff (program and district) have worked together to ensure that all students have access to the materials needed for learning. The district is proud of everyone's collective effort and response during these unprecedented circumstances.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>West Park Charter Academy's school closure due to the COVID-19 pandemic has undoubtedly impacted the program's unduplicated students. For this reason, every effort will be made to provide additional support to best meet their needs. Parents and students will have options, as weekly virtual instruction and limited on-site, one-on-one instruction (60-90 minutes each time) will be provided to students who have an IEP and/or are English Learners by a certificated teacher. Additionally, all students will be provided with textbooks, a Chromebook, a Gmail account, and other materials and supplies.</p> <p>Teachers, paraprofessionals, and counselors will be provided with the necessary digital programs and/or software to identify and address pupil learning loss.</p>	\$250,000	\$250,000	Yes

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

Throughout the 2020-21 school year, West Park Charter Academy (WPCA) has worked to address the above-mentioned actions related to pupil learning loss. Teaching and support staff have been provided with the necessary digital programs, software, and professional development used to identify and address learning loss that our students have experienced during the pandemic. That being said, there were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss during the 2020-21 school year.

Analysis of Pupil Learning Loss

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

Some of the successes in addressing pupil learning loss that WPCA students have experienced in 2020-21 include:

- Providing access to devices (Chromebooks and WiFi hotspots) to all students
- Providing access to print and digital curriculum to all students

- Giving the option to receive in-person instruction and support to high need students
- Providing teachers and support staff with ongoing professional development to address virtual teaching & learning needs
- Providing teachers, support staff, and students with supplemental materials, equipment, etc. to support instruction (i.e. Reading Plus, Lexia, IXL, ESGI, Reading A-Z, Turnitin, etc.)
- Administering and reviewing results from the Renaissance Tests (STAR Reading & Math) in the Fall '20 semester; students will take these tests again in May '21
- Administering and reviewing results from the Illuminate Inspect Assessments for grades 3-8 & 9 (ELA only) in the Fall '20 semester
- Began using Zoom breakout sessions for PLCs to respond to and hold discussions on students' progress

Some of the challenges in addressing pupil learning loss that WPCA students have experienced in 2020-21 include:

- The time it has taken for teachers and support staff to learn how to best use Zoom and Google Meet to provide instruction
- The home learning environment for some of our students
- The lack of attendance in daily homeroom sessions and completed homework/assignments submitted

Analysis of Mental Health and Social and Emotional Well-Being

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

A team approach on behalf of WPCA's counselors, school psychologist, teachers, and support staff has helped to address the mental health and emotional well-being of our students. Some of the successes with addressing students' needs in this area have been:

- Daily homeroom sessions with students (per SB 98) that serve as a wellness check/engagement tool
- Increased levels of communication of staff members to address the needs of students (check-ins/check-outs by the program's counselors)
- Close monitoring of students' attendance to weekly instructional appointments (use of a Notification form with communication to parents/guardians)

WPCA has experienced some challenges with regards to our students' mental health and emotional well-being. Some of these challenges include:

- A few students from both our Fresno and Hanford centers needing time away from our program, so that they can be checked-into mental health facilities
- Balancing the SEL and academic needs of students
- Ensuring that students who need SEL support do not fall behind academically

As WPCA prepares to provide in-person instruction in the Fall '21 semester, teachers and support staff will continue to prioritize students' mental health and emotional well-being. Students and their families will continue to be supported via services delivered by program staff and community agencies/resources.

Analysis of Pupil and Family Engagement and Outreach

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

WPCA has made every effort to engage its students and their families during the pandemic. Although most of the outreach is made through virtual means (i.e. Zoom), some of the successes in this area include:

- Utilizing ParentSquare as a tool in communicating information on upcoming school events, opportunity to students & parents, etc.
- Utilizing Zoom to meet with parents/guardians and students for various meetings & stakeholder opportunities such as district board meetings, ELAC meetings, LCAP Stakeholder meetings, etc.
- Teachers and counselors utilizing Zoom and/or Google Meets to hold daily homeroom sessions, counseling sessions, and other support (i.e. FAFSA, college applications, etc.)

Some challenges with implementing pupil and family engagement that WPCA has experienced have been:

- Some students not attending all of their virtual daily homeroom sessions, labs, and/or classes
- Not all parents/guardians attending all of the stakeholder meetings (although flyers are mailed home and Zoom links posted on ParentSquare and on district's website)
- WiFi issues for staff and students at times
- Some students have damaged their Chromebooks
- The program not being able to hold on-site parent/family engagement events (like there were pre-pandemic)

WPCA has learned a great deal through this situation. As we end the 2020-21 school year and make preparations to see students on-site in August, program staff will make the necessary adjustments to ensure that the connection and engagement of pupils and their families strengthened. This will be done by keeping everyone's health and safety at the forefront, and will utilize a combination of in-person and virtual engagement opportunities.

Analysis of School Nutrition

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

With regards to school nutrition, there are no successes to describe, as the program's students did not receive in-person instruction for 2 or more hours (on a given day). It is important to note that prior to the COVID-19 pandemic, WPCA provided healthy snacks to students who were on-site for weekly instructional appointments, labs, classes, and/or tutorial sessions.

That being said, some challenges that WPCA experienced include:

- Not being able to provide in-person academic instruction and support to students led to the snacks not being needed
- Not utilizing funds that are typically allocated for healthy student snacks

As preparations are made for the 2021-22 school year, program administration and staff will research options to provide students who are on-site for instruction (for 2 hours or more) with packaged lunches, as well as additional options for healthy snacks.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Healthy, dry snacks will be provided to students upon request (when they are able to receive in-person instruction at the learning centers).	\$10,000	\$338	No

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

The substantive differences between the planned actions and budgeted expenditures for the above-mentioned additional action are attributed to the COVID-19 pandemic. The site closures led to savings in expenditures (not providing instruction on-site and teachers/staff teleworking from home). Moving forward, WPCA will implement/support these actions to provide students with healthy, dry snacks while receiving instruction from the learning centers. Preparations are being made for students to receive on-site instruction and academic support this coming August. Moreover, these actions/services will be included and addressed in the 2021-22 LCAP.

Overall Analysis

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

As a whole, WPCA staff and administration have learned a great deal from its response to the COVID-19 pandemic (and providing our students with off-site independent study). Some of the things we have learned include:

- How to better-use technology and digital resources to deliver instruction virtually (through ongoing professional development)
- The importance of ongoing social-emotional wellness/support for students and staff
- Using diagnostic data to determine where students are at; meeting students where they are at, then working to accelerate their learning
- Our students will need our program to provide them with timely and ongoing intervention supports (RtI)
- The importance of being data-focused (and use it to respond to students' academic needs)
- Our students need ongoing access to devices (i.e. Chromebooks and WiFi hotspots)
- Our students need ongoing access to print and digital standards-based Core and supplemental curriculum
- Our staff and students need ongoing access to safe learning centers, Personal Protective Equipment (PPE), and other health/safety equipment and resources

- Growth needs to be made in the area of student and parent/guardian engagement and connectedness (i.e. activities for students and their families)
- Ongoing professional development, training, and coaching for teachers, support staff, and administration on how to address students' SEL and acceleration of learning

Based on the program's experience, reflection, and stakeholder feedback, the above-mentioned items/areas (among other data) will be used as a guide in WPCA's 2021-24 LCAP-specifically, how the program will support the three overarching LCAP Goals that focus on: 1) Increasing student achievement 2) Strengthening the program's culture and climate 3) Maintaining strong operations and facilities conducive to learning.

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

WPCA's pupil learning loss will continue to be assessed and addressed in the program's 2021-24 LCAP. These efforts will be reflected in LCAP Goal #1, which is focused on increasing student achievement for all students (general education, special education, English Learners, Foster Youth, Homeless Youth, etc.). Some of the ways WPCA will ensure this happens includes ongoing:

- Access to devices (Chromebooks and WiFi hotspots) for all students, so that learning continues on days that students are not receiving instruction/support from a learning center
- Professional development, training, and coaching for teachers, counselors, tutors, administration, and other support staff on how to best meet the needs of our students
- Review/analysis of students' assessment data during PLCs, coaching sessions, staff meetings, and Instructional Cabinet meetings
- Use of formative assessment (with timely feedback) to drive instruction
- Implementation and use of a flexible Response to Intervention (Rtl) model (Tier 1 and 2 support for students) that will accelerate learning
- Tier 3 academic instruction and support for students with an Individualized Education Plan (IEP)
- Walkthroughs of lessons, classes, and labs that includes feedback from program administration
- Monitoring of students' progress and provide feedback to parents/guardians
- Tutorial support for students who need assistance (also Tier 2 support)
- Review and use of Core and supplemental print & digital curriculum that best meets the academic needs of students

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

A description will be added when the estimated actual expenditures are determined.

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

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

Through ongoing reflection, analysis, and stakeholder feedback of WPCA's 2019-20 LCAP and 2020-21 LCP, the program will continue to focus on 1) improving student achievement by identifying students' academic needs 2) increasing school culture & climate 3) maintaining the program's operations & safe, well-maintained facilities. With that said, the actions that will support these 2021-22 through 2023-24 LCAP Goals will come directly from student assessment data, stakeholder feedback/input, and the overall needs of the program.

Stakeholders can be assured that all students enrolled at WPCA will:

- Benefit from the program's partnership with Fresno City College and West Hills College (opportunities to take Dual-Enrollment and High School Enrichment Program courses)
- Have access to State-approved/Standards-based Core curriculum (print & digital)
- Be supported with supplemental digital programs to support literacy and Math skills
- Receive instruction from teachers who themselves are lifelong learners (who receive ongoing professional development & coaching)
- Have access to academic support (tutoring)
- Have access to the program's academic/guidance counselors (and a CTE Pathways counselor)
- Have access to additional counseling services to address students' social emotional needs-SEL (i.e. school psychologist)
- Have access to safe facilities that are conducive to learning
- Have access to devices to support their learning (i.e. Chromebooks, WiFi hotspots)
- Have opportunities for engagement/social interaction (i.e. field trips, family Art nights, etc.)

Program administration and staff understand that a large percentage of our students have been impacted by the COVID-19 pandemic. To address this impact, actions to support these efforts will be included in the 2021-24 LCAP. WPCA staff will make a concerted effort to identify and respond to each student's strengths and areas of growth in the areas of literacy and Math, as well as their social emotional needs-SEL. The new LCAP will include metrics that provide data on student literacy gains (i.e. Lexia and Reading Plus progress data). Teachers and support staff will be provided with ongoing professional development, training, and coaching for staff in the areas of addressing students' SEL needs, accelerating learning, etc.

WPCA staff is prepared and eager to provide students with in-person instruction starting in August 2021.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	0.00	1,771,528.00
Base	0.00	533,113.00
EPA	0.00	564,277.00
Supplemental and Concentration	0.00	674,138.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	0.00	1,771,528.00
0000: Unrestricted	0.00	400,130.00
00000	0.00	132,983.00
09000	0.00	674,138.00
14000	0.00	564,277.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	0.00	1,771,528.00
0000: Unrestricted	Base	0.00	400,130.00
00000	Base	0.00	132,983.00
09000	Supplemental and Concentration	0.00	674,138.00
14000	EPA	0.00	564,277.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	0.00	1,672,324.00
Goal 2	0.00	83,379.00
Goal 3	0.00	15,825.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$50,000.00
Distance Learning Program	\$850,000.00	\$1,403,490.00
Pupil Learning Loss	\$250,000.00	\$250,000.00
Additional Actions and Plan Requirements	\$10,000.00	\$338.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,160,000.00	\$1,703,828.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$50,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$10,000.00	\$338.00
All Expenditures in Learning Continuity and Attendance Plan	\$60,000.00	\$50,338.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$850,000.00	\$1,403,490.00
Pupil Learning Loss	\$250,000.00	\$250,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,100,000.00	\$1,653,490.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Park Charter Academy	Ramiro Elizondo Director	ramiro_e@wpsed.org (559) 485-0727

Plan Summary [2021-22]

General Information

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

West Park Charter Academy (WPCA) is a K-12 independent study program with two learning centers located in 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 1 hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. (in addition to the 1 hour per week appointment with their teacher). Throughout the COVID-19 pandemic, teachers and support staff have made every effort to continue delivering strong academic instruction and SEL support to students via Zoom and/or Google Meets. 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 and WiFi hotspots).

WPCA's students come to the program with a vast array of educational backgrounds, experiences, and academic & SEL needs. Some students seek the independence, flexibility, and "college feel" to the program, while some are behind and want to recover credits; others do not meet their academic potential in a traditional setting. Over the past few years, the program has averaged approximately 300 students, with 200 enrolled at the Fresno Center, and 100 enrolled at the Hanford Center.

WPCA's teachers, counselors, and support staff are committed to the program's Mission and Vision Statements in working to help each and every student maximize their academic and personal potential, as well as preparing them to be competitive in the 21st Century workplace. The program's teachers, counselors, and administrators are fully-credentialed; all paraprofessionals meet the requirements for serving as tutors for students in grades K-12. Each staff member (from teachers to office staff) is committed to growing in their capacity, and participates in professional growth opportunities throughout each school year. All training and learning supports WPCA's staff in better serving 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, a vocational program, join the military, or join the workforce.

In November of 2017, WPCA welcomed a WASC Visiting Committee for a 3-day Self-Study Visit. The Visiting Committee reviewed and analyzed the program's testing data, staffing protocols, enrollment practices, interviewed stakeholders, and overall progress on the WASC recommendations from the previous Action Plan. After the Visiting Committee's review, WPCA was granted a 6-year WASC Accreditation through 2024, with a 2-day follow-up visit in 2021. Most recently, WPCA hosted a 2-day Mid-Cycle visit on February 22-23, 2021. Due to the COVID-19 pandemic, the visit was conducted virtually via Zoom. During the visit, WPCA's stakeholders had opportunities to provide feedback regarding their involvement, participation, and overall experience with the program's WASC Action Plan progress. The Visiting Committee was then able to synthesize this information/feedback, and present stakeholders with the program's areas of strength and areas of focus. Since this visit, WPCA staff has worked collaboratively to address and respond to the WASC Visiting Committee's recommendations/areas of focus, as well as continue to build on its strengths.

Reflections: Successes

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

***Due to the COVID-19 Pandemic, all State testing was waived for the 2019-2020 school year.

Based on the most recent SBAC test results from the California Dashboard, West Park Charter Academy (WPCA) experienced an increase in student achievement in the areas of English Language Arts (ELA). According to the California Dashboard's 2019 CAASPP results in ELA, WPCA students in grades 3-8 & 11 increased 26.5 points, and are now in the Yellow area (still 50.5 points below standard). In 2018, WPCA students who tested scored in the Red area, and were 77 points below standard. Although students are demonstrating growth in ELA, teachers and support staff will remain committed to professional learning, so that we can continue to provide students with high-quality instruction.

In addition to seeing growth in ELA, WPCA's students demonstrated growth in Math. According to the California Dashboard's 2019 CAASPP results in Math, WPCA students in grades 3-8 & 11 increased 8.8 points, and are now in the Orange area (still 145.9 points below standard). In 2018, WPCA students scored in the Red area, and were 154.6 points below standard. Although students are demonstrating growth in Math, teachers and support staff will remain committed to professional learning, so that we can continue to provide students with high-quality instruction.

WPCA is an option for students and parents/guardians, and enrollment in the program is strictly voluntary. Overall, the program does not encounter suspensions and/or expulsions, as students who cannot adhere to the program's expectations, are not benefitting from the program, and/or disrupting the learning and opportunities of others, are removed from the program and referred back to their original district of residence. This has led to the program's Suspension Rate to be virtually non-existent. According to the CA Dashboard, WPCA's Suspension Rate continues to be in the "Blue" category for the 2018-2019 school year (0% suspended at least once).

With regards to English Learner Progress, WPCA staff has continued to work to provide the program's English Learners (ELs) with ongoing opportunities to practice and strengthen the skills of listening, speaking, reading, and writing during Integrated and Designated ELD instruction. Additionally, teachers have been able to receive/participate in ELA Professional Learning opportunities through the Fresno

County Superintendent of Schools (FCSS) throughout each school year. They have spent time focusing on learning how to better-address the English Language Development (ELD) standards with their students by implementing proven activities and strategies. WPCA has hired a full-time Spanish/ELD teacher, as well as a part-time ELD specialist to work with students from both the Fresno and Hanford learning centers. The CA Dashboard indicates that WPCA's EL Progress for the 2018-2019 school year is as follows: 45.1% of students who took the English Language Proficiency Assessment for California (ELPAC) are making progress towards English Language Proficiency.

During the Spring 2021 semester, WPCA's teachers administered the CAASPP (SBAC), CAST, and ELPAC tests to their respective students in a hybrid manner (both in-person and remotely). Upon receipt of student results in these tests, district administration and program staff will review and analyze data. Soon after, the test results will be reported to all stakeholders during staff, Board, and ELAC meetings.

Reflections: Identified Need

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

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

Graduation Rate

WPCA has been identified for Comprehensive Support and Improvement (CSI) based on its Graduation Rate, which was at 64.3% for the 2017-2018 school year. Since then, the program has seen growth in this area, as the program's Graduation Rate increased to 65.1% for the 2018-19 school year. This growth continued in the 2019-2020 school year, as the program's 5-year cohort Graduation Rate increased to 72.4%. In order to improve in this area, program and district administration will continue to receive CSI support from the FCSS as well as training/information provided by the CDE and FCSS during the 2021-2022 school year.

College/Career Readiness

WPCA continues to provide students with a variety of resources/events/opportunities to better prepare them for College/Career/Postsecondary opportunities. Some of these opportunities include: consistent/ongoing support from an academic counselor, field trips, college campus visits/tours, career days, math labs, support in applying to the Youth Workforce Connection (for work experience), and other local work experience/certification opportunities. A partnership between local community colleges (Fresno City College and West Hills College) has been established as of August 2020. This partnership ensures that high school students enrolled at WPCA will have the opportunity to take Career and Technical Education (CTE) courses, as well as other courses at those colleges (i.e. Dual-Enrollment and High School Enrichment Program courses). Because of the COVID-19 pandemic, these courses will be held online (virtually) for the Fall 2021 semester. For the 2021-22 school year, students at WPCA will have the opportunity to begin the following Career & Technical Education (CTE) Pathways:

- Professional Photography (Fresno City College)
- Business Bookkeeping (Fresno City College)
- CSU/UC Transfer Pathway (Fresno City College)
- Culinary Arts (West Hills College)
- CSU/UC Transfer Pathway (West Hills College)

Progress in English Language Arts (ELA)

The CA Dashboard indicates that there were 90 WPCA students in grades 3-8 and 11 who tested in the Spring of 2018. The results indicate that there was a decline of 10.2 points, thus placing the students who tested 77 points below standard. Needless to say, WPCA teachers and support staff have continued to receive training from FCSS and curricular program trainers during the 2018-2019 school year. As a result, teachers have been able to implement activities and strategies to improve instruction and meet the needs of students. WPCA teachers/staff will continue its partnership with FCSS during the 2021-2022 school year and receive ongoing support to better meet the needs of our students.

Progress in Mathematics

The CA Dashboard indicates that there were 90 WPCA students in grades 3-8 and 11 who tested in the Spring of 2018. Although the results indicate that -0.5 points were maintained, the students who tested are 154.6 points below standard. WPCA teachers and support staff have worked closely with a Math specialist from the FCSS during the 2018-2019 school year. In order to meet the needs of students at WPCA, professional learning opportunities and one-on-one coaching will continue to be provided to teachers and support staff throughout the 2021-2022 school year.

Continued Support for English Learners

WPCA teachers and support staff will continue to provide Integrated and Designated ELD support to students during the 2021-22 school year. Staff will be receiving professional development from FCSS ELA content specialists (with a focus on the ELD standards) as well as Better Lesson's content specialists. An updated Designated ELD curriculum, iLit (ELL) has been adopted, and will be implemented in the Fall 2021 semester.

According to the 2019 CA Dashboard results, WPCA has met standard in the following Local Indicators:

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

LCAP Highlights

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

WPCA places a high priority on student achievement and teacher/staff support (i.e. professional development/learning opportunities, workshops, conferences, etc.). With that said, the goals and actions from the 2021-22 LCAP will be aligned to the program's WASC Action Plan and used to support:

- Increasing student achievement on state and local assessments in the areas of ELA, ELD, and Math

- Continued efforts in addressing the CCSS by providing professional development/learning opportunities for teachers and support staff in the areas of Math (performance tasks/rubrics, Math Practices, solving real-life word problems), ELA (Guided Reading, Close Reading, Academic Vocabulary development, Writing, etc.), Technology, and Visual and Performing Arts (VAPA)
- Continued training for ELA, Math, and History/Social Science curriculum and supplemental digital programs (Lexia Core5 and PowerUp, Reading Plus, IXL, iLit(ELL))
- Students in reading, math, and technology through computer-based programs such as IXL, Lexia Core5 and PowerUp, Reading Plus
- Students in becoming college and career ready through CTE and college courses (dual-enrollment and High School Enrichment Program courses) at local community colleges
- Including stakeholders in addressing the WASC Action Plan/recommendations from the WASC Visiting Committees' (November 2017 Self-Study visit and February 2021 Mid-Cycle visit)
- The preparation of students for college, career, and postsecondary opportunities through partnerships, guidance counseling, college campus visits, rigorous state-adopted curriculum, academic support, and materials needed
- Providing students and staff with the necessary technology and online programs to support learning

The above-mentioned areas/efforts/actions will be emphasized in WPCA's LCAP. Ongoing progress-monitoring of these areas will be conducted by program and district office staff, and will be reported to all stakeholders.

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) plans are based on student progress data and stakeholder input—that is, the academic and social-emotional needs of students as well as input and feedback from parents/guardians, teachers, and support staff. To support that end, the program will utilize its LCAP and Western Association of Schools and Colleges (WASC) Action Plan (and Recommendations) to leverage the needs that have surfaced, and will continue to address those needs during the 2021-2022 school year. The plan was updated and revised prior to and after the program's November 2017 three-day WASC Self-Study visit, as well as the 2-day Mid-Cycle visit in February 2021. Although many items on the action plan have been addressed, there are some areas that the program will focus on during the 2021-22 school year and beyond. Stakeholder feedback/input will continue to be vital in identifying areas to refine within the plan, as well as areas of growth (for the program).

As in every school year, stakeholders will have various opportunities to provide input/feedback during the 2021-2022 school year. These opportunities include but are not limited to: monthly Board Meetings (during open session), quarterly ELAC meetings, WASC Self-Study & Mid-Cycle process/meetings, surveys, various parent engagement events, a comment/suggestion section on the district's website, and through Parent Square (the program's parent/guardian communications platform). Stakeholder feedback/input is gathered by program and district administration, and is then reviewed/discussed routinely during biweekly management meetings as well as monthly curriculum & instruction committee meetings. Typically, the district's leadership team utilizes the "Notice and Wonder" strategy, Gallery Walks, Google Forms (data review/analysis of surveys), and also uses graphic organizers such as T-Charts to review stakeholder input. This helps the leadership team with being intentional in taking the necessary time to identify trends and respond to the needs of students, staff, and families. Without a doubt, stakeholder input contributes greatly to the overall CSI plan, with student achievement at the forefront of all decisions and initiatives that are implemented.

Through the WASC Self-Study and Mid-Cycle visit processes, stakeholders have had opportunities to review and analyze the program's progress, areas of strength, and areas of focus. The following critical student learning needs are included and outlined in the WASC Action Plan:

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

To ensure WPCA's students progress and achieve academically, it is important that quantitative and qualitative data be collected and analyzed by teachers, administration, and support staff on a regular basis. This includes but is not limited to:

- Students' grades and credit completion (for each semester) - Academic/guidance counselors meet with students in grades 9-12 (and their parents/guardians) at least once per semester to review the academic plan as well as credit completion. Depending on the progress made, a student's academic plan may be revised to meet her/his academic needs (i.e. additional credit taken during a particular semester, enrollment in college courses, etc.).
- Renaissance Assessment Scores (STAR Reading and STAR Math) - Students take these assessments three times per year, and progress is monitored throughout the year to help guide instruction.
- Benchmark Scores in ELA and Math - Data is reviewed amongst teachers and administration during PLCs and one-on-one meetings; teachers review results with students and parents/guardians following the benchmark administration. Instruction is guided/driven by each student's results.
- Effectiveness of Professional Learning and Implementation of Best Practices for teachers and support staff (ELA and Math) - Through routine surveys and evaluations, teachers and support staff provide input/feedback on professional learning opportunities. In the past 2-3 years, this has led to the ELA, Math, and Technology professional learning opportunities being differentiated for teachers, thus meeting their specific needs in these areas.
- Opportunities for Students in Grades 9-12 to Take College Courses (CTE Pathways and High School Enrichment Program) - A partnership has been established with Fresno City College and West Hills College that will provide additional post-secondary opportunities for students.
- Monthly Data-driven Professional Learning Communities (i.e. reviewing Renaissance, Lexia, & Reading Plus data)

- On-site (twice per week) Algebra and Geometry classes for high school students - Math classes for high school students were implemented at the beginning of the 2019-2020 school year, and will continue to be provided both in-person and virtually throughout the 2021-2022 school year.
- Use of staff meeting time to discuss data, growth, areas of need/growth, etc.
- Curriculum committee meetings to review state-approved adopted core curriculum, address issues, concerns, needs, etc.
- Improved/enhanced communication with parents
- Continue to promote parent engagement, rigor, and literacy
- Assignments/projects that directly address the Schoolwide Learning Outcomes

It is important to note that the plan can and will be adjusted as necessary depending on students' and staffs' needs-that is the data/results derived from the above-mentioned areas. Stakeholder input/feedback will continue to be valued, and is critical to the overall refinement of the program, as it informs the program's plan. Along with analyzing students' academic progress, stakeholder input/feedback has also played a vital role in selecting and matching the planned evidence-based interventions. Through staff surveys, staff meetings, committee meetings, and "Wolf Chat" interviews (brief 1-on-1 meetings), various interventions have been identified and are currently being implemented. One example includes the professional learning that teachers are receiving during the 2021-2022 school year. Because of the differentiated needs of teachers and support staff, WPCA has shifted from a mainly "whole group" approach to a one-on-one coaching model. As evidenced through staff feedback, this shift has already benefitted teachers, as it has provided them the differentiated support needed to deliver sound instruction to their students.

With that said, the 2021-2022 school year will consist of WPCA teachers and administration working closely together, and in collaboration with the Fresno County Superintendent of Schools' content specialists and leadership coaches to identify and implement evidence-based interventions. To that end, professional learning opportunities in the areas of ELA, Math, VAPA, and Technology will be provided to teachers and support staff. This will come in the form of evidence-based instructional support/professional learning, one-on-one and/or small group coaching, as well as attending/participating in workshops, webinars, etc. 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 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 and matched directly through reviewing stakeholder feedback and student assessment data. It was evident that our students need additional support to progress academically in ELA and Math, and need access to opportunities for postsecondary opportunities. This undoubtedly has contributed to the program's graduation rate being lower than the state's minimum percentage. For this reason, teachers and support staff will receive a combination of whole group and individual (differentiated) professional learning to address the areas listed above, thus enhancing the instruction provided to students. The district believes that

supporting and equipping teachers and support staff directly correlates to improved student achievement. Additionally, program administration will receive weekly support from FCSS Leadership coaches. This will allow for reflection, dialogue, and ensure that the interventions are being implemented.

WPCA's CSI plan has strengthened the program's efforts in providing equity and access to 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 (i.e. college, vocational programs, work, the military, etc.). Responses from parent/guardian and student surveys indicated that a large percentage of students do not have access to enough (or any) devices at home. For this reason, students who need a device will have access to a Chromebook (to be used at home for school-related assignments/research/projects), and a WiFi hotspot if needed. In addition, all students who enroll with the program are provided with a district Gmail account (with access to the G-Suite resources), have access to adopted core curriculum (print and digital curriculum), access to CTE Pathways and/or other courses at local community colleges, and other necessary materials/supplies. Furthermore, the WASC Self-Study process (consisting of qualitative and quantitative stakeholder input) has served the program well in identifying any additional resource inequities (i.e. access to state-approved curriculum, credentialed teachers, tutors, on-site Algebra/Geometry/Spanish classes, Science labs, etc.).

As in every year, WPCA provides teachers, counselors, and support staff with regular updates and guidance on addressing resource inequities. Along with surveys, some of the structures that are in-place to support this include: biweekly staff meetings, quarterly curriculum committee meetings, and quarterly faculty advisory meetings. It is at these meetings that areas of need/concern are discussed; whenever possible, decisions are made to solve problems and/or address concerns. If solutions are not found at those meetings, the items are taken to weekly management meetings for the district's leadership team to review and discuss. Actions are taken whenever possible, as long as they align with the program's LCAP, WASC Action Plan, and CSI Plan. Additionally, regular program updates are provided to all stakeholders during the director's oral report at monthly board meetings. Information that is shared includes updates on the program's initiatives, curriculum, assessments, college partnerships for CTE & High School Enrichment Program, WASC updates, and other needs/areas of focus.

As we look ahead and plan for the 2021-2022 school year, WPCA will continue to support student achievement, and thus improve its graduation rate by utilizing the feedback from stakeholder surveys, stakeholder interviews, informational meetings, regular meetings with the district's chief business officer, and monitoring students' credit completion progress (at least 27.5 credits per semester). Doing so will only support the program's refinement and continual improvement—all of which support equity, access, and academic achievement for 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 Fresno County Superintendent of Schools' CSI support specialist(s)/Leadership Coaches throughout the 2021-2022 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 that will be monitored throughout the school year includes (but is not limited to):

- CA Dashboard data/results
- CAASPP results (administered in the Spring '21 semester)

- ELPAC results (administered in the Spring '21 semester)
- Benchmark results (Illuminate's Grade-Level Assessments)
- Renaissance results (STAR Reading & Math)
- Progress in Supplemental Literacy Programs (Lexia Core5, Lexia PowerUp, & Reading Plus)
- Demographic data (enrollment, attendance, staff)
- Stakeholder Survey results (multiple surveys throughout the school year)
- Process data (LCP, budgeting, PLCs)
- Percentage of Students Successfully Completing Credits Each Semester

Because WPCA qualifies for CSI due to its graduation rate, district/program administrators, counselors, and teachers will monitor students' progress and credit completion throughout each school year (1-2 times per semester, minimum). A requirement to graduate from WPCA is that students earn 220 credits, which means that all students must earn a minimum of 27.5 credits per semester to stay on pace for graduation (this may vary depending on the number of credits students come to the program with).

The following information is used by WPCA's academic/guidance counselors and administrators as a guide with regards to 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 through the following:

- CSI Webinars—Program administration will continue attending the CSI webinars provided by the FCSS and CDE during the 2021-2022 school year. It is at these meetings that the program's administration will participate actively, as well as share progress, areas of growth, and share & receive ideas/input from other school administrators.
- LCP Review/Input—Stakeholders were given multiple opportunities to provide feedback/input through surveys, the district's website (comment section), and direct contact with program administration
- WASC Meetings—WPCA held three WASC stakeholder meetings (virtual during the COVID-19 pandemic) during the 2021-2022 school year; will hold three LCAP stakeholder meetings each Spring.
- Board Meetings—The West Park Elementary School District (Public) Board Meetings take place on the second Monday of each month, and are open to the public. During the COVID-19 pandemic, district board meetings have been conducted virtually via Zoom.
- Staff Meetings—The WPCA teaching and support staff meet two-three times each month to discuss and respond to the academic and social-emotional needs of students
- ELAC Meetings—WPCA holds its ELAC meetings four times per year (twice per semester). The meetings will be conducted virtually via Zoom during the COVID-19 pandemic.
- Instructional Cabinet Meetings—The Instructional Cabinet meets each month, and consists of the Superintendent, Charter Director, Elementary Learning Director, IT Director, and Data Analyst.

- Curriculum Committee Meetings—WPCA’s Curriculum Committee consists of the program’s five Core teachers (ELA, Math, History/Social Science, Science, Spanish). This committee meets four times per year (twice per semester) to review/discuss and create plans to address the curricular needs of the program.
- Stakeholder Surveys/Results—Multiple opportunities to provide input/feedback are given to students, parents/guardians, and staff throughout the school year. Surveys are distributed to stakeholders digitally and in print, with the results being analyzed and presented stakeholders. These results are then presented to the school community during monthly Board Meetings.
- High School Senior Exit Interviews—These interviews take place twice per year—once prior to Winter Break for our December graduates, and once in the Spring for our 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 input/feedback is collected, analyzed, and reviewed by teachers and support staff. In recent years, the students’ input/feedback has led to stronger academic and social-emotional supports for them. Some of these include: the hiring of additional paraprofessionals/tutors who are strong in Math and writing, as well as providing additional standards-based and college campus field trips for students.

In addition to the above-mentioned efforts, the program’s administration, teachers, counselors, and support staff will monitor the implementation of the plan on a monthly-basis. These "check-ins" will ensure that the program maintains momentum with regards to supporting students’ academic and social-emotional growth, as well as the staff’s professional development. Through review and discussion, plans and timelines will be adjusted as needed to reflect the feasibility given the current situation and needs of those involved. As with any plan, certain adjustments may have to be made from time-to-time. This especially holds true in the 2021-2022 school year. That is why WPCA teachers, administration, and support staff will closely monitor each student’s progress throughout each semester. 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 (per the program’s calendar), and when necessary, students will be referred for mandatory tutoring. In many cases, outreach to parents/guardians & students will be made via phone calls, mailed letters, emails, messages via Parent Square, and in some cases, by home visits. Additionally, the program’s two academic/guidance and CTE counselor are available to support the academic and social-emotional needs of students.

As previously stated, information pertaining to progress and other updates will be shared with stakeholders on a consistent basis. WPCA’s administration, teachers, and support staff will know that the overall CSI Plan is effective when:

- The program’s graduation rate increases above the state’s minimum percentage on an annual basis
- An increased number of students are progressing academically on state and district ELA and Math assessments (including ELD)
- An increased number of students are successfully completing high school credits each semester
- An increased number of students are earning higher grades (and meeting and/or exceeding standard on assessments)
- An increased number of students are successfully completing CTE, Dual-Enrollment, and/or High School Enrichment Program courses at Fresno City College and West Hills College

WPCA is confident that staying consistent and addressing the areas outlined in its current plan will yield better results in terms of student achievement. Although it has been some time since the last CAASPP test administration, results from the Spring 2019 test administration show promise, as there was a 26.7 point increase in students meeting or exceeding standard in ELA, and an 8.8 point increase in students meeting or exceeding standard in Math. WPCA has continued to keep student achievement at the forefront, and will continue to monitor

students' progress very closely; through careful analysis and dialogue (including all stakeholders), the necessary adjustments will be made to the program's efforts.

Stakeholder Engagement

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

West Park Charter Academy (WPCA) understands the importance of providing stakeholders with opportunities for engagement and participation when developing the LCAP. To achieve this end, WPCA has utilized a combination of stakeholder surveys (staff, students, and parents/guardians) and virtual LCAP community meetings via Zoom. The stakeholder surveys were distributed electronically via Google Forms to staff, students, and parents/guardians in February 2021. In addition, a hard copy of the survey was mailed with a self-addressed stamped envelope in English and Spanish to our parents/guardians as well. Survey results were reviewed/analyzed by WPCA's administration/management team, and trends presented to the community at the March 2021 board meeting.

In addition to surveys, stakeholders had the opportunity to attend three virtual LCAP community meetings via Zoom. Flyers regarding the meetings were mailed home to all of the program's parents/guardians in English and Spanish. Additionally, the meeting information and the Zoom links were provided to parents via Parent Square, and also posted on the district's website. The first LCAP community meeting took place on March 18, 2021, the second on April 22, 2021, and the third on May 13, 2021—all via Zoom. During these meetings, stakeholders were presented with general LCAP information (State priorities, past Goals and Actions, etc.), had opportunities to provide feedback/input, and had opportunities to have their questions answered. The stakeholder feedback/input was then shared at a subsequent management meeting with school administration and supervisors (both certificated and classified).

In addition to those stakeholder engagement opportunities, WPCA's parents/guardians had opportunities to provide feedback/input during:

- Monthly public board meetings during the Public Comment period
- Quarterly ELAC meetings
- The district's comment section on the website

WPCA's certificated and classified school personnel had various opportunities to provide feedback/input throughout the 2020-21 school year. They included:

- Staff meetings
- Monthly public board meetings
- WASC Committee meetings
- Faculty Advisory Committee meetings
- Wolf Chats

Moving forward, WPCA will continue to consult with all statutorily required groups on an ongoing basis. All stakeholders will have various opportunities to provide feedback/input with regards to the program's LCAP goals & actions, WASC Action Plan, and all other academic & support services.

Public Comment Period will run June 8 through June 16. The draft LCAP upon request at the school site and on the website.

The Public Hearing happened on June 21 and the governing board adopted the LCAP at a public meeting on July 12. The local indicators

were presented to the governing board as an informational item at this same meeting. The district budget was adopted at this same meeting on July 12.

A summary of the feedback provided by specific stakeholder groups.

The feedback/input that is compiled through stakeholder meetings, surveys, and interviews helps to drive the direction of West Park Charter Academy—all of which is student-centered and focuses on increasing student achievement. With that said, the following stakeholder feedback was shared during these various opportunities in the 2020-21 school year:

WPCA's parents/guardians provided the following feedback/input via the above-mentioned meetings and surveys:

- additional electives for 9th-12th graders
- additional tutors (and time allotted for tutoring) to provide academic support for students in grades K-12
- more robust school lunches for students who remain on-site for more than 2 hours
- culturally responsive curriculum for students
- opportunities for students to take music and art classes
- increased parent/guardian and family engagement opportunities (i.e. Art Night, Gratitude Breakfasts)

WPCA's K-12 students provided the following feedback/input via the above-mentioned surveys:

- continued access to college courses
- additional electives added to the course catalog
- social events (i.e. dances, BBQs, sport days)
- field trips to college campuses, museums, Yosemite, etc.
- sports (intramural, club, team)
- student council
- book clubs
- coding clubs

WPCA's certificated and classified staff provided the following feedback/input via the above-mentioned meetings, surveys, and Wolf Chats:

- opportunities for consistent, targeted professional development (whole group and one-on-one), and conferences/webinars
- allotted time for planning/prepping lessons, data review, WASC items
- continued access to devices/technology for instruction and support
- additional staffing to provide teaching and academic support

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

Several aspects of WPCA's LCAP were influenced by stakeholder feedback/input, and are reflected in the plan's Goal #1 (and this goal's actions). This goal focuses on increasing academic achievement in all students, and is in alignment with the program's WASC Action Plan, which stakeholders have direct input with.

The following information came directly from stakeholder input, and was used in the development of some of the actions in this LCAP:

- Parents/Guardians would like to see the program provide additional academic support to their students, and are requesting additional tutoring staff and time spent with each student
- teachers and support staff requesting targeted, focused professional development that is delivered both whole group and one-on-one (coaching)
- strengthening school connectedness by planning and holding various engagement opportunities such as school dances, BBQs, field days, intramural sports, clubs, parent art nights, student council, etc.
- strengthening school connectedness by continuing access to online communication platforms such as ParentSquare
- students, parents/guardians, and staff want all students to graduate well-prepared for postsecondary opportunities by accessing CTE, Dual-Enrollment, and High School Enrichment Program courses at local community colleges

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

West Park Charter Academy (WPCA) developed this broad goal to ensure that all students receive a standards-based education that will make them viable to employers in the 21st century. Students will have access to credentialed teachers, increase in achievement/proficiency in ELA, ELD, Math, and leave our program well prepared for postsecondary opportunities. Although limited state testing data has been available due to the COVID-19 pandemic, the district understands the impact of highly effective, targeted, and standards-based instruction and assessment. The subsequent metrics and actions will be used to achieve this goal, and includes data from the CA Dashboard, CALPADS, CBEDS, DataQuest, and other local indicators/sources. Furthermore, this goal will ensure that our students will have access to state-approved, evidence-based core & supplemental curriculum, as well as opportunities to expand their learning (CTE Pathways, Dual-Enrollment, and High School Enrichment courses).

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: CBEDS Fall 2021				1% Misassignments 1% Vacancies Data Year: 2023-24 Data Source CBEDS Fall 2024
Access to standards-aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Implementation of standards for all students and enable	Initial Implementation Data Year: 2020-21 Data Source:				Full Implementation & Sustainability Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELs access to CCSS and ELD standards	Dashboard Fall 2021				Data Source: Dashboard Fall 2024
Smarter Balanced ELA Note: Local benchmarks will be used until CAASPP results become available	Met or Exceeded Standards: All: 6.9% EL: 14.3% SWD: 0% Data Year: 2020-21 Data Source: Illuminate				Met or Exceeded Standards: All: % EL: % SWD: % Data Year: 2023-24 Data Source: CASSPP Test Results
Smarter Balanced Math Note: Local benchmarks will be used until CAASPP results become available	Met or Exceeded Standards: All: 4.3% EL: 14.3% SWD: 0% Data Year: 2020-21 Data Source: Illuminate				Met or Exceeded Standards: All: % EL: % SWD: % Data Year: 2023-24 Data Source: CASSPP Test Results
A-G Completion Rate	0% Data Year: 2019-20 Data Source: Dashboard				51% Data Year: 2022-23 Data Source: Dashboard
CTE Pathway Completion Rate	12.5% Data Year: 2019-20 Data Source: Dashboard				51% Data Year: 2022-23 Data Source: Dashboard
EL students making progress towards English Proficiency	*No ELPAC Scores for Spring 2020				% Data Year: Spring 2022 & 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: Spring 2019 & 2020 Data Source: Summative Dashboard Fall 2019 & 2020				Data Source: Summative Dashboard
EL Reclassification Rate	3.4% Data Year: 2019-20 Data Source: DataQuest				5% Data Year: 2022-23 Data Source: DataQuest
Middle School Dropout Rate	3% Data Year: 2019-20 Data Source: CALPADS Fall 1				0% Data Year: 2022-23 Data Source: CALPADS Fall 1
High School Dropout Rate	8% Data Year: 2019-20 Data Source: CALPADS Fall 1				3% Data Year: 2022-23 Data Source: CALPADS Fall 1
High School Graduation Rate	71.8% Data Year: 2019-20 Data Source: DataQuest				96% Data Year: 2022-23 Data Source: DataQuest Fall 2023
College Career Readiness	0% Data Year: Dashboard Fall 2019 Data Source:				50% Data Year: 2022-23 Data Source: Dashboard Fall 2023
Suspension Rate	0% Data Year: 2019-20				% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest				Data Source: DataQuest Fall 2023
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest				% Data Year: 2022-23 Data Source: DataQuest Fall 2023
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 Data Source: Student Information System				Students in grades 9-12 enrolled in advanced academic courses: All: % EL: % Low Income: % Data Year: 2023-24 Data Source: Student Information System
Other Pupil Outcomes	23% FAFSA Completion Rate Data Year: 2020-21 Data Source: CSAC				% FAFSA Completion Rate Data Year: 2023-24 Data Source: CSAC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teaching and Support Staff	This action will ensure that WPCA supports highly qualified certificated and classified staff through hire and retention to assist with reaching the desired academic goals. By doing so, our students will have access to teachers and support staff who are committed to increasing their capacity; lifelong learners who learn through professional development, PLCs, and other trainings. This will ensure that all	\$3,004,028.00	No

Action #	Title	Description	Total Funds	Contributing
		students to high-quality instruction & academic support, thus allowing them to increase 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 stakeholder feedback/input.		
2	Core, Elective, and Supplemental Curriculum (Print & Digital); Post-Secondary Preparation	<p>There is a need to ensure that all students at WPCA have access to state-approved, standards-aligned core and supplemental print and digital curriculum. To achieve this end, WPCA will utilize the necessary funds to purchase/provide standards-aligned core and elective curriculum, as well as replenish/replace/update educational resources, and materials/supplies for all students and staff. WPCA will adhere to the district's curriculum review, purchasing protocols/processes, and monitor the curriculum's effectiveness on a routine basis.</p> <p>There is a need to provide students at West Park Charter Academy with opportunities to prepare themselves for postsecondary readiness. To achieve this end, students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors, as well as the program's partnership with local community colleges (Fresno City College and West Hills College). Students will have access to a wide-range of courses at local community colleges through the schools' Career & Technical Education (CTE) programs, Dual-Enrollment program, or High School Enrichment Program (HSEP). 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>	\$95,000.00	No
3	Professional Development, Learning, & Support	There is a need to provide WPCA teaching and support staff with ongoing professional development, support, and academic coaching throughout each school year. Doing so would enhance the program's full implementation of the Common Core State ELA & Math Standards,	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELD Standards, and ensure that students are college/career ready. Student assessment data/scores, staff feedback/input, WASC Action Plan, and other qualitative data will be used to drive the professional learning opportunities for staff. Ongoing reviews and program monitoring will be conducted to ensure that program needs are being addressed.		
4	Progress-Monitoring Resources/Tools	In order to support and address students' academic needs, WPCA staff and students must be provided with the necessary progress-monitoring resources/tools. These print and digital tools will allow teachers, support staff, and administration to determine students' areas of growth (formative assessment), which then can be used to drive instruction. This supports the full implementation of the Common Core State ELA & Math Standards, ELD Standards, and NGSS. Ongoing reviews and program monitoring will be conducted to ensure that program needs are being addressed.	\$70,000.00	Yes
5	Technology/Devices Needed for Teaching and Learning	In order to support teaching and learning, WPCA staff and students will be provided with the necessary devices, equipment, and technology needed to reach academic goals. To achieve this end, teachers and support staff are provided with a laptop, iPad, and Apple Pencil. Students are provided with a Chromebook and WiFi hotspot (if needed). The district's IT department provides troubleshooting/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, management meetings, Instructional Cabinet meetings, etc.	\$30,000.00	No
6				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

West Park Charter Academy (WPCA) understands the importance of continually improving its positive school culture and climate. By doing so, an atmosphere that is conducive to learning for all students and staff can be achieved. WPCA stakeholders support this focus goal, and will continue to be provided with opportunities for school engagement and connectedness. The subsequent metrics and actions will be utilized to monitor the overall effectiveness of this goal, with ongoing progress-monitoring reports/updates provided to stakeholders throughout each school year. The metrics that will be used to measure and report results for this LCAP goal consist of P-2 attendance reports and local survey results.

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				96% Data Year: 2023-24 Data Source: P-2
Sense of School Safety	Students: 95% Parents: 99% Teachers: 100% Data Year: 2020-21 Data Source: Local Survey				Students: % Parents: % Teachers: % Data Year: 2023-24 Data Source: Local Survey
Sense of School Connectedness	Students: 79% Parents: 94% Teachers: 87% Data Year: 2020-21 Data Source: Local Survey				Students: % Parents: % Teachers: % Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supporting Students' 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. 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.	\$3,000.00	No
2	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.	\$2,500.00	No
3	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.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	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.	\$3,000.00	No
5	Healthy Snacks and Lunches for Students	There is a need to provide students at WPCA with healthy snacks and lunches when on-site. Doing so will support both student attendance and their ability to learn. To ensure that there is 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.	\$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This LCAP maintenance goal has been developed and prioritized, as the program's stakeholders understand the importance of providing all students and staff with safe, clean facilities conducive to learning. Doing so allows teachers to teach and students to learn at the highest levels. The subsequent metrics are based on the district's FIT report and local survey results, and will be used to ensure that all of WPCA's facilities are in good repair, and are well-kept (clean). As in each school year, school staff will provide the community with facility updates, needs, concerns, etc. In addition, all stakeholders will have ongoing opportunities to comment/share concerns on the district's website, as well as meetings throughout the school year.

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: FIT Report				All facilities met good repair Data Year: 2023-24 Data Source: FIT Report
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: Parents: Staff: Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$18,000.00	No
2	Personal Protective Equipment (PPE) and Other Supplies/Materials	There is a need to provide the necessary Personal Protective Equipment (PPE) and other materials, supplies, technology, etc. for staff, students, and visitors at the learning centers and offices. This will come in the form of thermal scanners, masks, hand sanitizer, disinfectant wipes, gloves, etc. Doing so will allow each staff member, student, and parent/guardian to visit each site safely and maintain their health. Stakeholder feedback and survey results will help determine the overall effectiveness of this action.	\$10,000.00	Yes
3	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.	\$30,000.00	No
4	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.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Stakeholder feedback and survey results will also help to determine the effectiveness (of this action).		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.12%	\$899,201

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

Required Descriptions

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

LCAP Goal 1, Action 1 - Teaching and Support Staff: This action ensures that all students enrolled at WPCA have access to highly-qualified certificated and classified staff-specifically, teaching and support staff who are knowledgeable, caring, and supportive. By retaining staff members who exemplify these characteristics, the program's foster youth, English Learners, and low-income students will benefit by having their academic and social-emotional needs met. Certificated and classified staff members will be trained on best practices for enhanced instruction and SEL support for unduplicated students. In addition, the program's school psychologist and academic/guidance counselors will provide SEL resources and support to students, their families, and staff. A combination of both qualitative and quantitative metrics/data will be analyzed to ensure the effectiveness of this action-specifically, CBEDS data on staff assignments and stakeholder survey feedback/input. Overall, this action will be effective, as it supports staff in establishing a strong rapport with students, providing a safe and positive learning environment for students to succeed in, and responding to each student's individual academic and SEL needs.

LCAP Goal 1, Action 2 - Core, Elective, and Supplemental Curriculum (print & digital); Post-Secondary Preparation: This action ensures that all students enrolled at WPCA have access to state-approved, standards-based, core, elective, and supplemental print and digital curriculum. The program's foster youth, English Learners, and low-income students will benefit from access to print and digital curriculum that meets their academic needs, and also addresses various learning styles and modalities (i.e. graphic organizers, rubrics, instructional video clips and images, etc.). Per District protocol, staff will 1) identify the program's curriculum needs 2) review programs by using tools such as Learning List and state-approved curriculum 3) discuss the benefits of implementation 4) plan for rolling out the program/resource (i.e. timelines, training, etc.) 5) calendar progress monitoring checks, surveys, and reports to stakeholders. Ongoing review, stakeholder 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.

This action ensures that the program's foster youth, English Learners, and low-income students have access to postsecondary preparation opportunities. The CA Dashboard indicates that there is a need to provide these increased opportunities to better prepare students for college and/or career. For WPCA, this will include students' access to taking courses through Career & Technical Education (CTE), Dual-Enrollment, and High School Enrichment Program (HSEP) courses at local community colleges. Throughout their time at WPCA, students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors, as well as the program's partnership with local community colleges (Fresno City College and West Hills College). The College/Career Indicator on the CA Dashboard will reflect an increase in students graduating from the program "prepared," thus indicating the program's effectiveness with regards to this action.

LCAP Goal 1, Action 3 - Professional Development, Learning, and Support: 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, practices, and activities/projects delivered by teachers, but also to provide staff with strategies/activities/practices to support the social-emotional well-being of all students. (including foster youth, English Learners, and low-income students). A combination of whole group trainings and one-on-one coaching sessions will be utilized throughout each school year. Professional development will be provided by 1) the Fresno County Superintendent of Schools (FCSS) in the areas of ELA, Math, Technology, Visual & Performing Arts (VAPA) 2) Better Lesson in the areas of supporting diverse student populations, using data to inform instruction, and SEL support for students & staff 3) other curricular programs (i.e. SAVVAS Realize, Reading Plus). The overall focus of this support will be determined, guided, and assessed for effectiveness by student assessment results (metrics that are indicated), stakeholder feedback/input, and the program's WASC Action Plan.

LCAP Goal 1, Action 4 - Progress-Monitoring Resources/Tools: This action addresses the need for the program's foster youth, English Learners, and low-income 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 student's academic growth in the areas of literacy and math. Moreover, student data is reviewed/analyzed routinely (quarterly) by district and program administration, teachers, and academic/guidance counselors during professional learning communities, staff meetings, and curriculum & instruction meetings. Doing so allows staff to identify and respond to trends (strengths and areas of growth) within the program's unduplicated students (and all students). The overall effectiveness of this action will be determined by 1) the access and use of the progress-monitoring resources/tools by teachers and support staff 2) our students increasing in academic achievement.

LCAP Goal 1, Action 5 - Technology/Devices Needed for Teaching and Learning: This action ensures that the program's foster youth, English Learners, and low-income students have access to devices needed for learning. Recent stakeholder survey results indicated that there is a need to provide students with Chromebooks and/or WiFi hotspots. In providing students with these devices, they have access to print and digital core and elective curriculum, as well as online supplemental literacy and math programs (i.e. IXL, Lexia Core5 & PowerUp, Reading Plus, SAVVAS Realize). Additionally, teachers and support staff are provided with devices needed for instruction. Each staff member is equipped with a laptop, and iPad, and an Apple Pencil. To ensure that this action is effective and meeting the needs of our unduplicated students (and all students), stakeholder feedback/input regarding their device/technology needs will be reviewed/analyzed by district administration.

LCAP Goal 2, Action 1 - Supporting Students' Attendance: In order for students at WPCA to attend their weekly instructional appointments, labs, classes, and tutorial sessions, the program will provide transportation. This ensures that there is equity and access to academic instruction and support for all students, in particular, those students identified as foster youth, English Learners, or low-income students.

Over the past three years, the data has indicated that these subgroups (of unduplicated students) need the most support in order to grow in academic achievement. The overall effectiveness of this action will be measured by a variety of metrics including assessment data, survey results, and other forms of stakeholder feedback.

LCAP Goal 2, Action 2 - Opportunities for Student and Parent/Guardian Engagement: In order to increase the levels of engagement, connectedness, and participation, WPCA's parents/guardians will have opportunities to attend various school events/functions. Equity and access to these events will be carried out to all students, as well as their parents/guardians. Some events/functions include that will take place each year include: Back-to-School Nights, Gratitude Breakfasts, LCAP Community Meetings, ELAC Meetings, Board Meetings, field trips (including college campus visits), counselor informational meetings, etc. The academic and SEL needs of the program's foster youth, English Learners, and low-income students have played and will continue to play a major role in how we deliver/carry out events/functions and information. For this reason, many of the events/functions in the future will be held both in-person and virtually, and will have Spanish translation available. In addition, any correspondence such as informational flyers and invitations will be mailed (in English and Spanish) via standard mail and posted on the program's online platform (ParentSquare). The overall effectiveness of this action will be determined by stakeholder feedback/input, as well as the levels of participation.

LCAP Goal 2, Action 3 - Student and Staff Recognition: The climate and culture at WPCA will be supported by recognizing students and staff for their hard work and efforts throughout each school year. This recognition will serve as a motivational tool that will increase the climate and culture for all involved. For many students, specifically the program's unduplicated students, recognition for their academic achievements will support their sense of connectedness with the school, increase their sense of pride, and boost the overall culture of the school. The effectiveness of this action will be determined by stakeholder feedback/input, various surveys, participation, etc.

LCAP Goal 2, Action 4 - Support Parent/Guardian Communication: WPCA will continue to make parent/guardian communication a priority in the years to come. These efforts will come in the form of accessibility to the district's website, the program's ParentSquare platform, the student information system's parent portal, and hard copies (of information) mailed home. All forms of communication are available in both English and Spanish. Providing WPCA's parents/guardians with communication tools and platforms at no cost (and that are in their home language), ensures that there are efforts being made to practice/realize equity and access for students and families. The program's unduplicated students and their parents/guardians will benefit from these efforts, and any feedback/input that can help the program improve will be welcomed. Naturally, the desired outcome is for all stakeholders to be informed as to the school's events and updates. The overall effectiveness of this action will be determined by stakeholder feedback, survey results, etc.

LCAP Goal 2, Action 5 - Healthy Snacks and Lunches for Students: Students at WPCA will have access to healthy dry snacks throughout each school year. Also, students who are on-site for 2+ hours on a given day receiving instruction, attending labs/classes, and/or receiving tutorial support, will receive a school lunch. This action ensures that students at WPCA are well nourished throughout each day they are on-site, which in turn will help with maximizing their learning. Providing healthy dry snacks and lunches will benefit all students-specifically, the program's foster youth, English Learners, or low-income students. The effectiveness of this action will be determined by stakeholder feedback/input, survey results, etc. Adjustments to the types of healthy dry snacks and lunches will be made based on stakeholder feedback.

LCAP Goal 3, Action 1 - Safe and Clean Facilities: In order for learning opportunities to be maximized, students and staff at WPCA need to be provided with safe and clean facilities. The needs of the program's foster youth, English Learners, and low-income students were/are considered when determining how often the sites needed to be cleaned. That being said, the district understands that our students learn and thrive when their learning environment is conducive to 21st Century learning, and supports the program with this action. Moving forward, all students will continue to have access to learning centers in Fresno and Hanford that are inspected monthly, and that are

cleaned 5 days per week. In addition, the program's main office (the Machado Office) also receives monthly inspections and cleaned 5 days per week. Any issues/concerns that arise throughout each school year will be addressed in a timely manner. All of these efforts allow our teachers to teach and our students to learn. The overall effectiveness of this action will be determined by the FIT report (metric), stakeholder feedback, and survey results.

LCAP Goal 3, Action 2 - Personal Protective Equipment and Other Supplies/Materials: WPCA staff and students will once again have access to the learning centers starting in August 2021. However, to do so safely, the program will be providing all staff and students with the necessary Personal Protective Equipment (PPE), as well as other materials/supplies. This will ensure that the program's unduplicated students (and all students) can safely access the academic and SEL support such as in-person instruction, labs, classes, tutoring, and academic/guidance counseling services. Stakeholder feedback and survey results will help determine the effectiveness of this action.

LCAP Goal 3, Action 3 - Furniture and Equipment for the Program's Learning Centers and Offices: To ensure that WPCA's learning centers and offices are conducive to teaching, learning, and conducting school business, the program will provide and maintain the necessary furniture and equipment (for students and staff). The Fresno and Hanford learning centers will be equipped with comfortable chairs and foldable tables for students; teachers and support staff will have access to updated furniture as well. Shelving units, cabinets, and other storage equipment will be provided as well. The effectiveness of this action will be determined by stakeholder feedback/input.

LCAP Goal 3, Action 4 - Security and Safety Equipment for the Program's Learning Centers and Offices: To ensure that WPCA's learning centers (in Fresno and Hanford) and Machado Office are kept safe, the program will equip all facilities with the necessary security and safety equipment. By doing so, curriculum, devices, and other materials/equipment will be maintained so that they can be utilized by all students and staff. Stakeholder feedback/input will determine the effectiveness of this action.

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

Services for WPCA's foster youth, English Learners, and low-income students will be increased or improved by the percentage listed above by:

- Providing certificated and classified staff members with professional development, learning, and support to best support the program's unduplicated students (and all students). These professional growth opportunities will be provided by the Fresno County Superintendent of Schools (FCSS) and BetterLesson, and will equip staff members with the necessary tools and resources to support students' academic and SEL needs. Staff members will receive a combination of whole group and one-on-one coaching, which
- Providing staff and students with various progress-monitoring resources/tools to monitor students' academic progress
- Provide staff and students with the necessary Personal Protective Equipment (PPE), supplies, and materials to ensure their safety and health (at the learning centers and offices)

The above-mentioned increased/improved services will ensure that the program's foster youth, English Learners, and low-income students are provided with access/equity to high-quality academic & SEL instruction, support, and PPE.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,995,848.00	\$322,863.00	\$19,317.00		\$3,338,028.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,004,028.00	\$334,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teaching and Support Staff	\$2,661,848.00	\$322,863.00	\$19,317.00		\$3,004,028.00
1	2	All	Core, Elective, and Supplemental Curriculum (Print & Digital); Post-Secondary Preparation	\$95,000.00				\$95,000.00
1	3	English Learners Foster Youth Low Income	Professional Development, Learning, & Support	\$60,000.00				\$60,000.00
1	4	English Learners Foster Youth Low Income	Progress-Monitoring Resources/Tools	\$70,000.00				\$70,000.00
1	5	All	Technology/Devices Needed for Teaching and Learning	\$30,000.00				\$30,000.00
2	1	All	Supporting Students' Attendance	\$3,000.00				\$3,000.00
2	2	All	Opportunities for Student and Parent/Guardian Engagement	\$2,500.00				\$2,500.00
2	3	All	Student and Staff Recognition	\$2,500.00				\$2,500.00
2	4	All	Support Parent/Guardian Communication	\$3,000.00				\$3,000.00
2	5	All	Healthy Snacks and Lunches for Students	\$5,000.00				\$5,000.00
3	1	All	Safe and Clean Facilities	\$18,000.00				\$18,000.00
3	2	English Learners Foster Youth Low Income	Personal Protective Equipement (PPE) and Other Supplies/Materials	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	Furniture and Equipment for the Program's Learning Centers and Offices	\$30,000.00				\$30,000.00
3	4	All	Security and Safety Equipment for the Program's Learning Centers and Offices	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$140,000.00	\$140,000.00
LEA-wide Total:	\$140,000.00	\$140,000.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Professional Development, Learning, & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
1	4	Progress-Monitoring Resources/Tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
3	2	Personal Protective Equipment (PPE) and Other Supplies/Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.