LCFF Budget Overview for Parents

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

CDS Code: 10-62539-6112387

School Year: 2025-26

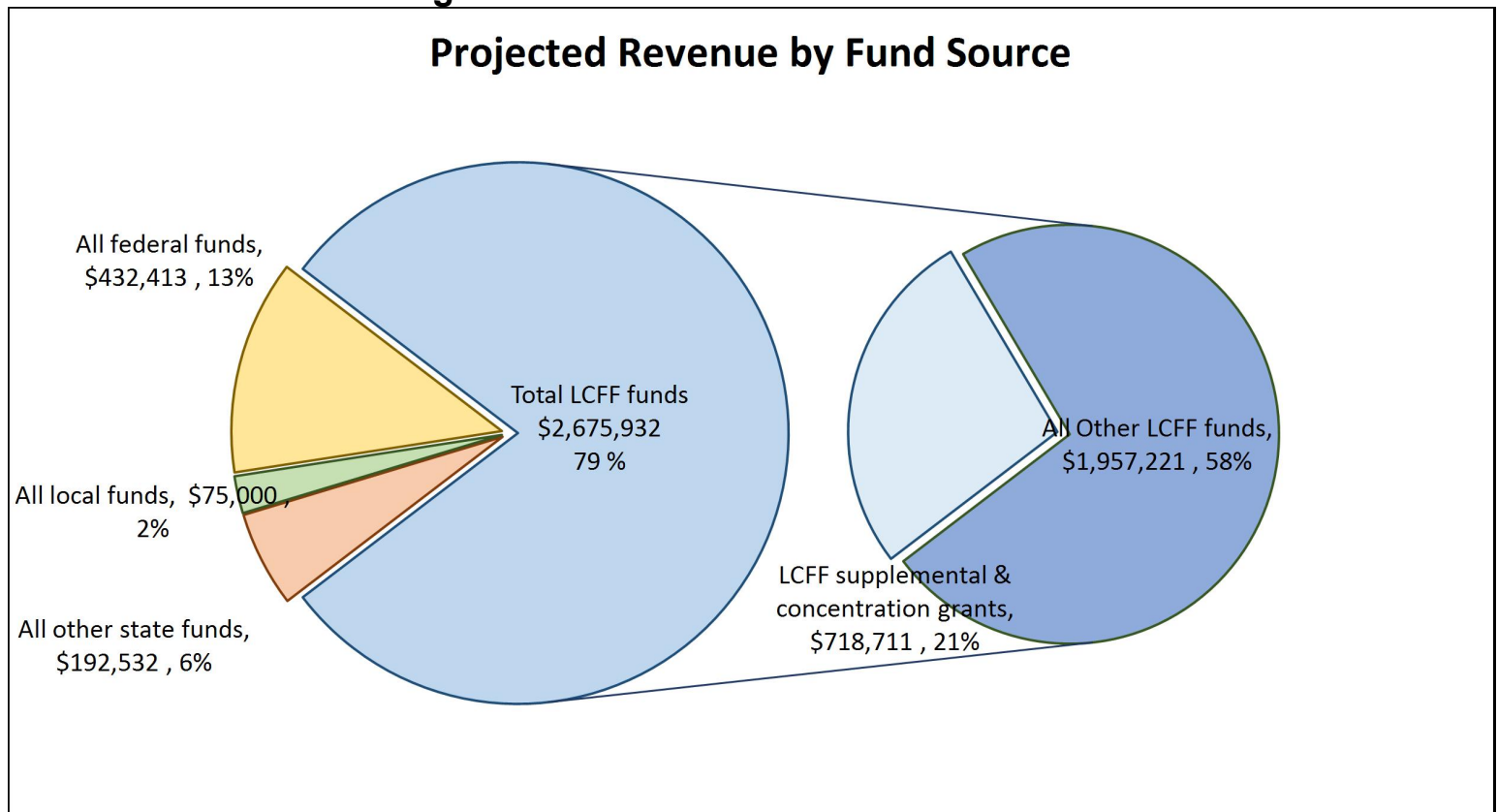LEA contact information:

Dr. Brian Clark

Superintendent

brian_c@wpesd.org

(559) 233-6501

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
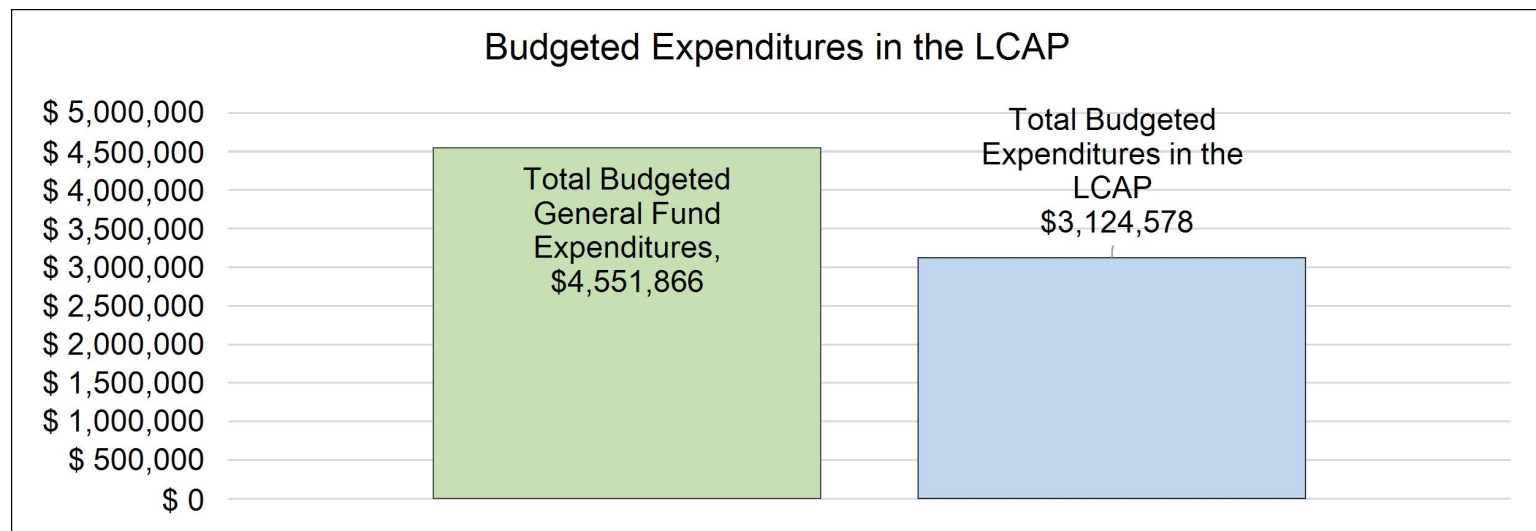
Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $432,413 , 13%

All local funds, $75,000 , 2%

All other state funds, $192,532 , 6%

Total LCFF funds $2,675,932 79 %

All Other LCFF funds, $1,957,221 , 58%

LCFF supplemental & concentration grants, $718,711 , 21%

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

The text description for the above chart is as follows: The total revenue projected for West Park Charter Academy is $3,375,877, of which $2,675,932.00 is Local Control Funding Formula (LCFF), $192,532.00 is other state funds, $75,000.00 is local funds, and $432,413.00 is federal funds. Of the $2,675,932.00 in LCFF Funds, $718,711.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $4,551,866
- Total Budgeted Expenditures in the LCAP $3,124,578

This chart provides a quick summary of how much West Park Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: West Park Charter Academy plans to spend $4,551,866.00 for the 2025-26 school year. Of that amount, $3,124,578.00 is tied to actions/services in the LCAP and $1,427,288 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
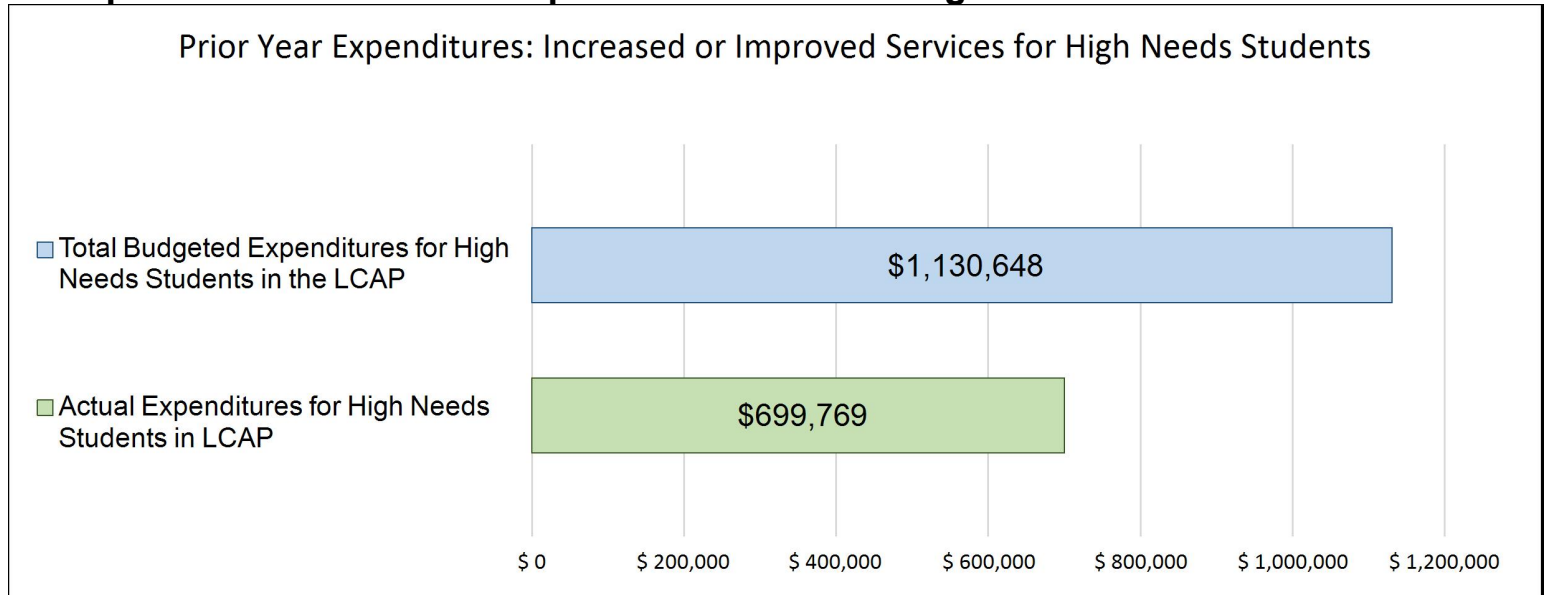
The total expenditures not included in the LCAP are related to charter administration costs and other charter operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, West Park Charter Academy is projecting it will receive $718,711.00 based on the enrollment of foster youth, English learner, and low-income students. West Park Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. West Park Charter Academy plans to spend $1,021,455.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,130,648
☐ Actual Expenditures for High Needs Students in LCAP	$699,769

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

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

The text description of the above chart is as follows: In 2024-25, West Park Charter Academy's LCAP budgeted $1,130,648.00 for planned actions to increase or improve services for high needs students. West Park Charter Academy actually spent $699,769.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $430,879 had the following impact on West Park Charter Academy's ability to increase or improve services for high needs students:

The differences did not have an impact on West Park Charter Academy's ability to increase or improve services for high needs students because the difference was covered by remaining emergency funding and grants.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

West Park Charter Academy (WPCA) is a TK-12 independent study program with two learning centers located in the heart of the Central San Joaquin Valley (Fresno and Hanford, CA). The program serves students throughout Fresno and the surrounding communities. Students at WPCA meet with their teacher a minimum of one hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. (in addition to the one-hour per week appointment with their teacher). WPCA ensures all students have access to print and digital core and supplemental curriculum as well as digital devices needed for learning.

WPCA's students come to the program with a vast array of educational backgrounds, experiences, academic proficiency, and social and emotional learning needs. Some students seek the independence, flexibility, and "college feel" of the program, while some are working to recover credits; others have not met their academic potential in a traditional school setting. During the 2023-24 school year, WPCA served 172 students. The majority of students attending WPCA (85%) are from low-income families, 73% are Hispanic, 17% are English learner students, and less than 1% are foster youth.

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

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

Reflections: Annual Performance

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

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

The West Park Charter Academy 2024 California School Dashboard and local survey data indicate high levels of student and family engagement in the West Park Charter Academy program. However, the priority area of student outcomes is an identified need.

The West Park Charter Academy 2023-24 Chronic Absenteeism Rate was 3.8% as reported in the 2024 California School Dashboard. This rate is significantly lower than most schools throughout California during the 2023-24 school year. The independent study design of the program likely contributed to low chronic absenteeism since students do not physically attend school except for a required weekly one-hour meeting with teachers at the learning centers and other optional visits to the learning centers to participate in meetings or in-person learning opportunities. The design of West Park Charter Academy's program also contributes to lower suspension and expulsion rates as students do not frequently interact without adult supervision or in non-academic environments. As reported in the 2024 California School Dashboard, there were no suspensions during the 2023-24 school year. Also, a survey of students during the 2024-25 school year revealed high levels of respect between students and teachers, further positively impacting high engagement levels. Nearly all students in grades 9-12 responded to the survey, 97% believe their teacher wants them to succeed in school, and 87% believe the teachers and adults at school treat students fairly. Most students (92%) and their parents agree that students feel safe while attending the learning centers.

REQUIRED ACTION AREAS BASED ON THE 2023 DASHBOARD:

The following data indicate a need to increase the graduation rate overall, particularly for low-income students. Additionally, there is a need to improve academic performance in math overall, especially for low-income students and Hispanic youth, as measured by statewide assessments. The 2025-26 LCAP includes required actions to address the 2023 Dashboard performance areas in RED outlined below.

Graduate Rate Indicator - RED - Overall, low-income students
Math Academic Indicator - RED - Overall, low-income students, Hispanic youth

2024 DASHBOARD UPDATE:

An update of school performance for the identified areas above shows improvement based on the 2024 Dashboard.

The graduation rate for West Park Charter Academy grew significantly from 66% in 2022-23 to 88% in 2023-24. Performance in math also increased slightly in 2023-24 and the Math Academic Indicator is ORANGE on the 2024 Dashboard. Although the areas marked as RED on the 2023 Dashboard showed improvement on the 2024 Dashboard, a new area of concern has emerged. The College/Career Indicator was RED on the 2024 Dashboard due to only 6.5% of graduates being prepared for college and career.

CAASPP ELA
2023-24 (% of students who met or exceeded standard)
All: 32.54
EL: 7.69
Long-term EL: <11 students
SED: 30.55
Hisp.: 26.78
White: 36.84

CAASPP MATH
2023-24 (% of students who met or exceeded standard)
All: 4.81
EL: 0
Long-term EL: <11 students
SED: 4.17
Hisp.: 1.79
White: 5.26

CAASPP SCIENCE
2023-24 (% of students who met or exceeded standard)
All: 12.8
EL: <11 students
Long-term EL: <11 students
SED: 14.71
Hisp.: 3.57
White: <11 students

ENGLISH LEARNER PROGRESS
Fewer than 30 English learners

SUSPENSION RATE
2023-24
All: 0

CHRONIC ABSENTEEISM RATE

2023-24
All: 3.8
EL: 7.7
Long-term EL: <11 students
SED: 4.5
Hisp.: 5.3
White: 0

GRADUATION RATE
2023-24
All: 88.0
EL: <11 students
Long-term EL: <1 students
SED: 87.2
Hisp.: 94.9
White: 74.6

COLLEGE/CAREER
2023-24
All: 6.5
EL: <11 students
Long-term EL: <11 students
SED: 4.7
Hisp.: 5.7
White: <11 students

West Park Charte Academy has unexpended Learning Recovery Emergency Block Grant (LERBG) funds. The unexpended funds will be allocated to Goal 1, Action 2 to provide students greater access to standards-aligned core classes needed for graduation including science, social science, and math. The action is aligned with the allowable uses of LERBG funds in that it provides credit recovery through a resource that improves standards-aligned learning access to students identified by the needs assessment. The overall math and science performance on statewide assessments is extremely low. This is due in part to the school's historical challenge with recruiting and retaining credentialed teachers to fill math and science positions.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

West Park Charter Academy

Support for Identified Schools

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

West Park School District (WPSD) has and will continue to support West Park Charter Academy (WPCA) in the following three key areas: conducting a needs assessment, selecting evidence-based interventions, and identifying resource inequities.

CONDUCTING A NEEDS ASSESSMENT:

WPCA is eligible for Comprehensive School Improvement (CSI) based on its graduation rate. To exit CSI Grad Rate status, WPCA must sustain a three-year average graduation rate of at least 68%. Although the graduation rate increased from 46.8% (62 students) to 67.9% in 2023 (53 students) and then to 88.0% in 2024 (45 students), it was not significant enough to change the school's CSI status.

As part of the CSI process, WPCA conducted an in-depth data analysis to identify the root causes contributing to its low graduation rate. This included a comparative cohort analysis between students who graduated and those who did not. The analysis focused on identifying patterns related to demographics, enrollment history, attendance, academic performance, and support systems. Data was disaggregated to examine graduation rates by student group, including English learners, students with disabilities, and low-income students. Enrollment patterns were reviewed to learn how the date of entry into the school impacted graduation. Chronic absenteeism was also a strong predictor of non-graduation. The majority of students who did not graduate entered the program in the latter part of their high school career and experienced higher rates of chronic absenteeism than graduating students. A comprehensive audit of student transcripts revealed that many students who failed to graduate experienced chronic failure in core academic subjects, most notably in math and science. WPCA serves as an alternative educational setting for students who face challenges in traditional high school environments. By design, WPCA enrolls a significant number of students who are credit-deficient, over-age, or have experienced interruptions in their academic timelines. The needs assessment identified student non-stability as a contributing factor in low graduation rates. In 2024, the statewide average non-stability rate was 8.8%, and the Fresno County average was 10.8%. In contrast, WPCA experienced a significantly higher non-stability rate of 32.7%, nearly three times the county average. This high rate indicates that a substantial portion of WPCA's student population is transitioning in and out of the school—often mid-year and mid-semester—which presents major challenges in credit accumulation, academic continuity, and long-term graduation planning. To explore systemic factors further affecting graduation outcomes, staff used the 5 Whys root cause protocol. Emerging themes included the need for more academic intervention supports, particularly for struggling readers, more time with school counselors, an inadequate system for tracking and responding to off-track indicators, and a lack of personalized graduation planning, especially for late transfer students.

WPSD will support WPCA in collecting and analyzing feedback received from educational partners during the 2025-26 school year. These

opportunities include monthly board meetings during open sessions, quarterly ELAC meetings, surveys, family engagement events, a comment/suggestion portal on the district's website, and Parent Square, which is an online communications platform. Partner feedback will be collected by program staff and administration and reviewed/discussed routinely during leadership meetings. Strategies provided by the FCSS team will be utilized to reflect on feedback provided by educational partners to be intentional and take the necessary time to further understand the underlying root causes for low graduation rates and respond to the needs of students, staff, and families. The partnership with families is a significant element of the CSI plan and will provide insights to fully understand how to increase the graduation rate, increase college-going rates, and improve student academic performance overall. WPSD will also support WPCA with the collection and analysis of early indicators of high school graduation throughout the 2025-26 school year, including attendance, grades, and credit completion.

SELECTING EVIDENCE-BASED INTERVENTIONS:

WPSD administration and a strategic planning consultant supported WPCA in the identification of evidence-based interventions, which are reflected in WPCA's Comprehensive Support and Improvement (CSI) plan. The process used to identify evidence-based interventions began with coaching WPCA staff to prioritize the most urgent and impactful issues to address first. WPCA staff identified their highest-leverage focus areas to address the low graduation rate as high student mobility/late enrollment, chronic absenteeism, and credit deficiency. Once staff identified their highest-leverage focus areas, the next step was to select evidence-based interventions to mitigate these areas and to ensure they meet ESSA's tiers of evidence and align with WPCA's context and student population.

WPCA, in collaboration with WPSD administration and a strategic planning consultant, engaged in a structured process to identify and select evidence-based interventions aligned with the school's Comprehensive Support and Improvement (CSI) plan. This process began with targeted coaching for WPCA staff to prioritize the most urgent and high-impact challenges contributing to the school's low graduation rate. Through collaborative data analysis and root cause exploration, WPCA staff identified three highest-leverage focus areas as high student mobility and late enrollment, chronic absenteeism, and credit deficiency. These challenges were determined to be the most significant barriers to on-time graduation for WPCA students, particularly for those who enroll mid-year, are over-age and under-credited, or face socio-emotional barriers to consistent school engagement. Once these priority areas were established, the team engaged in a selection process to identify evidence-based interventions that meet ESSA's tiers of evidence (Tiers I–III). The interventions were evaluated for alignment with WPCA's education context, student demographics, and implementation capacity. Interventions were chosen based not only on research effectiveness but also on their relevance to WPCA's unique student population, many of whom require flexible and individualized academic support structures. Examples of the evidence-based interventions identified include additional investments in a competency-based credit recovery program (Edgenuity) and another counselor to enhance student connections to reduce chronic absenteeism and improve individualized graduation planning.

To further support the CSI support process, a partnership with FCSS was previously established and will continue during the 2025-26 school year. The WPSD administration and planning consultant supported the WPCA leadership team with the analysis of data collected during the needs assessment to identify five key intervention areas. The process involved meetings during the 2023-24 school year that followed the continuous improvement process recommended by the California Department of Education.

- Best practices in virtual instruction: effective use of technology (software & hardware) to provide strong instruction to students
- Implementation of the California Common Core State Standards (ELA, ELD, and Math): essential standards that will be focused on to close the gap in students' learning loss

- Formative Assessment: to identify learning loss and check for understanding
- Individual Student Counseling Support: supports that will be provided to students by teachers, academic/guidance counselors, and the program's school psychologist to ensure barriers to high school graduation are addressed early and with appropriate interventions
- Mandatory weekly tutorial services for students receiving a D or an F in a core class

WPCA utilized its LCAP as the CSI plan to operationalize the identified interventions through strategies to address the needs that have surfaced and will continue to address the needs during the 2025-26 school year. The CSI plan will be adjusted as necessary depending on students' needs. Educational partner input is also critical to the overall refinement of the plan and selection of evidence-based interventions.

Continuous educational partner input/feedback plays a vital role in the effective implementation of evidence-based interventions. Through staff surveys, staff meetings, and committee meetings, various strategies to support the effective implementation of the interventions have been identified and are currently being implemented. One example includes the professional learning that teachers are receiving during the 2024-25 school year, which will continue in the 2025-26 school year. In response to the differentiated needs of teachers and support staff, WPCA has shifted from a "whole group" approach to a one-on-one coaching model. As evidenced through staff feedback, this shift is benefiting teachers by providing them with the differentiated support needed to meet the individual needs of their students. In 2025-26, WPCA teachers and the instructional leader will work closely together in collaboration with FCSS content specialists and leadership coaches to identify and implement evidence-based interventions. Professional learning opportunities in the areas of ELA, ELD, and math will be provided to teachers and support staff, including one-on-one and/or small-group coaching, workshops, and webinars.

During the 2025-26 school year, WPCA will utilize CSI funds to invest in dedicated counselors to support students with graduation and postsecondary opportunities. Counselors will support students with academic planning and preparation, including helping students stay on track to meet graduation requirements, and providing guidance on postsecondary entrance exam requirements, exam preparation resources, and fee waivers. Counselors will also help students use tools like career interest inventories to identify potential career paths, and connect students to colleges, technical schools, apprenticeships, and potential employers.

IDENTIFYING RESOURCE INEQUITIES:

WPSD administration supported WPCA in identifying resource inequities by meeting monthly with WPCA leadership during the second semester of the 2024-25 school year. The process to identify resource inequities included analyzing teacher credentialing data and enrollment data disaggregated by student demographics to identify any inequities in student access to effective teachers. The process also involved analyzing data disaggregated by student demographics to identify any possible inequities in student access to counseling support. The student intake procedures were also examined as part of the process to identify any inequities in student access to supportive intake procedures that adequately prepare students for success at WPCA. The process to identify resource inequities followed the continuous improvement process recommended by the California Department of Education to ensure sufficient time and attention was given to uncover the root causes of any identified inequities.

The goal is that WPCA's CSI plan will strengthen equitable opportunities and access to future educational opportunities for all students. Through the plan, each student will continue to receive a high-quality, rigorous, standards-based education (from a credentialed teacher)—

one that prepares every student for post-secondary opportunities. All students will have access to a Chromebook (to be used at home for school-related assignments/research/projects). In addition, all students who enroll are provided with a district Gmail account (with access to the G-Suite resources), access to the standards-aligned core curriculum (print and digital curriculum), access to CTE Pathways and/or other courses at local community colleges, and other necessary materials/supplies.

Looking forward to 2025-26, WPCA will continue to support student achievement and improve the graduation rate by utilizing feedback from surveys, interviews, informational meetings, and district meetings, and monitoring students' credit completion progress (at least 27.5 credits per semester). Doing so will support the program's continuous improvement toward equity, access, and academic achievement for all students.

Monitoring and Evaluating Effectiveness

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

WPSD will monitor and evaluate the implementation and effectiveness of the CSI plan and will also meet monthly with the WPCA Director to provide support and coaching to ensure the CSI Plan is effectively implemented. The following methods will support the process:

- Academic Outcome Monitoring—WPSD administration and WPCA Director will monitor iReady data, grades, and course completion to look for positive trends in the data that align with the goals in your CSI Plan.
- Educational Partner Input—Partners will be given multiple opportunities to provide feedback/input through surveys, the district's website (comment section), and direct contact with teachers and administration. WPSD administration will monitor the feedback to look for information that will inform whether the school is meeting the individual needs of students. This input will be used to inform ongoing adjustments to the CSI Plan and ensure that stakeholder voices are reflected in the school's continuous improvement efforts.
- Board Meetings—The WPSD Board Meetings take place on the second Tuesday of each month and are open to the public. WPSD administration will monitor the feedback provided by the public during board meetings to determine if the WPCA program is meeting its goals, addressing community concerns, and aligning with the academic and social-emotional needs of students. This input will be used to inform ongoing adjustments to the CSI Plan and ensure that stakeholder voices are reflected in the school's continuous improvement efforts.
- Staff Meetings—The WPCA teaching and support staff meet once a week to discuss and respond to the academic and social-emotional needs of students. WPSD administration will be present at least quarterly at staff meeting to monitor teacher input to inform ongoing adjustments to the CSI Plan.
- ELAC Meetings—WPCA holds ELAC meetings four times yearly (twice per semester). WPSD administration will be present at least quarterly at ELAC meetings to monitor committee member input to inform ongoing adjustments to the CSI Plan as it relates to ELs.
- Professional Learning Community (PLC) Meetings—WPCA's PLC committee meets four times per year (twice per semester) to review/discuss and create plans to address the curricular needs of the program. WPSD administration will review PLC meetings notes to ensure that instructional practices, intervention strategies, and data analysis are aligned with the goals outlined in the CSI Plan.
- High School Senior Exit Interviews—Interviews occur twice a year; once before Winter Break for December graduates, and once in the Spring for May graduates. In addition to gaining valuable experience in being interviewed by a panel (the program's counselors

and director), students will provide qualitative data regarding the impact that WPCA has had on them academically and social-emotionally. This student feedback is collected, analyzed, and reviewed by teachers and support staff to inform WPCA's continuous improvement efforts.

The data/metrics to be monitored throughout the school year include (but are not limited to):

- 2025 Dashboard data/results
- 2025 CAASPP results (administered in the Spring '25 semester)
- 2025 ELPAC results (administered in the Spring '25 semester)
- 2025-26 benchmark results (iReady)
- 2025-26 progress in supplemental literacy programs (Lexia Core5, Lexia PowerUp, & Reading Plus)
- 2025-26 demographic data (enrollment, attendance, staffing)
- 2025-26 attendance data
- 2025-26 educational partner survey results
- 2025-26 process data (LCAP, budgeting, PLCs)
- 2025-26 semester course completion rates

The evidence the WPSD administration and WPCA Director will look for to determine if the CSI plan is being implemented effectively includes verifying that each intervention was launched and consistently delivered, confirming the staff responsible for implementation were effectively trained and supported, determining if participation was strong among targeted students, and reviewing counselor check-in documents to determine if targeted students are receiving intended supports. In addition, the WPCA Director will conduct monthly implementation check-ins to monitor progress and ensure sustained momentum toward achieving student academic growth, social-emotional development, and staff professional learning. As part of the Continuous Improvement Cycle, the CSI Plan will be regularly reviewed, revised, and evaluated in collaboration with WPSD administration. The evaluation process will focus on assessing the effectiveness of implemented actions relative to the school's identified metrics and goals. Based on the findings, the WPCA Director will either adjust the CSI plan or initiate a new cycle of continuous improvement to realign efforts with evolving student needs and school priorities.

The process for evaluating the effectiveness of the CSI Plan will begin with the collection of data by the WPSD Data Analyst and WPCA Director during the 2025-26 school year as it becomes available. For example, the Dashboard results, CAASPP data, ELPAC data, and iReady data are available and have been examined by student group and other demographics (e.g., ELs, SWDs, low-income, program entry data) to inform the effectiveness of academic interventions, academic counseling support, and credit recovery course options during the 2024-25 school year. The results of the analysis were shared with SSC, ELAC, and during staff meetings to discuss trends and explore solutions. Adjustments to the 2025-26 CSI Plan based on the data include a greater focus on literacy during academic intervention and additional credit recovery options through Edgenuity.

Quarterly iReady data will be collected by the WPSD Data Analyst and WPCA Director to monitor the progress of individual students based on the intervention they are receiving, allowing staff to evaluate the effectiveness of each support strategy, identify students not making adequate growth, and adjust interventions accordingly. The WPCA Director, counselors, and teachers will review attendance data daily and take action to address emerging patterns of chronic absenteeism, such as contacting families, providing counseling services, and connecting with students. Additional methods to evaluate the effectiveness of the implementation of the CSI Plan include routinely scheduled virtual

classroom visits to measure the level of implementation of best practices in virtual instruction, administrative observation of teacher collaboration time to ensure formative assessment data is used to drive instruction, administrative monitoring of tutorial services and the roster of students participating in tutorial services to ensure the students with the greatest need are prioritized, and weekly administrative meetings with counseling staff to monitor the students who are receiving support are prioritized and receiving the most relevant services specific to their needs.

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

The following information is used by WPCA's counselors and administrators as a guide for credit completion and is shared/reviewed with students and parents/guardians:
- Freshmen: 55 credits earned by end of year
- Sophomores: 110 cumulative credits earned by end of year
- Juniors: 165 cumulative credits earned by end of year
- Seniors: 220 cumulative credits earned by end of year

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators, and other school staff	Teachers provided feedback/input on the LCAP throughout the 2024-25 school year during staff meetings, monthly public board meetings, parent and community luncheons, and ELAC meetings. All staff members provided their perspectives on various aspects of the LCAP, such as priorities, challenges, and areas for improvement through districtwide surveys.
Parents	Parents provided feedback/input on the LCAP throughout the 2024-25 school year through ELAC meetings, parent and community luncheons, and informal discussions during events like coffee with the principal and Back to School night. Parents also provided their perspectives on various aspects of the LCAP, such as priorities, challenges, and areas for improvement through districtwide surveys.
Students	Student surveys were administered to gather their perspectives on various aspects of the LCAP such as educational experiences, areas of improvement, and suggestions for enhancing support services. Students were also engaged through student leadership opportunities.
CSI Educational Partners	WPCA continued to consult with all CSI educational partners and required groups on an ongoing basis. All educational partners had opportunities to provide feedback/input regarding the program's LCAP goals and actions.

In developing our LCAP, WPCA actively gathered input from educational partners through anonymous surveys and on-campus events, recognizing the importance of their perspectives. Their feedback played a critical role in shaping our goals and actions across several key areas. For instance, many partners stressed the need to promote college and career readiness. In response, we expanded counseling support to our students and plan to introduce additional CTE pathway programs with a continued focus on hiring bilingual staff and ensuring access to academic counseling.

We also took into account partner feedback on addressing academic achievement gaps, which led to the implementation of targeted interventions and the addition of supplemental resources. Moreover, partners emphasized the importance of supporting students' social-emotional well-being. This input guided us to enhance SEL support, fostering a positive and nurturing school climate in our learning centers.

By integrating this valuable feedback into our LCAP, we align our goals and actions with the needs of our educational community—creating a supportive, inclusive environment where all students can thrive.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to meet the needs of all our students including unduplicated pupils to increase academic achievement and be prepared for postsecondary opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 9% Vacancies Data Year: 2023-24 Data Source: HR Department	0% Misassignments 9% Vacancies Data Year: 2024-25 Data Source: HR Department		100% of teachers appropriately assigned and properly credentialed Data Year: 2026-27 Data Source: HR Department	no difference no difference
1.2	Access to standards-aligned instructional materials	100% Access Data Year: 2023-24 Data Source: Internal Review	100% Access Data Year: 2024-25		100% Access Data Year: 2026-27	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Internal Review		Data Source: Internal Review	
1.3	Implementation of standards for all students including EL access to CCSS and ELD standards	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. Data Year: 2023-24 Data Source: 2024 Teacher Survey and Priority 2 Self-Reflection Tool	Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. Data Year: 2024-25 Data Source: 2025 Teacher Survey and Priority 2 Self-Reflection Tool		Standards-aligned materials implemented in 100% of classrooms, including ELD standards for English Learners to enable access to the state standards and core curriculum. The charter academy had a rating of 3 on a scale of 1 to 5 on the state's self-reflection tool for implementation of state standards. Data Year: 2023-27 Data Source: 2027 Teacher Survey and Priority 2 Self-Reflection Tool	no difference
1.4	Smarter Balanced ELA	Met or Exceeded Standards in ELA: All: 32.3% Low Income: 29.1% EL: 5.0%	Met or Exceeded Standards in ELA: All: 32.5% Low Income: 30.5%		Met or Exceeded Standards in ELA: All: 40% Low Income: 40% EL: 40%	Met or Exceeded Standards in ELA: All: +0.2% Low Income: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: 9.0% SWD: 0% Data Year: 2022-23 Data Source: DataQuest	EL: 7.7% LTELs: <11 students SWD: <11 students Data Year: 2023-24 Data Source: DataQuest		LTELs: 40% SWD: 30% Data Year: 2025-26 Data Source: DataQuest	EL: +2.7% LTELs: NA SWD: NA
1.5	Smarter Balanced Math	Met or Exceeded Standards in Math: All: 6.8% Low-Income: 6.1% EL: 0.0% LTELs: < 11 students SWD: 0% Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards in Math: All: 4.8% Low-Income: 4.2% EL: 0.0% LTELs: <11 students SWD: <11 students Data Year: 2023-24 Data Source: DataQuest		Met or Exceeded Standards in Math: All: 30% Low Income: 30% EL: 30% LTELs: 30% SWD: 20% Data Year: 2025-26 Data Source: DataQuest	Met or Exceeded Standards in Math: All: -2.0% Low-Income: -1.9% EL: no difference LTELs: NA SWD: NA
1.6	A-G Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard	0% Data Year: 2023-24 Data Source: Dashboard		20% Data Year: 2025-26 Data Source: Dashboard	no difference
1.7	CTE Pathway Completion Rate	0% Data Year: 2022-23 Data Source: Dashboard	0% Data Year: 2023-24 Data Source: Dashboard		20% Data Year: 2025-26 Data Source: Dashboard	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	EL students making progress towards English Proficiency	45.2% making progress towards English language proficiency Data Year: 2022-23 Data Source: Dashboard	31.6% making progress towards English language proficiency Data Year: 2023-24 Data Source: Dashboard		50% making progress towards English language proficiency Data Year: 2025-26 Data Source: Dashboard	-13.6% making progress towards English language proficiency
1.9	EL Reclassification Rate	25% Data Year: 2023-24 Data Source: Internal Data	9% Data Year: 2024-25 Data Source: Internal Data		25% Data Year: 2025-26 Data Source: Internal Data	-16%
1.10	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source: CALPADS	0% Data Year: 2022-23 Data Source: CALPADS		0% Data Year: 2025-26 Data Source: CALPADS	no difference
1.11	High School Dropout Rate	33.3% Data Year: 2022-23 Data Source: DataQuest	13.3% Data Year: 2023-24 Data Source: DataQuest		3% Data Year: 2025-26 Data Source: DataQuest	-20%
1.12	High School Graduation Rate	66.7% Data Year: 2022-23 Data Source: DataQuest	86.7% Data Year: 2023-24 Data Source: DataQuest		96% Data Year: 2025-26 Data Source: DataQuest	+20%
1.13	College Career Readiness	5.9% Data Year: 2022-23	6.5%		50%	+0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	Data Year: 2023-24 Data Source: Dashboard		Data Year: 2025-26 Data Source: Dashboard	
1.14	Suspension Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest		0% Data Year: 2025-26 Data Source: DataQuest	no difference
1.15	Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest		0% Data Year: 2025-26 Data Source: DataQuest	no difference
1.16	Broad Course of Study	100% Data Year: 2023-24 Data Source: Internal Data	100% Data Year: 2024-25 Data Source: Internal Data		100% Data Year: 2026-27 Internal Data	no difference
1.17	California Science Test	Met or Exceeded Standards in Science: All: 16.2% Low Income: 15.6% EL: 0% LTELs: 0% SWD: 12.5% Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards in Science: All: 12.8% Low Income: 14.7% EL: <11 students LTELs: <11 students SWD: <11 students Data Year: 2023-24		Met or Exceeded Standards in Science: All: 25% Low Income: 25% EL: 25% LTELs: 25% SWD: 20% Data Year: 2022-23 Data Source: DataQuest	Met or Exceeded Standards in Science: All: -3.4% Low Income: -0.9% EL: NA LTELs: NA SWD: NA

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

Goal Analysis [2024-25]

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

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

Actions 1.1, 1.2, 1.3, and 1.4 work in tandem to provide a comprehensive, multi-tiered system of educational support. This includes highly qualified certificated and classified staff, supplemental instructional materials, targeted professional development, and progress monitoring resources.

Action 1.1 invests in teachers and paraprofessionals. This action was implemented as planned, with 0% teacher misassignments and XX% teacher vacancies reported during the 2024–25 school year. Teacher vacancy was a problem in 2024-25 and required a contract with Edgenuity to provide science, social science, and math instruction.

Action 1.2 provides supplemental curriculum and instructional resources to enhance standards-aligned instruction and support differentiated learning. This action was implemented as planned, with no significant challenges reported. A success of this action is the quality of one-on-one academic support that students are provided.

Action 1.3 supports professional development and the implementation of professional learning communities (PLCs). While professional development opportunities were provided and time for PLCs was initially protected, inconsistent leadership during the 2024–25 school year impacted implementation. As a result, PLC time was not consistently safeguarded, and expectations, purpose, and desired outcomes were not clearly communicated, leading to a lack of continuity in PLC work.

Action 1.4 provides progress-monitoring tools and resources to help teachers, support staff, and administrators identify students' areas for growth through formative assessment. This action is still a work in progress, as teachers did not implement benchmark assessments during the 2024–25 school year. However, plans are in place to implement iReady assessments in the 2025–26 school year.

Action 1.5 provides the necessary devices, equipment, and technology needed to provide students with a 21st-Century learning environment and ensure equitable access to grade-level standards for all students. This action was successfully implemented as planned, with both teachers and students having access to the latest technology.

Action 1.6 provides a dedicated instructional leader who works collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to

student achievement together with teachers. The leadership position was filled only part of the 2024-25 school year resulting in this action not achieving its desired goal of effective communication and consistent interaction with staff on topics such as student achievement, coaching, and mentoring.

Action 1.7 provides students with opportunities to prepare for college and career including support from academic/guidance counselors. This action was implemented as planned. However, expansion of CTE opportunities is needed as evidenced by the 2024 College/Career Indicator.

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

Action 1.2 budgeted expenditures were more than estimated actuals because it was necessary to purchase Edgenuity contract due to teacher shortages in science, social science, and math.
Action 1.4 budgeted expenditures were more than estimated actuals because of increased salary and benefits costs.
Action 1.6 budgeted expenditures were less than estimated actuals because the leadership position was not filled until August and was estimated based on a higher salary range.

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

Students Meeting or Exceeding Standards in ELA: Percentage change from 2023 to 2024

Overall: 32.3% (2023), 32.5% (2024); Change from 2023 to 2024 is +0.2%
Students with Disabilities: 0.0% (2023); <11 students (2024); Change from 2023 to 2024 is NA
Low-Income: 29.1% (2023), 30.5% (2024); Change from 2023 to 2024 is +1.4%
English Learners: 5.0% (2023), 7.7% (2024); Change from 2023 to 2024 is +2.2%
Long-Term English Learners: 9.0% (2023), <11 students (2024); Change from 2023 to 2024 is NA

Students Meeting or Exceeding Standards in Math: Percentage change from 2023 to 2024

Overall: 6.8% (2023), 4.8% (2024); Change from 2023 to 2024 is -2.0%
Students with Disabilities: 0.0% (2023); <11 students (2024); Change from 2023 to 2024 is NA
Low-Income: 6.1% (2023), 4.2% (2024); Change from 2023 to 2024 is -1.9%
English Learners: 0.0% (2023), 0.0% (2024); Change from 2023 to 2024 is 0.0%
Long-Term English Learners: <11 students (2023), <11 students (2024); Change from 2023 to 2024 is NA

Students Meeting or Exceeding Standards in Science: Percentage change from 2023 to 2024

Overall: 7.8% (2022), 15.6% (2023); Change from 2022 to 2023 is +7.8%
Students with Disabilities: 9.1% (2022), N/A <11 students (2023); Change from 2022 to 2023 is N/A

Low-Income: 7.3% (2022), 12.2% (2023); Change from 2022 to 2023 is +4.9%
English Learners: 0.0% (2022), 3.6% (2023); Change from 2022 to 2023 is +3.6%
Long-Term English Learners: <11 students
Asian: <11 students
Hispanic: 7.8% (2022), 11.1% (2023); Change from 2022 to 2023 is +3.3%
White: <11 students

Non-Contributing Action 1.1 and Contributing Actions 1.2, 1.3, and 1.4 were all designed to improve academic outcomes for students, particularly English learners, low-income students, and foster youth, as measured by CAASPP assessments in English Language Arts (ELA), mathematics, and science, as well as local assessments. Action 1.1 was partially effective in advancing the goal. Statewide assessment results in 2024 showed overall increases in ELA and science. ELA performance among low-income students rose from 29.1% meeting or exceeding standards in 2023 to 30.5% in 2024, while English learners improved from 5.0% to 7.7%. Science scores also showed significant gains across student groups. However, math performance declined overall, dropping from 6.8% in 2023 to 4.8% in 2024. Similarly, Contributing Actions 1.2, 1.3, and 1.4 were partially effective. The 2024 CAASPP results revealed mixed outcomes. Overall student proficiency in ELA increased by 0.2%, while math proficiency declined by 2.0%. For low-income students, ELA proficiency improved by 1.4%, but math decreased by 1.9%. English learners showed a 2.2% gain in ELA, though math proficiency remained at 0%. Science scores increased notably across the board, including among low-income and English learner groups.

Non-Contributing Action 1.5 was effective in ensuring that all students and staff had access to up-to-date, 21st-century technology.

Contributing Actions 1.6 and 1.7 did not demonstrate measurable progress toward the goal, as reflected by the College/Career Indicator on the 2024 Dashboard. Action 1.6 aimed to strengthen instructional leadership by providing a dedicated leader responsible for setting clear program goals and supporting teacher effectiveness. Action 1.7 was designed to expand student access to a variety of college-level courses through the school's Career Technical Education (CTE) pathways, dual enrollment, and the High School Enrichment (HSE) Program. Despite these efforts, the College/Career Indicator remained at RED on the 2024 Dashboard, indicating insufficient progress. Specifically, only 6.5% of graduates were identified as college/career prepared, and this was achieved solely through dual enrollment. This data suggests that the intended outcomes of Actions 1.6 and 1.7 were not effectively realized during the implementation period. A strengthened approach in 2025-26 will be to hire a dedicated CTE counselor to improve CTE opportunities and outcomes.

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

Actions 1.3 and 1.7 were changed to required actions to meet requirements based on the 2023 Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teaching and Supporting Staff	WPCA provides highly-qualified certificated and classified staff to reach the desired academic goals. Students have access to teachers and support staff who are committed to increasing their capacity and are lifelong learners who learn through professional development and professional learning communities (PLCs). Students have access to high-quality instruction and academic support to improve in academic achievement. The overall effectiveness of this action is measured by ongoing progress monitoring of the metrics listed above, as well as through educational partner feedback.	$1,673,336.00	No
1.2	Supplemental Curriculum and Resources	All students at WPCA have access to the California Content Standards including English Language Development (ELD) Standards for English learner students. WPCA will invest in supplemental curriculum and resources to provide additional standards-aligned resources to differentiate instruction to meet the unique needs of English learner students and other historically underrepresented youth who may struggle to attain grade-level standards. LREBG Academic counselor	$350,646.00	Yes
1.3	Professional Development, Learning and Support	WPCA teaching and support staff will engage in ongoing professional development, professional learning communities, support, and academic coaching to build personal capacity and enhance the full implementation of the California Content Standards, ELD Standards, and ensure that students are prepared for college and career. Student assessment data, staff input, the WASC Action Plan, and other qualitative data will be used to drive professional learning opportunities for staff. Ongoing reviews and program monitoring will be conducted to ensure that program needs are addressed. This action is a required action to address the RED Academic Indicator in math for low-income and Hispanic students.	$356,040.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Progress-Monitoring Resources and Tools	WPCA will support students' academic needs by providing the necessary progress-monitoring resources and tools. Print and digital tools will allow teachers, support staff, and administration to determine students' areas of growth (formative assessment), which then will be used to drive instruction. This supports the full implementation of the California Content Standards in ELA and Math, ELD Standards, and the Next Generation Science Standards (NGSS). Ongoing reviews and program monitoring will be conducted to ensure that program needs are being addressed.	$77,783.00	Yes
1.5	Technology/Devices Needed for Teaching and Learning	WPCA staff and students will be provided with the necessary devices, equipment, and technology needed to provide students with a 21st-Century learning environment and ensure equitable access to grade-level standards for all students. To achieve this end, teachers and support staff are provided with a laptop, iPad, and Apple Pencil. Students are provided with a Chromebook. The district's IT department provides troubleshooting and technical support, updates, and other assistance to staff and students. In providing the necessary technology/devices, effective, standards-based instruction and learning can be achieved.	$60,875.00	Yes
1.6	School Instructional Leadership	WPCA is committed to increasing the academic progress of all students through a dedicated instructional leader who will work collaboratively with teachers to provide support and guidance in establishing best instructional practices, specifically instructional practices that meet the unique needs of traditionally underserved students including low-income, English learner students, and foster and homeless youth. Instructional leaders communicate with staff and set clear goals related to student achievement together with teachers. The instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices in teaching. The goal is to increase student academic achievement and college and career readiness by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed.	$154,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	College and Career Readiness	WPCA will provide students with opportunities to prepare themselves for college and career. Students will tour local colleges. Students will benefit from the support they receive from WPCA's CTE and academic/guidance counselors as well as the program's partnership with local community colleges (Fresno City College and West Hills College). Students will also tour 4-year universities. Students will have access to a wide range of courses at local community colleges through the school's Career Technical Education (CTE) programs, dual-enrollment programs, or High School Enrichment Program (HSE). This ensures that all students have access to courses and materials/supplies that will prepare them for postsecondary opportunities. The College/Career Indicator on the CA Dashboard will reflect the program's effectiveness in implementing this action. This action is a required action to address the RED College/Career Indicator for low-income students.	$213,280.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	92% Data Year: 2023-24 Data Source: P-2	98.1% Data Year: 2024-25 Data Source: P-2		95% Data Year: 2026-27 Data Source: P-2	+6.1%
2.2	Sense of School Safety	91.4% Data Year: 2023-24 Data Source: Local Student Survey	92.0% Data Year: 2024-25 Data Source: Local Student Survey		95% Data Year: 2026-27 Data Source: Local Student Survey	+0.6%
2.3	Sense of School Connectedness	81.8% Data Year: 2023-24 Data Source: Local Student Survey	63.2% Data Year: 2024-25 Data Source: Local Student Survey		95% Data Year: 2026-27 Data Source: Local Student Survey	-18.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Chronic Absenteeism Rate	1% Data Year: 2022-23 Data Source: Dashboard	3.8% Data Year: 2023-24 Data Source: Dashboard		1% Data Year: 2025-26 Data Source: Dashboard	+2.8%

Goal Analysis [2024-25]

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

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

Action 2.1 supports student attendance and family engagement by providing transportation and connection with needed wrap-around services. A challenge with the implementation of this action is ensuring wrap-around services are provided to students and families in need due to inconsistent leadership. There will be an increased focus on negotiating contracts with outside providers to provide necessary wrap-around services. Another challenge is for students taking the train to the learning centers. The schedules are not always aligned with the student's needs.

Action 2.2 offers co-curricular and extracurricular opportunities designed to enhance student and parent/guardian engagement while fostering a stronger sense of school connectedness. During the 2024–25 school year, there was a decrease in extracurricular activities, and challenges arose in securing student participation in the afternoon enrichment programs. For the 2025–26 school year, improving site leadership and better coordinating co-curricular and extracurricular activities will be a key focus to increase participation and overall engagement.

Action 2.3 focuses on recognizing and celebrating students and staff to foster a positive school culture and climate. During the 2024–25 school year, quarterly ceremonies were delayed until the end of the year due to limited leadership and planning. In the 2025–26 school year, the addition of a dedicated CTE counselor will enhance student engagement in recognition and celebration events, as well as provide greater opportunities for postsecondary exploration.

Action 2.4 prioritizes effective parent communication by improving accessibility to the district's website, grading and attendance systems, and other communication platforms. This action was implemented as planned with no significant challenges or successes.

Action 2.5 provides students with healthy snacks, breakfast, and lunch. This action was implemented as planned with no significant challenges or successes.

Action 2.6 provides mental health support to students and families. There were challenges in the 2024-25 school year with securing contracts with outside partners to provide Tier III mental health support.

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

Action 2.1 budgeted expenditures were less than estimated actuals because fewer supplies and materials were purchased than originally planned.
Action 2.2 budgeted expenditures were less than estimated actuals because many of the purchases were unreimbursed out-of-pocket expenditures.
Action 2.3 budgeted expenditures were less than estimated actuals because fewer recognition excurisions were taken than originally planned.
Action 2.4 budgeted expenditures were less than estimated actuals because the services cost less than originally anticipated.
Action 2.6 budgeted expenditures were less than estimated actuals because there were no contracts with outside providers.

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

Non-Contributing Action 2.1 supports student attendance and family engagement by providing transportation and connection with needed wrap-around services. This action was effective in making progress toward the goal as evidenced in the increase in the attendance rate from 92.0% to 98.1% in 2024-25.

Contributing Actions 2.2, 2.3, and 2.4, activities, recognition, and communication, work together to strengthen student and family engagement and foster a greater sense of school connectedness. These actions were effective in making progress toward the goal as evidenced in the survey responses of students who report 76% agree their parents feel welcome to participate at school. The majority (72%) of parents agree the school supports multiple opportunities to engage in understandable and accessible 2-way communication between families and educators.

Contributing Action 2.5 provides students with healthy snacks, breakfast, and lunch. This action was effective in making progress toward the goal as evidenced in the increase in the attendance rate from 92.0% to 98.1% in 2024-25.

Contributing Action 2.6 provides mental health support to students and families. This action was effective in making progress toward the goal as evidenced by a suspension rate of 0%. Also, 79% of students stated they agree that teachers or adults at school care about them, and 86.8% of students are happy to be at WPCA.

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

There were no changes to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support Student Attendance	Support student engagement in rural areas by addressing barriers related to attendance and transportation, with a target of maintaining a 95% annual attendance rate. By providing transportation passes, students are better able to access weekly instructional appointments, labs, classes, tutoring sessions, and counseling services. To further strengthen attendance and engagement, program staff will work directly with students and families to connect them with the resources needed for consistent school participation. Teachers, counselors, administrators, and district office staff will collaborate to monitor attendance and engagement trends throughout the school year.	$123,527.00	Yes
2.2	Opportunities for Student and Parent/Guardian Engagement	Provide co-curricular and extracurricular opportunities for students and their parents/guardians to strengthen engagement and foster a greater sense of school connectedness. Program and district office staff will collaborate to plan and implement a variety of on-site and off-site engagement events throughout the school year.	$5,000.00	Yes
2.3	Student and Staff Recognition	Recognize and celebrate student academic achievement, progress, and attendance, as well as staff contributions that align with the program's mission and vision. Recognition will include honor roll certificates, 4.0 GPA medals, perfect attendance awards, and items for graduation and promotion ceremonies, among other acknowledgments. These efforts aim to foster a sense of pride, motivation, and belonging among students and staff, contributing positively to the overall school culture and climate.	$24,000.00	Yes
2.4	Support Parent/Guardian Communication	Sustain effective parent communication by improving accessibility to the district's website, grading and attendance systems, and other communication platforms. By providing parents and guardians with access to free communication tools, the program ensures that student progress,	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		updates, and important information are shared in a timely and effective manner.		
2.5	Healthy Snacks and Lunches for Students	Provide students with healthy snacks, breakfast, and lunch during on-site instructional days. Ensuring access to nutritious meals supports both student attendance and their ability to focus and learn effectively. To maintain consistent availability, the main office will monitor food inventory on an ongoing basis.	$5,000.00	Yes
2.6	Mental Health Support	Ensure the physical and mental health of all students by providing mental health support to students and families. Mental health and support is an important resource, especially in addressing the needs and circumstances of foster youth who typically experience greater levels of trauma and low-income students who may not otherwise have access to mental health services.	$28,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities maintained in good repair	All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	All facilities met good repair Data Year: 2024-25 Data Source: Maintenance Department		All facilities met good repair Data Year: 2023-24 Data Source: Maintenance Department	No difference
3.2	Sense of School Facilities Well-Kept	All facilities well-kept Students: 94.8% Parents: 71.4% Staff: 66.6% Data Year: 2023-24 Data Source: Local Survey	All facilities well-kept Students: 92.1% Parents: 84.0% Staff: 60.0% Data Year: 2024-25		All facilities well-kept Students: 85% Parents: 85% Staff: 85% Data Year: 2026-27	Students: -2.7% Parents: +12.6% Staff: -6.6%

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

Goal Analysis [2024-25]

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

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

Action 3.1 and 3.3 work together to provide safe and clean facilities. This action was largely implemented as planned, although the update to the alarm system has been postponed until the 2025–26 school year.

Action 3.2 provides for furniture and equipment for the learning centers. This action was not implemented as planned due to a change in leadership. Planned expenditures in the 2025-26 school year will be reduced.

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

Action 3.2 budgeted expenditures were less than estimated actuals because there were no investments in new furniture and equipment.

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

Non-Contributing Actions 3.1, 3.2, and 3.3 aim to provide safe, clean facilities equipped with quality furniture and necessary equipment. These actions have been effective in progressing toward the goal, as reflected in the FIT report rating of "good" and surveys from students, parents, and staff, which indicate that the facilities are well-maintained. Additionally, the student survey reveals that 92% of students feel safe at school.

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

There were no changes to the goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Safe and Clean Facilities	WPCA is committed to providing safe and clean facilities to support a positive learning environment. To achieve this, both learning centers and the main office will be inspected monthly and cleaned five days per week. Maintaining clean, well-monitored facilities ensures that students and staff can focus on teaching and learning in a safe and supportive environment.	$33,000.00	No
3.2	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.	$5,000.00	No
3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	There is a need to maintain the security and safety equipment/technology at WPCA's learning centers and offices. This action ensures that the program's assets (devices, curriculum, materials, etc.) are protected each day, which in turn, supports instruction and learning. The effectiveness of this action will be determined by the number of incidents at learning centers and offices. Educational partner's feedback and survey results will also help to determine the effectiveness of this action.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$718,711.00	$82,927

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.721%	14.132%	$271,962.00	50.437%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental Curriculum and Resources **Need:** There is a need for unduplicated student groups to have access to intervention support and have access to standards-aligned curriculum and resources. **Scope:**	This action ensures that all students requiring additional academic interventions and support have access to standards-aligned supplemental curriculum and resources. The program is designed to benefit foster youth, English learners, and low-income students by providing access to both print and digital materials tailored to their academic needs and diverse learning styles and modalities—such as graphic organizers, rubrics, instructional video clips, and visual aids. To implement this action, staff will: 1) Identify	CAASPP ELA CAASPP Math CAASPP Science Access to standards-aligned instructional materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	curriculum needs; 2) Review and evaluate curricular materials; 3) Discuss the benefits of implementation; 4) Develop an implementation plan; and 5) Schedule progress monitoring activities, including surveys and reports, in collaboration with educational partners. Ongoing review, stakeholder feedback, and local performance indicators will be used to evaluate the effectiveness of this action. Any necessary adjustments or additional curricular needs aligned with this plan will be addressed accordingly.	
1.3	**Action:** Professional Development, Learning and Support **Need:** There is a need for teachers to have continuous professional development opportunities to better serve their unduplicated student groups. **Scope:** Schoolwide	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, teaching practices, student learning activities/projects, and provide staff with strategies/activities/practices to support the social-emotional well-being of all students. The professional development opportunities are principally directed to meet the learning needs of English learner students, and low-income and foster youth who may be experiencing barriers that impact learning. Training and one-on-one coaching sessions will be utilized throughout each school year. Professional development will be provided by the Fresno County Superintendent of Schools (FCSS) in the areas of ELA, Math, Technology, Visual & Performing Arts (VAPA). The overall focus of this support will be determined, guided, and assessed for effectiveness by student assessment results, educational partner	CAASPP ELA CAASPP Math CAASPP Science Implementation of standards including ELs access to CCSS and ELD

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		feedback/input, and the program's WASC Action Plan.	
1.4	**Action:** Progress-Monitoring Resources and Tools **Need:** There is a need for teachers to have access to progress monitoring tools so that they can make the best academic decisions for their unduplicated student groups. **Scope:** Schoolwide	This action supports the ongoing academic progress monitoring of the program's foster youth, English learners, and low-income students throughout the school year. Tools such as Renaissance (STAR Reading and STAR Math), ESGI, Illuminate, and School Pathways (SIS) provide essential data that enable teachers, support staff, and administrators to closely track student growth in literacy and math. Student performance data is regularly reviewed and analyzed by district and program administrators, teachers, and counselors during professional learning communities (PLCs), staff meetings, and other collaborative sessions. This continuous review process allows staff to identify trends—both strengths and areas for improvement—among unduplicated student groups and respond with timely, targeted interventions. The effectiveness of this action will be measured by the consistent access and use of these progress-monitoring tools by instructional staff, as well as by improvements in student academic performance.	CAASPP ELA CAASPP Math CAASPP Science
1.5	**Action:** Technology/Devices Needed for Teaching and Learning **Need:**	This action ensures that foster youth, English learners, and low-income students within the program have equitable access to the devices necessary for learning. Feedback from educational partners continues to highlight the ongoing need to provide students with Chromebooks. By supplying these devices, students are able to access both	CAASPP ELA CAASPP Math CAASPP Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There is a need for teachers and students to have access to technology for teaching and learning. **Scope:** Schoolwide	print and digital core and elective curricula, as well as online supplemental programs focused on literacy and math. In addition to student support, teachers and support staff are also provided with the necessary instructional technology, including a laptop, iPad, and Apple Pencil for each staff member. To evaluate the effectiveness of this action and ensure it meets the needs of unduplicated student groups, district administration will review and analyze ongoing partner input and feedback regarding technology and device needs.	
1.6	**Action:** School Instructional Leadership **Need:** There is a need for administrative coaching to guide the administrator with the development of the program. **Scope:** Schoolwide	This action reflects WPCA's commitment to increase the academic progress of all students while focusing on providing the necessary support to teachers so they are successful in meeting the unique needs of their English learner students, low-income students, and foster youth. A dedicated school instructional leader is an expert teacher who possesses the skills to provide coaching and mentoring to teachers, as well as professional learning opportunities that allow teachers to explore best practices. Their support and guidance will establish best instructional practices, especially instructional practices that meet the unique needs of traditionally underserved students. The goal is to increase student academic achievement, close the achievement gap, and prepare students for college and career by developing reflective educators who are equipped to provide timely and targeted interventions and supports when and where they are needed.	CAASPP ELA CAASPP Math CAASPP Science
1.7	**Action:** College and Career	WPCA has been identified for Comprehensive Support and Intervention due to its low graduation	College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Readiness **Need:** There is a need to provide access to college and dual-enrollment courses for all our students . **Scope:** Schoolwide	rate, making it crucial to focus on preparing students for college and careers. To support this, the work of the Career Technical Education (CTE) and academic counselors will be enhanced by implementing a progress monitoring system. This system will ensure that each student has an individualized plan that is actively monitored by a dedicated team throughout the year. This approach will enable timely and targeted interventions such as academic, emotional, or behavioral to be put in place to keep students on track for graduation. Additionally, the program's partnership with local community colleges (Fresno City College and West Hills College) will be strengthened by a new, dedicated instructional leader. This partnership will provide English learners, low-income students, and foster youth who often face barriers to postsecondary opportunities guaranteed access to a broad range of courses through the school's CTE programs, dual-enrollment options, and the High School Enrichment Program (HSEP).	
2.1	**Action:** Support Student Attendance **Need:** There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 95% annual attendance. **Scope:** Schoolwide	There is a need to ensure and support student engagement in rural regions through attendance and transportation by maintaining 92% annual attendance. Providing students with passes for transportation to and from school, they are able to attend weekly instructional appointments, labs, classes, tutoring, and counseling sessions. Program staff will provide direct support to students and families to help families access the resources they need to sustain high levels of attendance and engagement in school. The program's teachers, counselors, administrators,	Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	
2.2	**Action:** Opportunities for Student and Parent/Guardian Engagement **Need:** There is a need to provide students and parents with co-curricular opportunities. **Scope:** Schoolwide	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.	Survey - Sense of School Safety and Connectedness
2.3	**Action:** Student and Staff Recognition **Need:** 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. **Scope:** Schoolwide	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.	Survey - Sense of School Connectedness
2.4	**Action:** Support Parent/Guardian Communication	WPCA will increase its parent communication through improved accessibility to the district's website, grading and attendance systems, and	Chronic Absenteeism Rate

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

There are no limited actions.

Additional Concentration Grant Funding

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,957.221.00	718,711.00	36.721%	14.132%	50.437%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,583,730.00	$219,98.00	$0.00	$320,919.00	$3,124,577.00	$2,683,472.00	$441,105.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teaching and Supporting Staff	All	No			All Schools		$1,673,336.00	$0.00	$1,519,285.00	$88,428.00		$65,623.00	$1,673,336.00	0.00%
1	1.2	Supplemental Curriculum and Resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$128,516.00	$222,130.00	$189,146.00	$131,500.00		$30,000.00	$350,646.00	0.00%
1	1.3	Professional Development, Learning and Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$311,040.00	$45,000.00	$356,040.00				$356,040.00	0.00%
1	1.4	Progress-Monitoring Resources and Tools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$64,932.00	$12,850.00	$45,316.00			$32,466.00	$77,783.00	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$43,000.00	$17,875.00	$60,875.00				$60,875.00	0.00%
1	1.6	School Instructional Leadership	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$154,091.00	$0.00	$154,091.00				$154,091.00	0.00%
1	1.7	College and Career Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$192,830.00	$20,450.00	$20,450.00			$192,830.00	$213,280.00	0.00%
2	2.1	Support Student Attendance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$115,727.00	$7,800.00	$123,527.00				$123,527.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Opportunities for Student and Parent/Guardian Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$0.00	$5,000.00	$5,000.00				$5,000.00	0.00%
2	2.3	Student and Staff Recognition	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$0.00	$24,000.00	$24,000.00				$24,000.00	0.00%
2	2.4	Support Parent/Guardian Communication	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$0.00	$10,000.00	$10,000.00				$10,000.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$0.00	$5,000.00	$5,000.00				$5,000.00	0.00%
2	2.6	Mental Health Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: WPCA		$0.00	$28,000.00	$28,000.00				$28,000.00	0.00%
3	3.1	Safe and Clean Facilities	All	No			All Schools		$0.00	$33,000.00	$33,000.00				$33,000.00	
3	3.2	Furniture and Equipment for the Program's Learning Centers and Offices	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,957.221.00	718,711.00	36.721%	14.132%	50.437%	$1,021,455.00	0.000%	52.189 %	**Total:**	$1,021,455.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,021,455.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Curriculum and Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$189,146.00	0.00%
1	1.3	Professional Development, Learning and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$356,040.00	0.00%
1	1.4	Progress-Monitoring Resources and Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$45,316.00	0.00%
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$60,875.00	0.00%
1	1.6	School Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$154,091.00	0.00%
1	1.7	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$20,450.00	0.00%
2	2.1	Support Student Attendance	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: WPCA	$123,527.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$5,000.00	0.00%
2	2.3	Student and Staff Recognition	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$24,000.00	0.00%
2	2.4	Support Parent/Guardian Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$10,000.00	0.00%
2	2.5	Healthy Snacks and Lunches for Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$5,000.00	0.00%
2	2.6	Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: WPCA	$28,000.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,494,868.00	$2,981,071.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teaching and Supporting Staff	No	$2,182,247.00	$1,633,454.00
1	1.2	Supplemental Curriculum and Resources	Yes	$117,620.00	$264,251.00
1	1.3	Professional Development, Learning and Support	Yes	$381,840.00	$366,306.00
1	1.4	Progress-Monitoring Resources and Tools	Yes	$81,756.00	$108,954.00
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	$72,622.00	$64,431.000
1	1.6	School Instructional Leadership	Yes	$154,091.00	$129,057.00
1	1.7	College and Career Readiness	Yes	$224,877.00	$214,390.00
2	2.1	Support Student Attendance	Yes	$130,815.00	$100,317.00
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	$5,000.00	$0
2	2.3	Student and Staff Recognition	Yes	$26,000.00	$16,258.00
2	2.4	Support Parent/Guardian Communication	Yes	$10,000.00	$6,142.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Healthy Snacks and Lunches for Students	Yes	$5,000.00	$3,092.00
2	2.6	Mental Health Support	Yes	$50,000.00	$28,050.00
3	3.1	Safe and Clean Facilities	No	$33,000.00	$37,789.00
3	3.2	Furniture and Equipment for the Program's Learning Centers and Offices	No	$15,000.00	$0
3	3.3	Security and Safety Equipment for the Program's Learning Centers and Offices	No	$5,000.00	$8,580.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$648,442.00	$1,130,648.00	$699,769.00	$430,879.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Curriculum and Resources	Yes	$117,620.00	$125,676.00	0.00%	
1	1.3	Professional Development, Learning and Support	Yes	$381,840.00	$311,000.00	0.00%	
1	1.4	Progress-Monitoring Resources and Tools	Yes	$49,198.00	$62,943.00	0.00%	
1	1.5	Technology/Devices Needed for Teaching and Learning	Yes	$72,622.00	$64,431.00	0.00%	
1	1.6	School Instructional Leadership	Yes	$154,091.00	$129,057.00	0.00%	
1	1.7	College and Career Readiness	Yes	$128,462.00	$6,662.00	0.00%	
2	2.1	Support Student Attendance	Yes	$130,815.00	$100,269.00	0.00%	
2	2.2	Opportunities for Student and Parent/Guardian Engagement	Yes	$5,000.00	$0	0.00%	
2	2.3	Student and Staff Recognition	Yes	$26,000.00	$16,258.00	0.00%	
2	2.4	Support Parent/Guardian Communication	Yes	$10,000.00	$6,142.00	0.00%	
2	2.5	Healthy Snacks and Lunches for Students	Yes	$5,000.00	$3,092.00	0.00%	
2	2.6	Mental Health Support	Yes	$50,000.00	$28.050.00	0.00%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,924,441.00	$648,442.00	16.799%	50.494%	$699,769.00	0.000%	36.362%	$271,962.00	14.132%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
        - Actions may be grouped together for purposes of these explanations.
        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and

- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

- Identify the action as an LREBG action;

- Include an explanation of how research supports the selected action;

- Identify the metric(s) being used to monitor the impact of the action; and

- Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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