LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wonderful College Prep Academy - Lost Hills
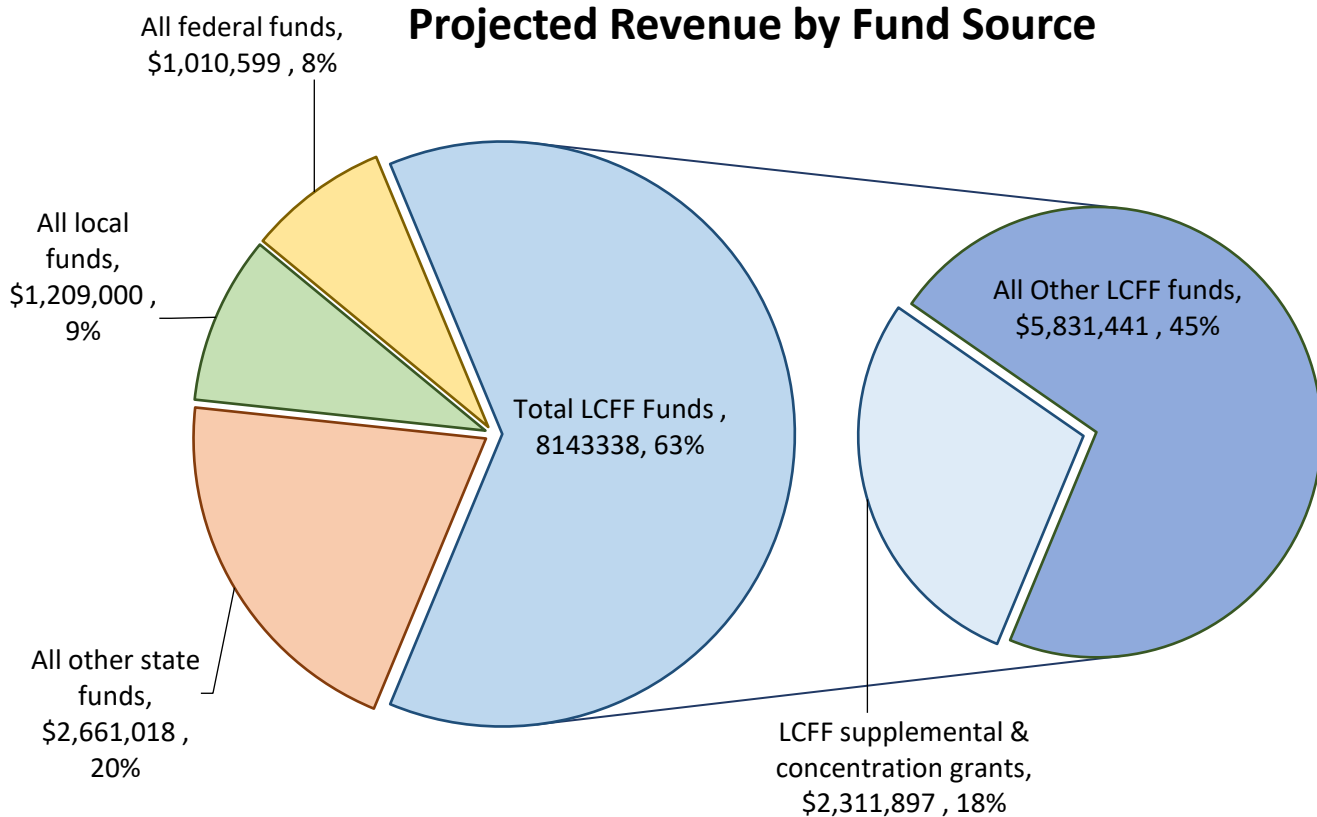
CDS Code: 15 10157 0135467

School Year: 2025 - 26

LEA contact information: Jorge Aguilar, Superintendent jorge.aguilar@wonderfulcollegeprep.org

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

Budget Overview for the 2025 - 26 School Year

Projected Revenue by Fund Source

All federal funds, $1,010,599 , 8%

All local funds, $1,209,000 , 9%

All other state funds, $2,661,018 , 20%

Total LCFF Funds , 8143338, 63%

All Other LCFF funds, $5,831,441 , 45%

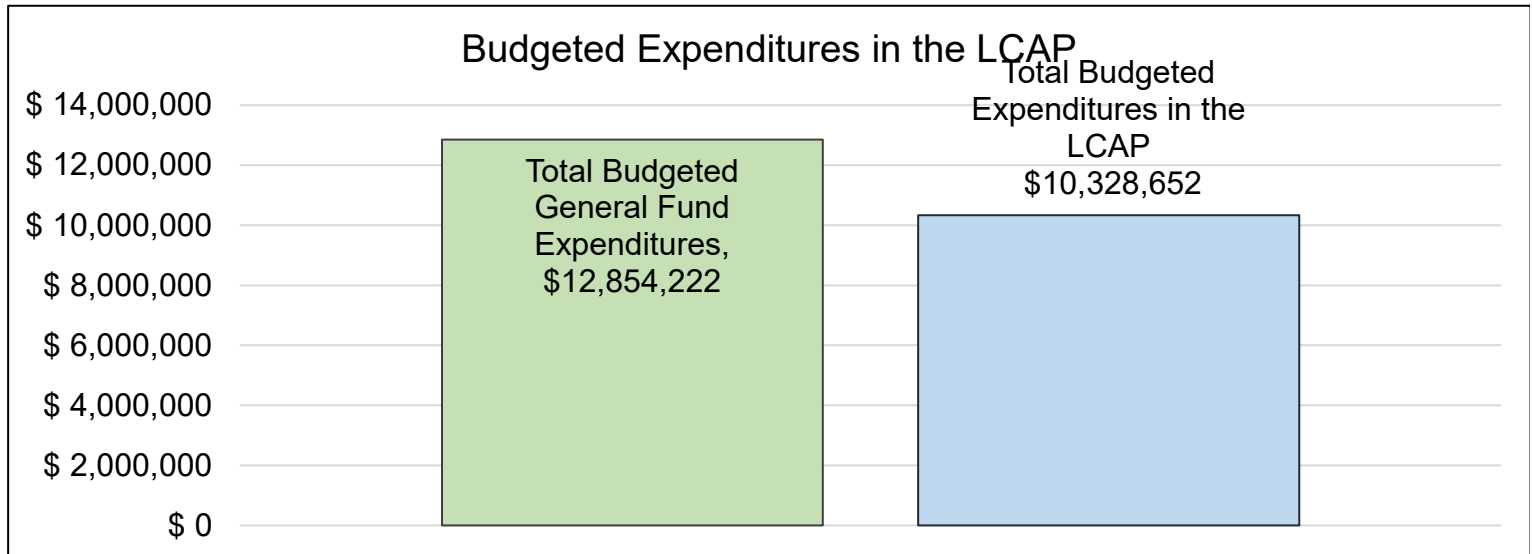LCFF supplemental & concentration grants, $2,311,897 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Wonderful College Prep Academy - Lost Hills is $13,023,955.00, of which $8,143,338.00 is Local Control Funding Formula (LCFF), $2,661,018.00 is other state funds, $1,209,000.00 is local funds, and $1,010,599.00 is federal funds. Of the $8,143,338.00 in LCFF Funds, $2,311,897.00 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

Chart showing two bars: Total Budgeted General Fund Expenditures, $12,854,222 and Total Budgeted Expenditures in the LCAP $10,328,652. Y-axis ranges from $0 to $14,000,000.

This chart provides a quick summary of how much Wonderful College Prep Academy - Lost Hills 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: Wonderful College Prep Academy - Lost Hills plans to spend $12,854,222.00 for the 2025 - 26 school year. Of that amount, $10,328,652.00 is tied to actions/services in the LCAP and $2,525,570.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
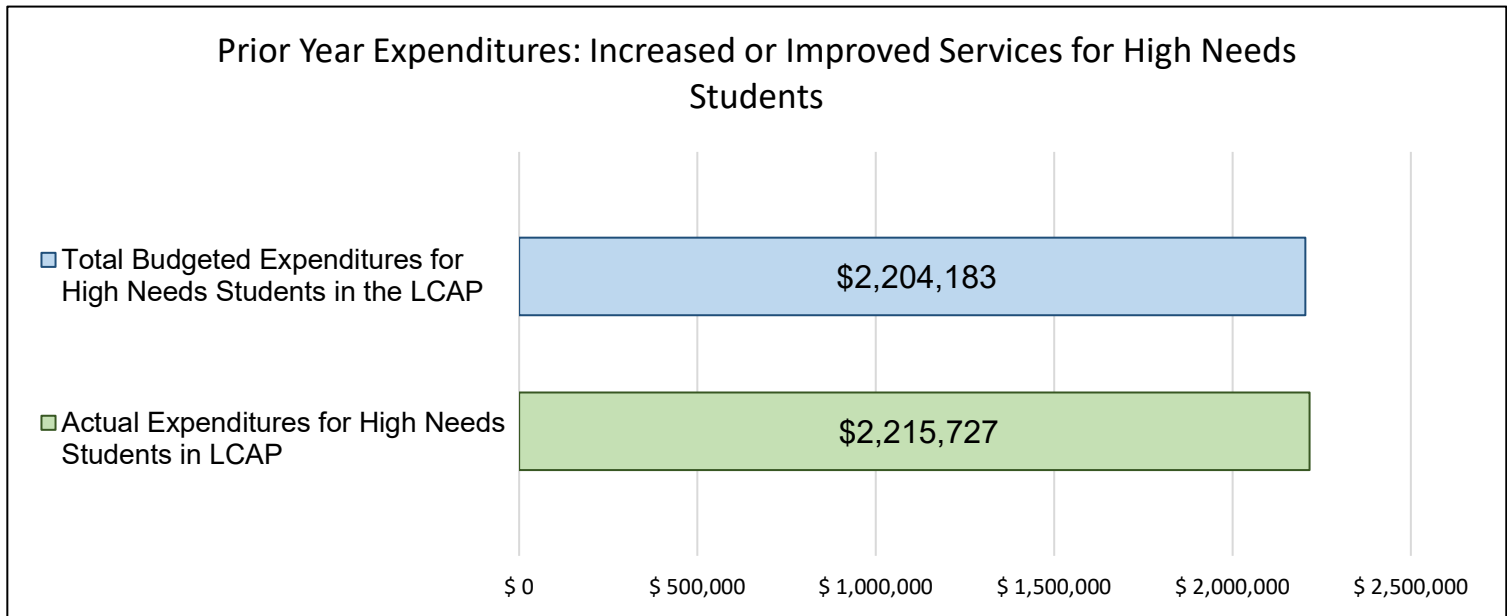
Budgeted General Fund Expenditures not included in the 2025-26 Local Control and Accountability Plan include

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

In 2025 - 26, Wonderful College Prep Academy - Lost Hills is projecting it will receive $2,311,897.00 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy - Lost Hills must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy - Lost Hills plans to spend $2,311,897.00 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 2025 - 25

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,204,183
☐ Actual Expenditures for High Needs Students in LCAP	$2,215,727

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

This chart compares what Wonderful College Prep Academy - Lost Hills budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Wonderful College Prep Academy - Lost Hills 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 2025 - 25, Wonderful College Prep Academy - Lost Hills's LCAP budgeted $2,204,183.00 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy - Lost Hills actually spent $2,215,727.00 for actions to increase or improve services for high needs students in 2025 - 25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wonderful College Prep Academy – Lost Hills	Jorge Aguilar, Superintendent	jorge.aguilar@wonderfulcollegeprep.org 661.721.2887

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.

Wonderful College Prep Academy – Lost Hills (WCPA) is a WASC-accredited public charter school established in 2017 in the agricultural community of Lost Hills. The college preparatory TK-12 public charter school serves approximately 535 students providing students with an extended school day and year model, providing rigorous standards-aligned curriculum in the agriculturally relevant Central Valley community committed to preparing every student for college and career success.

Mission and Vision

WCPA's mission centers on creating a nurturing, engaging, community-centered school environment built upon a strong academic foundation. WCPA aims to graduate critical thinkers and lifelong learners equipped to earn college degrees and become the next generation of Central Valley leaders.

Student Demographics

The student population reflects the local community demographics with 98% Hispanic students, 2% White students. Notably, 42% are English Learners, 89% are Socioeconomically Disadvantaged, 9% Students with Disabilities (SWD), 4.3% are migrant students, and 2% are Homeless Youth.

Academic Programs and Dual Enrollment

WCPA's cornerstone partnership with Bakersfield Community College enables high school students to pursue one of three Academic Pathways: Agricultural Business, Teaching and Learning, or Health Sciences. This four-year dual enrollment program allows students to graduate with both a high school diploma and an Associate's degree. WCPA offers comprehensive coursework including physical education, arts, and specialized electives such as readers theater and robotics.

Academic Achievements and Recognition

WCPA has earned significant recognition for its academic excellence and community engagement. WCPA now offers programming to support attainment of the State Seal of Civic Engagement (SSCE), a recognition conferred by the State Superintendent of Public Instruction for California

public school students in grades eleven or twelve who demonstrate excellence in civics education and participation, as well as an understanding of the United States Constitution, the California Constitution, and the democratic system of government.

The five criteria adopted by the State Board of Education in September 2020 provide participating Local Educational Agencies with a framework for making determinations of student qualifications required to earn the SSCE, based on their own local contexts. These criteria are designed to ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement. To qualify for the SSCE, students must demonstrate that they are engaged in academic work in a productive way, show competent understanding of United States and California constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes. Additionally, students must participate in one or more informed civic engagement projects that address real-world problems and require them to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on their efforts. Students must also demonstrate civic knowledge, skills, and dispositions through self-reflection while exhibiting character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and society.

WCPA continues to have students graduate with the State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, which recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. This recognition acknowledges students' multilingual abilities and celebrates the linguistic diversity within the school community.

Multi-Tiered System of Supports (MTSS)

As a recipient of the SUMS MTSS grant Phase 3, WCPA has implemented a comprehensive framework addressing academic, social-emotional, behavioral, and mental health student needs. This systemic approach emphasizes data-based problem solving, differentiated learning, and Universal Design for Learning strategies. MTSS extends beyond traditional Response to Intervention by aligning entire system initiatives and supporting all students, including gifted learners, through integrated services rather than isolated interventions.

Portrait of a Graduate Initiative

Recognizing California's lack of a statewide student success definition, WCPA is developing a Graduate Profile in partnership with students, educational partners, and The Wonderful Company. This initiative will help students understand necessary competencies for college and career success. Simultaneously, WCPA is creating an "Adult Profile" using TNTP rubrics to align teacher performance domains with graduate expectations, ensuring classroom observations and feedback support the graduate profile objectives.

Community Schools Framework

WCPA received the California Community Schools Partnership Program Implementation Grant and has developed an LCAP aligned with the CA Community School Framework. WCPA's "whole child" approach removes learning barriers through four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities. This framework integrates with MTSS, PBIS initiatives, Expanded Learning Opportunities Program (ELOP), and Universal Transitional Kindergarten (UTK).

Continuous Improvement Focus

WCPA demonstrates commitment to systematic improvement through data-driven decision making, staff development emphasizing internal promotion, and comprehensive family engagement strategies. WCPA addresses identified growth areas including academic intervention

refinement, technology integration, retention improvement, and enhanced support for English Learners while maintaining strong community partnerships and student achievement recognition, particularly through their state-qualifying robotics program.

Organizational Structure and Governance

WCPA has transitioned from a traditional three-tier system to a streamlined Elementary (TK-6) and Secondary (7-12) structure under new superintendent leadership. WCPA operates under a one-year LCAP that aligns with California's MTSS Framework.

WCPA's Local Control and Accountability Plan (LCAP) also functions as its School Plan for Student Achievement (SPSA), fulfilling the educational partner engagement requirements specified in California Education Code (EC) 64001(j). It complies with the mandates outlined in CA EC 52062(a), including consultation with the SELPA (CA EC 52062(a)(5)), engagement with the Parent Advisory Committee (PAC) (CA EC 52062(a)(1)), collaboration with the English Learner PAC (CA EC 52062(a)(2)), Student Advisory Committee, and the provision of written responses to each committee's comments.

WCPA is not eligible for [Equity Multiplier Funds](#); and has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

Reflections: Annual Performance

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

The following table reflects Wonderful College Prep Academy – Lost Hills performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Yellow	Yellow	N/A	Yellow	Orange	N/A
English Learners	Red	Yellow	Yellow	N/A	Orange	Orange	N/A
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Orange	N/A
Students with Disabilities	N/A	--	Yellow	N/A	--	--	N/A
African American	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Orange	N/A	Yellow	Orange	N/A
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

Excerpt from the 2024-25 LCAP for the 2023 CA School Dashboard

WCPA received a RED Performance level on the **English Learner Progress Indicator** (ELPI), as a result the following services will be provided to support ELs with English Language Proficiency and acquisition.

WCPA's instructional focus on EL's has been on small group instruction and creating a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction.

Wonderful College Prep Academy will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for ELs includes redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. The reclassification process is celebrated annually, with staff communicating with families and revising the EL Master Plan in collaboration with ELAC/DELAC/EL-PAC input to meet the academic needs of ELs.

Teachers and Administrators will participate in a 5-day EL Achieve training or EL Achieve Institute to enhance student monitoring and support EL students through EL Achieve. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification, and identifies long-term EL.

The Ellevation software program is an EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students.

Our teachers will participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year. English Learners specifically newcomers will receive additional academic support through their Advisory course, where resources and will be available to provide additional language support through onboarding.

Spanish novels will be made available for multilingual students; and will expand classroom libraries with books and dictionaries that support English Language Development. Reclassified students will be celebrated annually as a WCPA community to honor students and their families. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate, and lead professional learning for teachers on Designated and Integrated ELD, including strategies to engage ELs. The EL Coordinator will facilitate the task force charged with updating the EL Master Plan.

2024 CA School Dashboard

The following table reflects Wonderful College Prep Academy – Lost Hills performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student population.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Orange	--	Yellow	Yellow	--
English Learners	Green	Green	Orange	--	Yellow	Orange	--
Long-Term English Learners	Blue	Orange	Red	--	Red	Red	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Orange	--	Yellow	Yellow	--
Students with Disabilities	N/A	Orange	Orange	--	--	--	--
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Yellow	Orange	--	Yellow	Yellow	--
White	N/A	--	--	N/A	--	--	N/A

NOTE: WCPA-Lost Hills has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

ELA & Math Needs Assessment for Long-Term English Learners

Long-Term English Learners (LTELs) at WCPA-Lost Hills received RED performance levels on the 2024 California School Dashboard for English Language Arts (ELA) and Mathematics, demonstrating the critical need for comprehensive, targeted interventions to accelerate academic achievement and English language proficiency.

Current Performance Data

The 2024 CA School Dashboard reveals concerning performance gaps for LTEL students across multiple academic indicators. In English Language Arts, LTELs achieved a RED performance level, indicating significant underperformance compared to grade-level expectations. Similarly, Mathematics results show a RED performance level, demonstrating persistent achievement gaps in mathematical reasoning and problem-solving. Chronic Absenteeism also reached RED levels, creating an additional barrier to academic progress and consistent instructional engagement.

English Learner Progress Indicators show mixed results, with 47.9% of overall English Learners making progress toward English proficiency, while 55.1% of LTELs demonstrated progress. The English Language Proficiency Assessment (ELPAC) results indicate that only 13.83% of students achieved proficiency in 2023-24. However, there has been improvement in the reclassification rate, which increased from 9% in 2022-23 to 15% in 2023-24, suggesting that some interventions are beginning to show positive impact.

Identified Strengths

- WCPA-Lost Hills has established several foundational strengths that provide a solid platform for improving LTEL outcomes. WCPA employs a dedicated EL Coordinator who leads comprehensive program development and provides specialized support for English Learners schoolwide. Specialized ELD credentialed teachers deliver targeted instruction using research-based strategies in language-rich learning environments.
- The implementation of Ellevation software provides comprehensive EL data management capabilities, enabling staff to track student progress, monitor language development, and make data-driven decisions about interventions. Professional Learning Communities have been established with a specific focus on English Learner success, fostering collaboration among educators and sharing of best practices.
- WCPA has demonstrated commitment to extensive integrated ELD training for all teachers, ensuring that language development strategies are embedded across all content areas. The school's small group instruction model allows for targeted interventions that can be customized to meet individual student needs. Additionally, afterschool, intersession, and summer programming specifically prioritize LTEL students, providing extended learning opportunities beyond the regular school day.
- The collaboration between general education and ELD teachers has created a more cohesive approach to supporting multilingual learners, and the school has shown measurable improvement in reclassification rates, indicating that current efforts are beginning to yield positive results.

Greatest Needs

- LTEL students demonstrate significant achievement gaps in both English Language Arts and Mathematics that require immediate and sustained intervention. In ELA, students struggle with academic language development despite years of English instruction, face challenges with complex text comprehension and academic writing, and have difficulty accessing grade-level curriculum without appropriate scaffolding and support.
- Mathematics presents equally challenging needs, with persistent achievement gaps in mathematical reasoning and problem-solving. Language barriers significantly impact students' understanding of word problems and mathematical concepts, while limited access to grade-level mathematical content occurs due to the language demands of instruction. Students require enhanced support for mathematical discourse and vocabulary development to succeed in advanced coursework.
- WCPA has identified the need for enhanced communication and information systems to keep families informed about their student's LTEL status and available support services. There is a critical need for additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners.
- Professional development needs include expanded opportunities for teachers to strengthen their skills in LTEL-specific instructional strategies, particularly at the secondary level where academic language demands are more complex. WCPA requires increased coaching capacity to support teachers in implementing evidence-based practices for LTEL populations.

Root Cause Analysis

- The analysis reveals several interconnected factors contributing to persistent LTEL achievement gaps. Instructional practices are still evolving to effectively meet the unique needs of students who have been in the system for multiple years but have not yet achieved English proficiency. This represents an opportunity to strengthen alignment across instructional approaches and develop more targeted interventions.
- Existing intervention structures lack consistency in implementation and design, particularly for students who require more intensive, specialized support beyond traditional ELD instruction. The school has identified that connections between ELA curriculum, ELD standards, and IEP goals for dually identified students are still developing, requiring more systematic alignment and coordination.
- Past educational approaches may have emphasized procedural skills over conceptual understanding in mathematics, which can be particularly challenging for students who need to develop both mathematical concepts and the academic language to express mathematical thinking. Limited exposure to research-based LTEL intervention strategies among teaching staff indicates a need for enhanced professional development and coaching support.
- Communication systems between school and families regarding LTEL status, progress monitoring, and available supports require strengthening to ensure families are informed partners in their children's educational journey.

Identified Resource Inequities

- WCPA has identified several areas where resource inequities impact LTEL student success. Opportunities exist to strengthen professional development offerings specifically focused on LTEL instructional strategies and evidence-based interventions. WCPA recognizes the need for expanded coaching capacity to support teachers in implementing high-quality instruction for experienced multilingual learners.
- Underdeveloped intervention systems specifically designed for LTEL populations represent a significant gap that requires targeted resource allocation and program development. Access to specialized curriculum materials and instructional resources designed for long-term English Learners is limited and requires investment to ensure teachers have appropriate tools for differentiated instruction.

- Technology platforms and assessment tools specifically designed for monitoring LTEL progress and language development need enhancement to provide more comprehensive data for instructional decision-making. Family engagement resources, including translation services and culturally responsive communication materials, require expansion to better serve the predominantly Spanish-speaking community.

2025-26 Plan of Action

WCPA will implement a comprehensive, multi-faceted approach to address LTEL achievement gaps through evidence-based interventions targeting specific student groups. The plan focuses on Long-Term English Learners who have demonstrated the greatest need for accelerated academic and language development support.

Specialized Instruction and Intervention Implementation

- WCPA will deploy additional specialized ELD credentialed teachers who will provide tiered intervention using ELD standards within language-rich learning environments. These educators will focus specifically on accelerating English language proficiency among Long-Term English Learners through targeted, small-group instruction that addresses both academic content and language development needs simultaneously.
- WCPA will add a dedicated Instructional Aide specifically assigned to support LTEL students with individualized academic assistance, small group interventions, and classroom support across all content areas. This position will provide crucial additional support for students who require more intensive, personalized attention to accelerate their progress toward redesignation.
- Long-Term English Learners will be prioritized for additional tutoring through afterschool, intersession, and summer programming designed to accelerate both language acquisition and academic achievement. These extended learning opportunities will provide intensive, focused support that complements and reinforces classroom instruction.
- WCPA will implement enhanced Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement. This systematic approach will ensure that barriers to academic success are identified and addressed promptly.

Professional Development and Coaching Enhancement

- All WCPA teachers will participate in extensive integrated ELD training that begins in the summer and continues through data talk days throughout the school year. The Instructional Aide will receive specialized training in ELD strategies, intervention techniques, and data collection to maximize effectiveness in supporting LTEL students.
- Professional development will be enhanced through the establishment of Professional Learning Communities (PLCs) and targeted teacher coaching provided as part of ongoing technical assistance. WCPA plans to increase the number of teachers receiving IMSE training to strengthen foundational literacy instruction for multilingual learners.
- Assistant Principals will receive specialized coaching across all content areas with a specific focus on English Learner strategies, while coordinators will collaborate regularly with administrators, teachers, and the Instructional Aide to ensure alignment of support efforts across the school.

Enhanced Family Engagement and Communication Systems

- WCPA will establish a dedicated student services team to facilitate regular family collaboration meetings, providing quarterly updates to families in their native language regarding student performance and progress. The Instructional Aide will assist in documenting student progress and preparing family communication materials to ensure comprehensive reporting on intervention effectiveness.
- This enhanced communication system will keep families consistently informed about their student's LTEL status and all available supports, fostering stronger partnerships between home and school in supporting student success. Regular family meetings will focus on goal setting, progress monitoring, and strategies families can use to support learning at home.

Curriculum and Instructional Resource Development

- WCPA will purchase additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners. These resources will be utilized by both teachers and the Instructional Aide to ensure that all support staff have access to research-based strategies and tools necessary for effective LTEL instruction.
- WCPA has made curricular adjustments to improve vertical alignment within the ELA department for grades K-8, bringing Wonders curriculum to directly support Study Sync at the secondary level. This alignment will provide more coherent language development progression for students as they advance through grade levels.
- WCPA will analyze LTEL data across multiple assessments to identify specific areas of need and create differentiated interventions that target individual student learning gaps. This data-driven approach will ensure that interventions are precisely aligned with student needs and adjusted based on ongoing progress monitoring.

Suspension Rate Indicator – Needs Assessment

The 2024 California School Dashboard reveals significant concerns regarding suspension rates at WCPA-Lost Hills, with Long-Term English Learners (LTELs) receiving a RED performance level and multiple student groups including All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students receiving Orange performance levels. These results indicate systematic challenges in school climate, behavioral supports, and disciplinary practices that require comprehensive intervention and reform.

Current Performance Data

The 2024 CA School Dashboard suspension rate data demonstrate concerning trends across multiple student populations. Long-Term English Learners experienced the most severe impact with a RED performance level, indicating suspension rates that significantly exceed acceptable thresholds and represent a critical area requiring immediate intervention. All Students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all received Orange performance levels, suggesting that suspension rates across are elevated and disproportionately affecting vulnerable student populations.

The midyear data from the 2024-25 LCAP shows that suspension rates have increased by 1.1% for All Students compared to baseline measurements. Hispanic students experienced a 1.1% increase, English Learners saw a 0.9% increase, Socioeconomically Disadvantaged students had a 0.4% increase, and Students with Disabilities experienced a 1.2% increase in suspension rates. These increases indicate that current disciplinary practices and behavioral support systems are not effectively addressing the root causes of student behavioral challenges.

Chronic absenteeism data provides additional context, showing improvements across most groups with All Students decreasing by 4.8%, Hispanic students by 4.3%, English Learners by 7.5%, and Socioeconomically Disadvantaged students by 5.7%. However, Students with Disabilities experienced a 5.8% increase in chronic absenteeism, suggesting that this population faces multiple, interconnected challenges affecting both attendance and behavior.

Identified Strengths

- WCPA-Lost Hills has established several foundational strengths that provide a platform for improving disciplinary outcomes and school climate. WCPA has implemented Positive Behavioral Interventions and Supports (PBIS) with dedicated leadership training for principals and ongoing professional development. Assistant Principals have received specialized training in building staff and adult culture, while administrators have participated in Restorative Practices Graduate School programs focused on putting theory into action for school leaders.
- WCPA employs a comprehensive Multi-Tiered System of Supports (MTSS) framework that addresses academic, behavioral, and social-emotional needs through a culturally sustaining approach. A dedicated Director of Student Support Services leads efforts to monitor and improve daily student attendance while addressing barriers that contribute to truancy and behavioral challenges.
- WCPA has established a Student Attendance Team that includes Student Incident Response Coordinators, creating a coordinated approach to identifying and supporting at-risk students. The team conducts proactive home visits and family meetings to discuss attendance plans, identify root causes of absenteeism, and provide tiered interventions including wraparound services through the Student Wellness Center.
- WCPA operates a comprehensive Student Wellness Center staffed with bilingual healthcare professionals and specialists who provide social-emotional, behavioral, and mental health services. This collaborative model of care addresses the unique needs of students and families, providing critical support for physical and mental health that directly impacts behavioral outcomes.
- Professional development initiatives include extensive training on de-escalation strategies, classroom management, and supporting all subgroups in the classroom. Teachers receive ongoing support in building positive classroom culture through setting expectations, creating classroom agreements, and implementing warm demander practices.

Greatest Needs

- The suspension rate data reveals critical needs across multiple areas of school operations and student support. Long-Term English Learners demonstrate the greatest need for enhanced behavioral and social-emotional support, as evidenced by their RED performance level on the suspension indicator. This population requires specialized interventions that address both language development needs and behavioral support within a culturally responsive framework.
- Students with Disabilities face significant challenges as indicated by both increased suspension rates and chronic absenteeism. This population requires enhanced coordination between special education services, behavioral interventions, and inclusive practices that address individual learning and behavioral needs while maintaining access to general education environments.
- WCPA needs strengthened implementation of trauma-informed practices and social-emotional learning programs that address the underlying factors contributing to behavioral challenges. Many students arrive at school carrying the impact of poverty, family stress, and community trauma that manifests in behavioral difficulties requiring specialized support rather than exclusionary discipline.

- Enhanced staff training in culturally responsive classroom management and implicit bias recognition is needed to ensure that disciplinary decisions are equitable and that cultural and linguistic differences are not misinterpreted as behavioral problems. The predominant Hispanic population requires disciplinary approaches that honor cultural values while maintaining high expectations for behavior.
- Improved coordination between academic interventions and behavioral supports is essential, as students experiencing academic frustration often exhibit behavioral challenges that lead to suspension. WCPA needs systematic approaches that address both academic and behavioral needs simultaneously through integrated support systems.
- Family engagement in behavioral goal setting and intervention planning requires enhancement to ensure that home and school approaches are aligned and mutually reinforcing. Many families need additional support in understanding school expectations while having their cultural values and home practices respected and incorporated into behavioral support plans.

Root Cause Analysis

- The analysis reveals several interconnected factors contributing to elevated suspension rates across student populations. Limited transportation options in the rural community create attendance barriers that contribute to student disengagement and subsequent behavioral challenges. When students miss significant instructional time, they often fall behind academically, leading to frustration and behavioral difficulties upon return to school.
- Misconceptions about attendance and inconsistent implementation of Multi-Tiered System of Supports create gaps in early identification and intervention for students experiencing behavioral challenges. Without systematic early warning systems and consistent intervention protocols, minor behavioral issues can escalate to more serious incidents requiring disciplinary action.
- Access to transportation in rural areas compounds these challenges, as families may struggle to attend school meetings, behavioral conferences, or access community mental health services that could provide additional support for students experiencing behavioral difficulties.
- WCPA has identified that existing intervention structures lack consistency in implementation, particularly for students who require more intensive behavioral and social-emotional support. Without clear protocols and systematic approaches, staff responses to behavioral challenges may vary significantly, leading to inequitable outcomes for similar incidents.
- Limited availability of specialized mental health and behavioral support services in the rural community means that students with significant social-emotional needs may not receive appropriate interventions before behavioral challenges escalate to levels requiring suspension.
- Cultural and linguistic misunderstandings may contribute to disproportionate disciplinary outcomes for English Learners and Long-Term English Learners, particularly when language barriers impact communication about behavioral expectations or when cultural differences in communication styles are misinterpreted as defiance or disrespect.

Identified Resource Inequities

- WCPA has identified several areas where resource inequities impact behavioral outcomes and contribute to elevated suspension rates. Opportunities exist to strengthen professional development focused on trauma-informed practices, restorative justice implementation, and culturally responsive behavioral interventions that address the specific needs of the predominantly Hispanic, socioeconomically disadvantaged student population.

- Limited access to specialized behavioral and mental health services in the rural community creates inequities compared to urban schools that may have greater access to wraparound services and community mental health resources. WCPA must develop internal capacity and seek creative partnerships to provide comprehensive behavioral health support.
- Inconsistent implementation of Multi-Tiered System of Supports across classrooms and grade levels indicates a need for enhanced coaching, monitoring, and accountability systems to ensure that all students receive equitable access to behavioral interventions and support.
- Technology platforms for tracking behavioral data, monitoring intervention effectiveness, and facilitating communication between home and school require enhancement to provide real-time information for decision-making and family engagement.
- Staffing levels for behavioral intervention specialists, social workers, and mental health professionals may be insufficient to provide the intensive, individualized support required by students experiencing significant behavioral challenges, particularly Students with Disabilities and Long-Term English Learners.

2025-26 Plan of Action

WCPA will implement a comprehensive multi-tiered system of support with specific focus on reducing suspension rates for all student groups, with particular attention to Long-Term English Learners, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and Hispanic students who have demonstrated the greatest need for enhanced behavioral interventions.

Enhanced Multi-Tiered System of Supports Implementation

- WCPA will strengthen its Multi-Tiered System of Supports framework by implementing consistent protocols for early identification, intervention, and progress monitoring of students experiencing behavioral challenges. This systematic approach will ensure that all students receive appropriate levels of support before behavioral issues escalate to levels requiring suspension.
- Professional Learning Communities will be established to focus specifically on behavioral intervention strategies, with teachers collaborating to share effective practices and develop consistent approaches to classroom management and behavioral support. These PLCs will meet regularly to analyze behavioral data, discuss specific student needs, and develop coordinated intervention plans.
- WCPA will expand its early warning system to include behavioral indicators alongside academic and attendance data, enabling staff to identify students at risk for behavioral challenges and provide proactive interventions. This system will integrate data from Aeries, the Kern Integrated Data System, and Panorama surveys to create comprehensive student profiles that inform intervention planning.
- Enhanced campus supervision will be provided through additional Campus Supervisors who will focus on creating positive school climate, implementing PBIS strategies throughout campus, and providing immediate behavioral support and de-escalation when needed. These staff members will receive specialized training in trauma-informed practices and culturally responsive behavioral interventions.

Targeted Interventions for Specific Student Groups

- Long-Term English Learners will receive specialized behavioral support that addresses the intersection of language development needs and social-emotional challenges. Interventions will include culturally responsive counseling, peer mentoring programs, and family engagement strategies that honor linguistic and cultural diversity while building school connection and behavioral skills.
- Students with Disabilities will benefit from enhanced coordination between special education services and behavioral interventions, ensuring that Individual Education Plan goals include appropriate behavioral supports and that general education teachers receive additional training in supporting students with disabilities in inclusive environments.

- WCPA will implement restorative justice practices as alternatives to suspension, focusing on repairing harm, building empathy, and teaching appropriate behaviors rather than simply removing students from the learning environment. These practices will be particularly important for addressing the cultural and linguistic needs of Hispanic and English Learner students.
- Social-emotional learning curricula will be integrated across all grade levels with specific attention to trauma-informed practices that address the impact of poverty, family stress, and community challenges on student behavior. This programming will provide all students with tools for emotional regulation, conflict resolution, and positive relationship building.

Professional Development and Capacity Building

- All school staff will participate in comprehensive professional development focused on implementing trauma-informed practices, recognizing and addressing implicit bias, and developing culturally responsive classroom management strategies. This training will be particularly important for supporting the predominantly Hispanic, socioeconomically disadvantaged student population.
- Teachers will receive enhanced training in de-escalation techniques, positive behavioral interventions, and strategies for supporting students experiencing social-emotional challenges in the classroom. Professional development will include ongoing coaching and support to ensure consistent implementation across all classrooms and grade levels.
- Administrative staff will receive additional training in restorative justice practices, crisis intervention, and family engagement strategies that build partnerships with parents and caregivers in addressing behavioral challenges. This training will include cultural competency components to ensure effective communication with Spanish-speaking families.
- Support staff, including Campus Supervisors and Student Services personnel, will receive specialized training in implementing PBIS strategies, conducting functional behavioral assessments, and providing immediate behavioral interventions that prevent escalation of minor incidents.

Enhanced Family and Community Engagement

- WCPA will establish regular family engagement opportunities focused on behavioral expectations, social-emotional development, and strategies for supporting positive behavior at home. These sessions will be provided in both English and Spanish with culturally responsive approaches that honor family values and practices.
- Home visits and family conferences will be expanded to include behavioral goal setting and intervention planning, ensuring that families are partners in developing and implementing behavioral support strategies. The Student Incident Response Team will work closely with families to address root causes of behavioral challenges and coordinate community resources.
- Community partnerships will be strengthened to provide additional mental health and behavioral support services, particularly for students experiencing trauma, grief, or family crisis that impacts school behavior. The Student Wellness Center will expand its capacity to provide comprehensive wraparound services that address social-emotional needs.
- Parent education workshops will be offered focusing on adolescent development, effective discipline strategies, and supporting students experiencing behavioral challenges at home. These workshops will provide families with tools and resources for reinforcing positive behaviors and addressing challenges consistently between home and school settings.

Data Monitoring and Continuous Improvement

- Comprehensive data collection and analysis systems will be implemented to track behavioral incidents, intervention effectiveness, and suspension rate trends across all student groups. This data will be reviewed monthly by administrative teams and used to adjust interventions and support strategies based on student response and outcomes.

- The Panorama student survey will be administered multiple times throughout the year to gather student perceptions of school climate, safety, and connectedness. This data will inform school-wide initiatives and targeted interventions for students experiencing social-emotional challenges.
- Regular progress monitoring will track the effectiveness of behavioral interventions for individual students and student groups, with particular attention to reducing suspension rates for Long-Term English Learners, Students with Disabilities, and other identified populations. Intervention plans will be adjusted based on data trends and student response.
- Staff will receive ongoing training in data analysis and intervention planning, ensuring that behavioral support decisions are based on evidence and that interventions are modified based on student progress and outcomes.

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.

Wonderful College Prep Academy – Lost Hills is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Administrators/Principal	**Date:** April 15, 2025 **Topic:** School-Based Leadership Team (SBLT) LCAP & Budget Development Workshop **Participants:** School-Based Leadership Team members **Background Context** The feedback below represents ongoing discussions and planning activities conducted through two primary leadership structures: • **School-Based Leadership Team (SBLT):** Weekly meetings from January 2025 through April 2025 • **Community of Practice (CoP):** Monthly meetings of Directors and Principals from January 2025 through April 2025 **Administrator Feedback by LCAP Goal** **LCAP Goal 1: Teacher Quality** • **Feedback Provided:** The administrator group emphasized maintaining focus on small class sizes as a priority for supporting student learning. They recommended continuing investment in Professional Learning Communities and the Guiding Coalition to effectively deploy teacher coaching programs and educational initiatives. Additionally, they stressed the importance of providing ongoing training to support teachers in offering differentiated interventions that meet diverse student needs. **LCAP Goal 2: Content & Instruction** • **Feedback Provided:** Administrators recommended sustaining emphasis on data analysis and assessment practices to drive student academic growth. They advocated for continuing development of the Dual Enrollment Pathway program and early college access model while reviewing course

Educational Partner(s)	Process for Engagement
	offerings to support A-G requirements and College and Career Readiness. The group also suggested expanding the course catalog to include robust STEM, music, and arts offerings. • Furthermore, administrators called for reviewing and redefining support deployment strategies for Students with Disabilities to ensure equitable access to learning opportunities and academic growth. They also recommended revising program offerings for English Learners (EL) and Long-Term English Learners (LTEL) to provide targeted interventions supporting their path to reclassification. **LCAP Goal 3: School Climate & Culture** • **Feedback Provided:** The administrator team emphasized continuing to build the Early Warning System to identify students needing Multi-Tiered System of Supports (MTSS) interventions for both social-emotional learning (SEL) and academic needs, with particular attention to addressing chronic absenteeism. They recommended expanding student support services to provide SEL and mental health resources through Campus Supervisors and Student Incident Response Team members who report directly to school leadership and actively address school culture issues. • Additionally, administrators suggested increasing incentives and positive experiences through Positive Behavioral Interventions and Supports (PBIS) to encourage positive student behaviors and reduce disciplinary incidents. They also stressed maintaining ongoing review of campus safety protocols and facilities to ensure comprehensive campus safety, security, and maintenance standards.
Teachers	**Date:** January 7, 2025 **Topic:** Mid-Year Check-in and LCAP Planning Discussion **Participants:** Teaching staff **Background Context** This feedback was gathered during quarterly staff-wide meetings focused on discussing the current 2024-25 LCAP implementation and planning for the 2025-26 LCAP development cycle. **Teacher Feedback and Recommendations** • **Intervention Support and Professional Development:** Teachers emphasized the need for continued expansion of intervention opportunities across multiple areas including attendance, behavior, and academics. They requested comprehensive professional development to effectively implement these intervention practices and provide adequate support for all staff members involved in intervention delivery. • **Students with Disabilities Support:** The teaching staff highlighted the critical need for enhanced support for Students with Disabilities (SWD). They specifically requested professional development

Educational Partner(s)	Process for Engagement
	focused on understanding compliance requirements and continuing the Professional Learning Community (PLC) Initiative that promotes collaboration between General Education and Special Education educators. This collaborative approach was identified as essential for improving outcomes for students with disabilities. • **Universal Design for Learning Implementation:** Teachers requested professional development opportunities focused on Universal Design for Learning (UDL) principles to better serve all students through inclusive instructional practices. • **Newcomer Student Support:** The teaching staff identified the need for additional Instructional Assistant (IA) support specifically dedicated to serving newcomer students, recognizing the unique challenges and intensive support requirements these students face as they integrate into the school community and academic programs.
Other School Personnel	**Date:** May 9, 2025 **Topic:** LCAP Feedback Session **Participants:** Classified staff members **Classified Staff Feedback by LCAP Goal** **LCAP Goal 1: Teacher Quality** • **Feedback Provided:** Classified staff emphasized the critical need for expanded training opportunities for all staff members, including de-escalation techniques and classroom management strategies. They expressed concern about the negative impact of long-term substitute positions and teacher vacancies on student learning and requested focused efforts to reduce these gaps through improved retention strategies. • The staff highlighted the importance of maintaining open communication channels between teachers and families to support student success. They recommended implementing long-term principal leadership stability as a key factor in retaining quality staff and ensuring equitable access to fully credentialed and quality teachers across all programs. Additionally, they requested diverse support training programs to better serve the school community's varied needs. **LCAP Goal 2: Content & Instruction** • **Feedback Provided:** Classified staff identified significant technology needs, specifically requesting updated equipment including Chromebooks, headphones, and iPads to support modern learning environments. They advocated for expanded academic support through dedicated academic coaches

Educational Partner(s)	Process for Engagement
	and additional tutoring services across all grade levels, with special emphasis on Special Education support during after-school programming. • The staff recommended conducting thorough inventory assessments to ensure accountability and usefulness before purchasing additional curriculum materials or student software. They requested enhanced music program support, particularly for secondary students, including expanded offerings in band, mariachi, color guard, marching band, and choir programs. • For special populations, classified staff emphasized the need for increased Special Education field trip opportunities and targeted support for dually identified students who are both English Learners and receive Special Education services. They requested noise-canceling headphones for Special Education students and a dedicated space for Speech Language services. • The staff also advocated for expanded course offerings including financial literacy, dance, speech programs such as oral language development and mock trial, computer programming and coding classes, and improved library services. They emphasized the importance of curriculum implementation fidelity through dedicated committee oversight and requested additional support for non-pathway students preparing for college or career transitions. **LCAP Goal 3: School Climate & Culture** • **Feedback Provided:** Classified staff recommended implementing an in-house suspension option as an alternative disciplinary approach and establishing a Student Resource Officer partnership with the local Police Department to enhance campus safety. They identified several facility improvement priorities including concrete leveling, updated turf areas, enhanced landscaping maintenance, and upgraded privacy features for student bathrooms. • The staff emphasized the importance of expanded parent engagement through structured workshops focusing on consistent student behavior and discipline approaches, with opportunities for parent volunteers to support disciplinary processes, as well as college readiness preparation. They suggested increasing parent outreach efforts through incentive programs such as raffles at school events. • To support student opportunities and staff functionality, classified staff recommended expanding college visit options to include more universities, increasing available meeting spaces for staff collaboration, and developing additional multipurpose rooms to accommodate various campus events and activities.

Educational Partner(s)	Process for Engagement
Students	**Date:** April 30, 2025 **Topic:** LCAP Feedback Session **Participants:** Student representatives **Student Feedback by LCAP Goal** **LCAP Goal 2: Content & Instruction** • **Feedback Provided:** Students expressed a strong need for expanded academic and wellness support services, specifically requesting additional tutors, therapists, and mental health support staff to assist with both academic challenges and personal well-being. They emphasized the importance of having more guidance counselors available and requested both after-school and in-school tutoring options to provide flexible academic support that meets diverse scheduling needs. • Students advocated for significant expansion of creative and technical learning opportunities, particularly requesting enhanced arts and STEM programming. They specifically mentioned wanting secondary-level mariachi programs, robotics clubs, folklorico dance, general dance classes, and ceramics courses to provide diverse outlets for creative expression and technical skill development. • Additionally, students requested practical life skills courses including culinary arts and gardening programs, as well as academic preparation support through dedicated test preparation courses and hands-on learning opportunities such as woodshop classes. These requests reflect student interest in both college preparation and career readiness through diverse educational pathways. **LCAP Goal 3: School Climate & Culture** • **Feedback Provided:** Students identified several key areas for improving school pride and community engagement. They requested updated student merchandise and sports uniforms to enhance school identity and team spirit. To support student media and documentation efforts, they asked for cameras dedicated to yearbook production and general school event documentation, as well as iPads specifically for art classes to integrate technology with creative expression. • Students emphasized the importance of increased school spirit activities and requested more opportunities for community building through events such as rallies, special guest presentations, food truck visits, and enhanced athletic events. They expressed strong interest in expanding their post-secondary education exposure through trips to out-of-state colleges, which would broaden their understanding of higher education opportunities beyond their immediate geographic area.

Educational Partner(s)	Process for Engagement
	• Finally, students advocated for improved athletic and recreational facilities, specifically mentioning the need for additional sporting venues including soccer fields, baseball fields, and track facilities. These requests reflect student desire for expanded extracurricular participation opportunities and improved physical education and athletic program facilities.
Student Advisory Committee	**Date:** April 30, 2025 **Topic:** LCAP Feedback Session **Participants:** Student Advisory Committee members **Student Advisory Committee Feedback by LCAP Goal** **LCAP Goal 2: Content & Instruction** • **Feedback Provided:** The Student Advisory Committee prioritized enhanced academic and wellness support services, emphasizing the need for additional tutors, therapists, and mental health support staff to address both academic challenges and student well-being. Committee members recognized the importance of comprehensive support systems that address the diverse needs of the student body. • Students specifically requested increased guidance counselor availability and expanded tutoring options that include both after-school and in-school programs. This reflects their understanding that students have varying schedules and learning preferences that require flexible academic support opportunities. • The committee advocated strongly for expanded creative and technical learning opportunities, particularly in arts and STEM programming. They specifically requested secondary-level mariachi programs, robotics clubs, folklorico dance, general dance classes, and ceramics courses to provide diverse outlets for student expression and skill development. • Additionally, students expressed interest in practical life skills education through culinary arts and gardening programs, as well as academic preparation support through dedicated test preparation courses and hands-on learning opportunities such as woodshop classes. These requests demonstrate student interest in both college preparation and career readiness through varied educational pathways. **LCAP Goal 3: School Climate & Culture** • **Feedback Provided:** The Student Advisory Committee identified several key areas for enhancing school pride and community engagement. They requested updated student merchandise and sports uniforms to strengthen school identity and promote team spirit throughout the campus community.

Educational Partner(s)	Process for Engagement
	• To support student media and documentation efforts, committee members asked for cameras dedicated to yearbook production and general school event documentation, as well as iPads specifically for art classes to integrate technology with creative expression and learning. • Students emphasized the importance of increased school spirit activities and requested expanded opportunities for community building through events such as rallies, special guest presentations, food truck visits, and enhanced athletic events. They expressed strong interest in broadening their post-secondary education exposure through trips to out-of-state colleges, which would expand their understanding of higher education opportunities beyond their immediate geographic region. • Finally, the committee advocated for improved athletic and recreational facilities, specifically mentioning the need for additional sporting venues including soccer fields, baseball fields, and track facilities. These requests reflect student desire for expanded extracurricular participation opportunities and enhanced physical education and athletic program infrastructure. On **June 10, 2025**: The SAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C; and approved the 2025-26 LCAP for submission to WCPA's governing board.
Parent Advisory Committee (PAC)	**Dates:** LCAP Midyear Update - February 19, 2025; LCAP Feedback Session - April 30, 2025 **Topic:** LCAP Review and Planning Feedback **Participants:** Parent Advisory Committee members **Parent Advisory Committee Feedback by LCAP Goal** **LCAP Goal 1: Teacher Quality** • **Feedback Provided:** The Parent Advisory Committee emphasized the critical importance of teacher retention throughout the academic year to maintain instructional continuity and student progress. They specifically requested that the district maintain continuity in school principal leadership, recognizing the significant impact of administrative stability on overall school effectiveness and teacher satisfaction. • Committee members strongly advocated for enhanced support systems, competitive incentives, and improved salary structures to retain quality teachers. They recognized that addressing teacher retention requires a comprehensive approach that includes both financial and professional support components. **LCAP Goal 2: Content & Instruction**

Educational Partner(s)	Process for Engagement
	• **Feedback Provided:** Parents expressed concerns about the depth and quality of arts education, specifically requesting a more comprehensive art curriculum that moves beyond basic activities like coloring sheets to provide meaningful artistic learning experiences. They highlighted the need for additional support for the mariachi program, noting that current enrollment numbers exceed the program's capacity to effectively serve all interested students. • The committee emphasized the vital role of school counselors as student support providers and stressed the importance of ensuring continuity in counseling services. They advocated for expanding extracurricular opportunities through new clubs and classes including journalism, robotics, and band programs that would represent the school in community and competitive settings. • Parents recommended starting club participation opportunities at younger grade levels to help with long-term student retention and engagement. They also requested increased access to elective classes for all students to ensure equitable participation in diverse learning opportunities. Additionally, the committee identified the need for structured meetings and programming to address bullying concerns within the school community. **LCAP Goal 3: School Climate & Culture** • **Feedback Provided:** The Parent Advisory Committee requested implementation of physical education uniforms to promote school unity and appropriate athletic participation. They proposed developing a parent volunteer point system, potentially integrated with LiveSchool platforms, to encourage and track family engagement in school activities. • Parents advocated for expanded college preparation opportunities through increased college visit programs and requested mental health-focused parent workshops to support family wellness and student success. They specifically mentioned extending "Gear-Up" services to additional grade levels beyond current offerings to provide broader college and career readiness support. • The committee identified significant facility and transportation needs, including development of dedicated sports facilities such as soccer fields, baseball diamonds, and basketball courts. They also requested reliable transportation services for athletic events and competitions, specifically mentioning travel needs to locations like Wasco for sporting events. Finally, they reiterated support for robotics programming as both an academic and extracurricular opportunity for students. On **June 10, 2025**: The PAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C; and approved the 2025-26 LCAP for submission to WCPA's governing board.

Educational Partner(s)	Process for Engagement
English Learner Parent Advisory Committee (EL-PAC)	**Dates:** LCAP Midyear Update - February 19, 2025; LCAP Feedback Session - April 30, 2025 **Topic:** LCAP Review and English Learner Program Planning **Participants:** English Learner Parent Advisory Committee members **English Learner Parent Advisory Committee Feedback** • **English Learner Program Support and Interventions:** The English Learner Parent Advisory Committee emphasized the critical need for expanded intervention services specifically designed for students who either desire additional support or require intensive assistance in learning English. Committee members recognized that English learners have diverse needs and learning trajectories, requiring flexible and responsive intervention programs that can accommodate both motivated students seeking accelerated progress and those needing foundational support. • **Staff Retention and Stability:** The committee identified staff retention as a fundamental priority for maintaining effective English learner programs. They stressed the importance of retaining qualified staff members who understand the unique challenges and needs of English learning students. Committee members expressed concern that frequent staff turnover disrupts the continuity of services and relationships that are essential for English learner success. • **Professional Development and Training:** EL-PAC members advocated for enhanced professional development opportunities focused specifically on supporting English learners. They requested that staff receive comprehensive training that addresses the pedagogical, cultural, and linguistic considerations necessary for effective English learner instruction. The committee emphasized that ongoing training opportunities should be available to ensure that all staff members working with English learners are equipped with current best practices and culturally responsive teaching strategies. On **June 10, 2025**: The EL-PAC reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C; and approved the 2025-26 LCAP for submission to WCPA's governing board.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Date:** April 29, 2025 **Topic:** LCAP Feedback Session **Additional Data Collection:** LCAP Family & Community Needs Assessment (April 1-15, 2025) **Participants:** Parent and family community members **Parent Feedback and Assessment Results** • **Overall Satisfaction with Current Programs:** Parents demonstrated strong satisfaction with existing school programs and services, with 82% of respondents rating the community programs and support

Educational Partner(s)	Process for Engagement
	offered as either "excellent" or "good." This high satisfaction rate indicates that families remain largely pleased with the services provided to both parents and students within the current LCAP framework. • The feedback revealed that WCPA Signature Family Nights represent the most popular and well-received school-sponsored activity among the parent community. These events appear to successfully engage families and build positive connections between home and school. **Priority Areas for Enhancement** • Based on survey responses and feedback session discussions, parents identified three primary areas where they would like to see additional focus and support. The top priority identified by parents was the need for expanded homework support services to help students succeed academically outside of regular school hours. • Parents also emphasized the importance of providing more opportunities for students to learn and practice healthy lifestyle habits, reflecting family interest in supporting student wellness and personal development beyond traditional academic subjects. • Finally, parents expressed interest in increased volunteer opportunities, indicating their desire to be more actively involved in their children's education and school community activities. This request suggests strong parent engagement and willingness to contribute to school programs and student success.
SELPA Administrator	**Date:** May 8, 2025 **Topic:** Kern County SELPA & WCPA Leadership Meeting **Participants:** WCPA Superintendent, Chief Academic Officer, and Lee Knotts (Director of Kern County SELPA) **SELPA Collaboration and Program Review** • **Special Education Program Assessment:** The meeting focused on a comprehensive review of WCPA's current Special Education program, with particular attention to recent updates in the academic instructional model designed to better support Students with Disabilities. The collaborative discussion examined how these programmatic changes align with best practices and regulatory requirements for special education services. • **SELPA Support and Endorsement:** Lee Knotts, Director of Kern County SELPA, provided official support for the program updates and instructional model modifications that WCPA has implemented. This endorsement represents validation from the regional special education authority that the

Educational Partner(s)	Process for Engagement
	school's approach aligns with county-wide standards and expectations for special education service delivery. • **Professional Development Partnership:** As part of the collaborative partnership, the Kern County SELPA Director offered to provide direct, on-site professional development and working sessions with WCPA Special Education staff. This commitment to hands-on training and alignment sessions demonstrates the county's investment in ensuring that WCPA's special education team has access to the most current methodologies and practices for supporting students with disabilities effectively. The proposed professional development sessions will focus on optimizing service delivery and ensuring that all staff members are equipped with the knowledge and skills necessary to implement the updated academic instructional model successfully.

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics were shaped through consultation with our educational partners. We actively sought their input and feedback to ensure their perspectives were incorporated as follows:

Goal 1: Teacher Quality and Professional Development

Action 1: Highly Qualified, Equity-Oriented Administrators & Educators

- **Administrator feedback** emphasized maintaining small class sizes and continuing Professional Learning Communities investments. **Parent Advisory Committee** stressed teacher retention and principal leadership stability as critical factors, advocating for enhanced support systems and competitive incentives. **English Learner PAC** identified staff retention as fundamental for effective English learner programs. **Classified staff** expressed concern about long-term substitute positions impacting student learning.

Action 2: Sustained Research-Based Professional Learning

- **Teachers** requested comprehensive professional development for intervention practices and enhanced support for Students with Disabilities through collaborative approaches between General and Special Education. **English Learner PAC** advocated for enhanced professional development focused on pedagogical, cultural, and linguistic considerations for English learner instruction. **Classified staff** requested expanded training opportunities including de-escalation techniques.

Action 3: Differentiated Professional Learning

- **Teachers** specifically requested Universal Design for Learning implementation training and continuation of Professional Learning Community initiatives promoting collaboration. **Administrators** stressed the importance of ongoing training to support differentiated interventions meeting diverse student needs.

Goal 2: Content & Instruction

Action 1: High-Quality Standards-Based Core Curricular Program

- **Administrators** recommended expanding course catalogs with robust STEM, music, and arts offerings while sustaining emphasis on data analysis and assessment practices.

Action 2: Addressing Academic Needs Through Tiered Targeted Interventions

- **Teachers** emphasized expanding intervention opportunities across attendance, behavior, and academics. **Students** expressed strong needs for additional tutors, therapists, and mental health support staff. **Classified staff** advocated for expanded academic coaching and tutoring services. **General parents** prioritized expanded homework support services.

Action 3: Monitoring Student Progress Through Ongoing Assessments

- **Administrators** recommended sustaining data analysis and assessment practices to drive student academic growth and continuing development of early college access models.

Action 4: Access to Technology to Support Teaching & Learning

- **Classified staff** identified significant technology needs, specifically requesting updated Chromebooks, headphones, and iPads to support modern learning environments.

Action 5: Broad Course of Study

- **Students** advocated for expanded arts and STEM programming including mariachi, robotics, dance, and ceramics courses, plus practical life skills courses. **Parent Advisory Committee** requested comprehensive art curriculum beyond basic activities and expanded extracurricular opportunities. **Classified staff** recommended enhanced music program support for secondary students.

Action 6: Services to Support Students with Disabilities

- **SELPA Administrator** provided official support for updated Special Education instructional models and offered direct professional development. **Classified staff** emphasized increased Special Education field trip opportunities and targeted support for dually identified students.

Action 7: Services to Support Emergent Bilingual Students Through Language Acquisition

- **English Learner PAC** emphasized expanded intervention services for students requiring intensive English learning assistance, recognizing diverse needs and learning trajectories.

Action 8: Services to Support Long-Term English Learners Through Language Acquisition

- **Administrators** recommended revising program offerings for English Learners and Long-Term English Learners to provide targeted interventions supporting reclassification paths.

Goal 3: School Climate & Culture

Action 1: Addressing Social-Emotional & Behavioral Student Needs Through Tiered Interventions

- **Administrators** emphasized building Early Warning Systems for MTSS interventions addressing social-emotional learning and academic needs, particularly chronic absenteeism. **Students** requested additional mental health support staff.

Action 2: Promoting a College-Going Culture

- **Students** expressed interest in expanding post-secondary education exposure through out-of-state college trips. **Parent Advisory Committee** advocated for expanded college preparation opportunities and extended support services.

Action 3: Promoting Whole Child Development Through Inclusive and Supportive Learning Environment

- **Administrators** recommended expanding student support services and increasing PBIS incentives to encourage positive behaviors. **Students** requested enhanced school spirit activities and improved athletic facilities including soccer fields, baseball fields, and track facilities.

Action 4: Parent Input in Decision-Making

- Educational partners participated extensively in LCAP development through various committee structures, providing comprehensive feedback that shaped plan development.

Action 5: Opportunities to Support Parent Engagement & Empowerment

- **Parent Advisory Committee** proposed parent volunteer point systems integrated with digital platforms. **General parents** identified WCPA Signature Family Nights as most popular activities and requested increased volunteer opportunities.

Action 6: Maintaining State-of-the-Art School Facilities

- **Classified staff** identified facility improvement priorities including concrete leveling, updated turf areas, and enhanced landscaping maintenance. **Parent Advisory Committee** requested development of dedicated sports facilities and reliable transportation for athletic events. **Students** advocated for improved athletic and recreational facilities.

This feedback directly influenced the comprehensive framework outlined in each action, demonstrating WCPA's responsiveness to educational partner input while maintaining alignment with the school's college preparatory mission and state accountability requirements.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students are educated by highly qualified educators and supported by strong, equity-oriented school leadership teams. Recruit, develop, and retain excellent teachers and school leaders through enhanced professional and teacher development programs with robust support systems that enhance instructional practices resulting in serving students in a deliberate, equity-oriented culture of learning with high expectations where every educator and student seeks to learn and strives for growth.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

According to educational researcher Michael Fullan (2016), "There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress and continuous correction." To create a more coherent LCAP in line with this finding, WCPA engaged in a "premortem" exercise where we focused on what would lead us to fail at focusing on sustained growth of student outcomes for our students, especially are most vulnerable students. WCPA's "premortem" statement reads as follows:

"We collectively developed an aligned instructional framework that engendered greater confidence in WCPA partners that student outcomes would improve in 2024 and beyond in a manner that did not distract us from focusing on building organizational coherence anchored on a High-Quality Instructional Framework (HQIF) that our students deserved."

WCPA will anchor its improvement efforts through disciplined inquiry where we "learn fast, fail fast, and improve quickly." This will require us to shift away from a "prove" mindset to an "improve" mindset. That is, we will strive for improving student outcomes in the spirit of "that failures may occur is not the problem; that we fail to learn from them is."

Few organizations serving the same percentage of low-income students as WCPA have succeeded in creating the level of organization coherence that has led to a majority of students demonstrating grade level proficiency, especially Students with Disabilities. At WCPA, we must lead by example through a disciplined approach to continuous improvement, humility in leadership, and willingness to change. In the spirit of abiding by the notion that "every system is designed to get the result that it gets", we will define and implement a high-quality instructional

framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students.

This is due to that fact that we have low achievement rates of 24% of students meeting standard in Math and 30% in ELA, and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL).

In 2024-2025, we will work to define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports. Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially Student with Disabilities, will improve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72.1%	2022-23: 52.7%		2023-24: 97%	-19.4%
2	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24 ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: 2 Health: 3 PE: 4 VAPA: 4 World Language: 4	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: 4 Health: 4 PE: 5 VAPA: 5 World Language: 4		ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3 CTE: 4 Health: 5 PE: 5 VAPA: 5 World Language: 4	ELA: 0 ELD: 0 Math: 0 Social Science: +1 Science: 0 CTE: +2 Health: +1 PE: +1 VAPA: +1 World Language: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)					
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -50.2 Hispanic -51.1 EL -65.7 SED -55.9	2023-24 ELA CAASPP DFS All Students -31.9 Hispanic -32.1 EL -54.7 LTEL -100.4 SED -36.2		2024-25 ELA CAASPP DFS All Students -29.9 Hispanic -30.1 EL -52.7 LTEL -98.4 SED -34.2	All: +18.3 Hispanic: +19 EL: +11 LTEL: NA SED: +19.7
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -69.3 Hispanic -70.4 EL -81.1 SED -75.1	2023-24 Math CAASPP DFS All Students -65.3 Hispanic -66.7 EL -84.3 LTEL -134.5 SED -68		2024-25 Math CAASPP DFS All Students -64.3 Hispanic -65.7 EL -83.3 LTEL -133.5 SED -67	All: +4 Hispanic: +3.7 EL: -3.2 LTEL: NA SED: +7.1

Goal Analysis for 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 1: This action was partially implemented. For 2024-2025, Wonderful College Prep Academy restructured into a two-tier system (Elementary TK-6 and Secondary 7-12) to reduce school transitions. Staffing includes two principals and 30 core teachers, supported by substitute teachers. WCPA has partnered with Loyola Marymount University (LMU) for teacher recruitment and provide mentorship for new

teachers. Students will receive 180 instructional days, while teachers will undergo extensive professional development focusing on data analysis, classroom culture, and specialized teaching strategies.

Due to increased teacher leaves of absence, WCPA has maintained ongoing recruitment efforts. For returning teachers on leave, our school has implemented a support system combining long-term substitutes with academic coaching and administrative support. When teachers have departed, positions have been temporarily filled with long-term substitutes while WCPA conducts searches for qualified, credentialed replacements. This restructuring and staffing approach aims to enhance educational continuity and student support across all grade levels.

Action 2: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive professional development system aligned with California Department of Education's standards for high-quality instruction. The program emphasizes differentiated learning and culturally responsive teaching to serve their diverse student population, particularly focusing on Students with Disabilities and English Learners.

The professional development structure consists of 6 summer training days, 10 non-instructional training days, and weekly sessions throughout the academic year. Teachers receive ongoing support from a leadership team consisting of a Chief Academic Officer, and Grade level Leads (Elementary); and Department Level Leads (Secondary).

The curriculum is tier-specific, with elementary educators focusing on areas like play-based learning, decoding, and phonics intervention, while secondary educators concentrate on writing and academic ownership.

Administrators have undergone specialized training in Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Staff members have attended various professional conferences covering topics from Math to Community Schools initiatives. To promote teacher retention and professional growth, WCPA has covered teacher induction expenses for credential clearance. This comprehensive approach has been implemented to enhance instruction quality and close academic achievement gaps across all student groups.

Action 3: This action was fully implemented. Wonderful College Prep Academy (WCPA) is enhancing its Intellectual Preparation Protocol (IPP) process by incorporating Professional Learning Communities (PLC) structures. The initiative focuses on collaborative teacher teams working toward achieving 80% student mastery rates on end-of-unit common formative assessments.

Teachers are working in collaborative teams following the four critical PLC questions that guide their planning, assessment, intervention, and extension strategies. These questions help teams determine learning objectives, assessment methods, intervention strategies for struggling students, and extension activities for those demonstrating proficiency.

WCPA has established Guiding Coalitions, led by school principals and teachers, to facilitate data-driven decision-making and support school-wide initiatives through Task Force focus groups. Teacher development continues through observation cycles and feedback based on TNTP domains: Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning.

Using Improvement Science methodology, WCPA's multi-tiered support system provides differentiated instruction, small group instruction (Tier 2), and individualized interventions (Tier 3) based on student assessment data. The Curriculum & Instruction Team, through Instructional Coordinators and Directors, maintains ongoing coaching and support for teachers and school leaders throughout this process.

Wonderful College Prep Academy (WCPA) implements a comprehensive, data-driven approach to professional learning that differentiates support based on teacher needs. Our professional development framework combines structured collaboration through Professional Learning Communities (PLCs) with a tiered system of individualized support.

Professional Learning Communities (PLCs): WCPA dedicates one hour per week for teachers to collaborate in structured PLCs, organized by grade level in elementary (TK-6) and by department in secondary (Gr 7-12). During these sessions, teachers engage in data analysis, examine student work, and implement strategies from professional development sessions. This collaborative approach strengthens teacher efficacy while fostering a culture of continuous improvement.

Teacher Support Infrastructure: Our Curriculum & Instruction team and school-based Leadership Team have received comprehensive training in PLC implementation (Bakersfield training and Sacramento PLC Institute) and TNTP (The New Teacher Project) protocols. Regular calibration assessments ensure consistency in expectations and evaluation across all instructional leaders.

Three-Tiered Professional Learning Model: To meet diverse teacher needs, WCPA utilizes a differentiated approach to professional development:

- Tier 1: Universal Professional Development: All teachers participate in foundational professional learning focused on high-quality instruction principles and evidence-based teaching practices.
- Tier 2: Enhanced Support: Teachers requiring additional assistance receive targeted support through regular feedback cycles and individualized coaching from administrators.
- Tier 3: Intensive Coaching: Select teachers participate in intensive, personalized coaching plans led by administrators. These plans include specific growth targets, frequent observation-feedback cycles, and targeted interventions.

Data-Driven Monitoring: WCPA employs the TNTP Rubrics through the School Mint Grow Platform to systematically track teacher observations, feedback, and growth. This comprehensive early warning system helps identify specific teacher needs and inform professional development decisions. Regular data analysis ensures that support remains responsive and aligned with individual teacher development goals.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 1, Action 3

The estimated actual expenditures for Goal 1, Action 3 exceeded the budgeted amount due to an increased need for substitute teacher services beyond what was originally projected. Two primary factors contributed to this variance:

First, there was greater participation in professional learning opportunities and coaching sessions than anticipated during the budget development process. As teachers engaged in these professional development activities, additional substitute coverage was required to ensure classroom instruction continued without interruption. WCPA-Lost Hills prioritized maintaining instructional continuity while supporting teacher growth through professional learning.

Second, teacher absences throughout the year necessitated more substitute teacher coverage than originally budgeted. These absences, whether planned or unplanned, required substitute teachers to maintain the educational program and ensure students received consistent instruction.

The decision to exceed the budgeted amount for substitute teachers aligns with WCPA's commitment to both professional development and instructional continuity. While this resulted in higher than anticipated expenditures, it was necessary to support the core educational mission and ensure that professional learning opportunities did not compromise student learning time. The additional investment in substitute teachers directly supported the implementation of Goal 1, Action 3 by enabling teachers to participate in professional development while maintaining quality instruction for students.

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

Action 1: This action shows moderate effectiveness with significant implementation challenges.
Positive Impact: The restructuring to a two-tier system (Elementary/Secondary) successfully reduced student transitions. High teacher retention and comprehensive professional development in data-driven instruction and TNTP domains are building teacher capacity. The LMU partnership provides a pipeline for new teachers.

Limited Effectiveness: Rural recruitment challenges have left positions unfilled or staffed by long-term substitutes, directly undermining the goal of highly qualified educators for all students. Increased teacher leaves of absence create instructional instability despite support systems for returning staff. Only 23% of budget expended at midyear indicates delayed implementation.

Overall Assessment: While the framework is strong, the inability to maintain full credentialed staffing limits progress toward closing achievement gaps. The action provides structure and support but faces persistent staffing challenges that prevent full effectiveness in creating an equity-oriented culture of learning. WCPA continues to strive to implement innovative rural recruitment strategies to improve outcomes.

Action 2: The action successfully provides sustained professional learning for all educators focused on high-quality, tier-one instruction. Data-driven professional development has enabled staff to develop targeted learning strategies that directly address student needs. The Chief Academic Officer and Assistant Principals effectively collaborate with staff to deliver research-based training.
WCPA maintained full implementation by funding these critical positions. The comprehensive professional development structure includes summer training (6 days), non-instructional days (10 days), and weekly sessions throughout the school year, focusing on differentiated instruction for Students with Disabilities and English Learners.

This action effectively supports Goal 1 by building educator capacity through sustained, culturally responsive professional learning. The focus on data-driven instruction and support for diverse student populations directly advances the goal of creating an equity-oriented culture with high expectations.

Action 3: This action shows promising effectiveness with full implementation and early positive results.

Strong Implementation: WCPA successfully established Professional Learning Communities (PLCs) with teachers collaborating weekly to analyze student data and adapt instruction. The fully staffed Curriculum & Instruction team and first-year Guiding Coalition provide structured support. Teachers engage in data-driven decision-making using the four critical PLC questions to guide planning, assessment, intervention, and extension strategies.

Impact on Student Groups: The multi-tiered professional learning model directly addresses diverse student needs. Teachers receive differentiated support based on their skill levels, which translates to improved classroom instruction for all students. The focus on TNTP domains (Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning) particularly benefits Students with Disabilities and English Learners through more targeted instructional strategies.

Early Results: While working toward the ambitious goal of 80% end-of-unit mastery rates, early indicators show differentiated professional learning is beginning to manifest in classroom practices and student outcomes. The three-tiered teacher support system (universal PD, enhanced support, and intensive coaching) ensures all educators receive appropriate development regardless of experience level. ELs demonstrated growth on the ELA CAASPP +11; and SED +19 growth (from 2022-23 to 2023-24); for Math EL's -3.2 and SED +7.1 growth (2022-23 compared with 2023-24).

Overall Assessment: This action effectively advances Goal 1 by empowering educators through collaborative, data-driven professional learning. Initial implementation challenges with the Guiding Coalition have been overcome, showing strong growth. The structured approach to teacher collaboration and differentiated support creates the foundation for sustained improvement in instructional quality and student achievement across all subgroups.

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.

No changes were made to Goal 1 for the 2025-26 school year. WCPA will continue to develop a one-year LCAP to maintain flexibility in responding to evolving student needs and organizational priorities.

The goal remains focused on ensuring all students are educated by highly qualified educators and supported by strong, equity-oriented school leadership teams through enhanced professional development programs and robust support systems that enhance instructional practices in a deliberate, equity-oriented culture of learning with high expectations.

WCPA maintained continuity across all core components of Goal 1. The goal statement continues to emphasize recruiting, developing, and retaining excellent teachers and school leaders. All three actions from the previous year are preserved: Highly Qualified, Equity-Oriented Administrators & Educators; Sustained Research-Based Professional Learning; and Differentiated Professional Learning. The same metrics continue to be used, including percentage of fully credentialed and appropriately assigned teachers, implementation of state academic content standards, and CAASPP performance data.

The strategic focus remains on Professional Learning Communities (PLCs), the TNTP framework, and Multi-Tiered System of Supports (MTSS), reflecting WCPA's commitment to the systematic approach established in previous years.

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	**HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM**	Wonderful College Prep Academy (WCPA) will employ two (2) school site principals for the Elementary (TK-6) and Secondary (7-12) grades, thus shifting the instructional school site model to support continued learning by reducing school transitions for students by removing a middle school model. Additionally, WCPA will employ appropriately credentialed and assigned teachers to serve grades TK-12 to provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, VAPA, Spanish, and Physical Education. WCPA's teacher residency program with Loyola Marymount University ("LMU") will help create a teacher pipeline in subject matters needed. Our Teacher Induction Mentor works closely with teacher residents to ensure they are on track to complete their programs. WCPA's teacher residency program with LMU will help create a teacher pipeline in subject matters needed. Our Teacher Induction Mentor works closely with teacher residents to ensure they are on track to complete their programs. Substitute Teachers across all grade levels will be employed to maintain continuity of instruction and prevent further interruptions to learning. Wonderful College Prep Academy will provide all students with 180 instructional days, which exceeds the California state requirement of 175. All educators will participate in 6 days of Summer Professional Development); 10 non-instructional days and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners including English Learners (EL) and Students with Disabilities (SWD). Professional Development throughout the school year will focus on the following areas of focus:	$3,912,533	N

		• Quarterly Data Talk: NWEA, CFAs, DIBELS • TNTP: Academic Ownership • TNTP: Demonstration of Learning • TNTP: Culture of Learning • TNTP: Essential Content • Unit Planning • Building a Positive Classroom Culture: Setting Expectations, Creating Classroom Agreements, Warm Demander • Supporting Student Progress Toward Mastery of the Standards • Integrated ELD Strategies: Vocabulary • School Site Specific - Focus on Culture and Climate • Supporting all subgroups in the classroom • Community Agreements • Support with Tier 1 behaviors in the classroom Funding will be used to invest in: • 2 School Site Principals • 30 Core Teachers • Recruitment & Hiring Supplies		
2	**SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING**	WCPA will provide all educators (General Education & SPED) with sustained, research-based professional learning resulting in high-quality, tier-one instruction within a multi-tiered system of supports for all students. WCPA currently uses the definition for "high-quality instruction" identified by the California Department of Education. According to the California Department of Education (CDE), "Most researchers and practitioners suggest that high-quality instruction meets each student where he or she is in learning the curriculum, so that instructional activities build on students' prior knowledge and	$81,000	N

are relevant and differentiated. This instructional approach means that teachers will design and apply different methods to help students' access critical content." The CDE also notes, "The quality of the instruction teachers deliver has a striking impact on student achievement. When instruction is differentiated to accommodate students' learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically."

To better meet the needs of our diverse populations of students, WCPA will include culturally responsive professional learning to increase student outcomes for all students, especially for Students with Disabilities (SWD) and English Learner (EL) students.

All educators will participate in 6 days of professional learning during the summer: 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners, including English Learners (EL) and Students with Disabilities (SWD).

To further strengthen the delivery of instruction and content, and build capacity among our teachers, instructional coaching and support will be provided by WCPA's Chief Academic Officer, Principal, and Instructional Coaches.

Schoolwide focus of professional learning opportunities will include - Literacy, Math, and Social-emotional Learning (SEL)

Professional Learning focused for Elementary educators will include:
- Play Based Learning
- Differentiated Learning Centers
- Geodes - decodable readers
- Just Words - phonics intervention EL Achieve
- Pause...Mindful Moment
- MyWorld Interactive
- De-Escalation Strategies

		Professional Learning for Secondary educators will include: • Secondary Writing • TNTP Academic Ownership • Depression/Anxiety & Academic Ownership P. 2 • Tech Startup PLC Professional Learning for Administrators: • PBIS: training for Principals: LACOE; PBIS Leadership Forum • Building staff/adult culture • IIRP Restorative Practices Graduate School: Putting Theory into Action for School Leaders; Restorative Practices for Educators WCPA will support educators and administrators through workshops and conferences, including: • MTSS Professional Learning Institute - Conference • CCSA • Math Conference • CASCWA Conference • National PBIS Leadership Forum • PBIS Leadership Forum • Community Schools Conference To support teacher effectiveness, teacher retention, and the credentialing clearance process, WCPA will reimburse employees for teacher induction expenses. Funding will be used to invest in: ● Chief Academic Officer ● Conference & Workshop fees		
3	**DIFFERENTIATED PROFESSIONAL LEARNING**	In 2024-2025, WCPA plans to refine the current Intellectual Preparation Protocol (IPP) process whereby site leaders facilitate discussions among teachers focused on data results from standards-aligned assessments. Using *Improvement Science*, we plan to strengthen how teachers collaborate among themselves in ongoing	$722,506	Y

cycles of inquiry to reach 80% end-of-unit common formative assessment mastery rates among students.

Our plan is to achieve this by introducing formal protocols of the Professional Learning Communities (PLC) structure to the IPP process. As described in "Learning by Doing (Third Edition)," effective PLCs are characterized by the following elements:

- Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitment they make to each other about how they will work together.

- The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.

- The collaborative team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same skills regardless of the teacher to whom they are assigned.

- The collaborative team develops common formative assessments to frequently gather evidence of student learning.

- The school creates a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

- The collaborative team uses evidence of student learning to inform and improve the individual and collective practice of its members.

This work will further refine the IPP process by guiding teacher collaborative work using the following four critical questions of the PLC process:

		Funding will be used to invest in: • Curriculum & Instruction Staff (4 employees) • Guiding Coalition Stipends • Instructional Consultants		

Goal

Goal #	Description	Type of Goal
2	Enhance academic outcomes for all students by providing high-quality Tier 1 instruction through a rigorous, culturally relevant curriculum coupled with tiered and targeted academic interventions. This approach will offer tailored supports to ensure equitable access to robust instruction and targeted interventions resulting in an equity-oriented instructional program where achievement gaps among marginalized student populations, including Students with Disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs), narrow while outcomes for all students improve.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 4: Student Achievement

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

As evidenced on the 2023 CA School Dashboard, there are persistent achievement gaps among Unduplicated Pupils as measured by the ELA and Math Academic Indicators. Overall, WCPA's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and English Learner (EL) students. WCPA will expand tiered interventions to increase the number of students performing at - or growing toward - grade level proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
3	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -50.2 Hispanic -51.1 EL -65.7 SED -55.9	2023-24 ELA CAASPP DFS All Students -31.9 Hispanic -32.1 EL -54.7 LTEL -100.4 SED -36.2		2024-25 ELA CAASPP DFS All Students -29.9 Hispanic -30.1 EL -52.7 LTEL -98.4 SED -34.2	All: +18.3 Hispanic: +19 EL: +11 LTEL: NA SED: +19.7
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -69.3 Hispanic -70.4 EL -81.1 SED -75.1	2023-24 Math CAASPP DFS All Students -65.3 Hispanic -66.7 EL -84.3 LTEL -134.5 SED -68		2024-25 Math CAASPP DFS All Students -64.3 Hispanic -65.7 EL -83.3 LTEL -133.5 SED -67	All: +4 Hispanic: +3.7 EL: -3.2 LTEL: NA SED: +7.1
6	% Proficient CAST Source: CAASPP website	2022-23 CAST % All Students 10.3% Hispanic 9.7% EL 0.0% SED 4.0%	2023-24 CAST DFS All Students -18.2 Hispanic -18.2 EL -22.8 SED -19.0		2024-25 CAST DFS All Students -17.7 Hispanic -17.7 EL -22.3 SED -18.5	All: +7.9% Hispanic: +8.6% EL: +4.1% SED: +12.8%
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	33.8% Source: 2023 Dashboard	47.9%: EL 55.1%: LTEL Source: 2024 Dashboard		2024-25: 49% EL 56% LTEL	+14.1%: EL
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 9.5% Proficient	2023-24: 13.83% Proficient		2024-25: 14.8%	+4.33%
9	Reclassification Rate	2022-23: 9%	2023-24: 15%		2024-25: 16%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Dataquest					
10	% students participating in elective or course enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
11	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 98%		2024-25: 100%	-2%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 96%	2023-24: 100%		2024-25: 100%	0%
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%

Goal Analysis for 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 1: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive curriculum access system across all core subject areas. The leadership team and instructors conduct annual reviews of curriculum materials, evaluating both physical and digital resources to identify and fulfill any gaps in instructional materials. WCPA regularly purchases and updates materials to ensure all students maintain continuous access to complete curriculum resources across all subject areas.

Action 2: This action was fully implemented. Wonderful College Prep Academy (WCPA) maintains a comprehensive intervention system through dedicated staff, educational technology, and after-school programming. Our multi-tiered support structure integrates classroom teachers, intervention specialists, and after-school staff to provide coordinated academic assistance. While we continue to deliver these essential services, we are actively recruiting qualified candidates for one resident teacher position and several after-school program positions to further strengthen our intervention team.

Early Warning System and Student Monitoring: Wonderful College Prep Academy (WCPA) has implemented a comprehensive Multi-Tiered System of Supports (MTSS) to address performance gaps identified in the 2023 and 2024 California School Dashboard, particularly among Unduplicated pupils, Students with Disabilities, and English Learners.

WCPA utilizes the Panorama SEL Universal Screener Platform as its primary early warning system. This platform provides comprehensive student monitoring across multiple dimensions, including social-emotional learning assessment, intervention tracking, progress monitoring, regular student check-ins, behavioral data, academic performance, and attendance patterns. The platform helps identify students at risk of academic failure and enables the creation of personalized learning and attendance plans. Staff review this data during biweekly MTSS meetings as part of our Data-Based Decision-Making (DBDM) process.

Tiered Academic Support Structure: Our intervention system provides targeted support across multiple tiers. Tier 1 includes differentiated classroom instruction for all students. Tier 2 consists of small group support led by Reading and Math Intervention teachers. Tier 3 delivers individualized assistance through Small Group Instructors and Instructional Assistants.

Extended Learning Opportunities: The academic support system extends beyond regular school hours through after-school programs featuring trained academic mentors. These programs implement research-based curriculum for math and reading intervention, while also incorporating enrichment activities with hands-on learning experiences.

Secondary School Support Programs: At the secondary level, WCPA provides comprehensive academic support through regular grade and transcript reviews conducted by School Academic Counselors using an A-G Course Monitoring Tool developed with UC Merced. Students have access to Edmentum Study Island, after-school tutoring, credit recovery options, and Air Tutor support.

Summer Academy: WCPA offers an intensive standards-aligned Summer Academy with programs tailored to different grade levels. For grades K-8, the academy provides small group interventions in English Language Arts and Mathematics, along with enrichment programs in science,

STEM, and athletics. Students in grades 9-12 can participate in credit recovery through the Plato platform, gain early access to high school courses, and pursue dual enrollment opportunities through Bakersfield College.

Staffing and Infrastructure: To implement these initiatives effectively, WCPA maintains a robust staffing structure including eight Small Group Instructors, three Resident Teachers, five Instructional Assistants, eight Guidance Counselors, and five SPED Instructional Assistants. The academy also provides student transportation services with Wi-Fi-equipped buses, enabling students to complete homework during their commute times. This comprehensive system ensures that all students receive appropriate support based on their individual needs, with regular monitoring and adjustment of interventions as needed.

Action 3: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive assessment system to monitor student progress and inform interventions throughout the school year. WCPA administers NWEA MAP Reading and Math assessments three times annually to establish baseline performance data, develop trimester growth targets, and identify students needing academic interventions. For grades TK-6, DIBELS assessments are conducted three times yearly, while Common Formative Assessments using Edulastic are administered four times annually in Math and English Language Arts across all disciplines.

The implementation of Professional Learning Communities (PLCs) has strengthened WCPA's data analysis practices, with teachers now engaging in weekly analysis of classroom assessments, district benchmarks, and NWEA data. The assessment system is integrated with WCPA's Data-Based Decision-Making (DBDM) process, ensuring students receive appropriate tiered support ranging from high-quality Tier 1 instruction to small group instruction (Tier 2) and individualized interventions (Tier 3).

WCPA's leadership team utilizes an Early Warning System through Panorama to monitor student data across multiple domains including academics, behavior, attendance, and social-emotional learning (SEL). This system supports WCPA's Multi-Tiered System of Supports (MTSS) framework by deploying targeted interventions, which are regularly monitored for implementation fidelity.

WCPA's Chief Academic Officer oversees these schoolwide assessments, while the Curriculum & Instruction Special Projects Coordinator manages testing logistics for both internal and state-mandated assessments. To support this data-driven approach, WCPA has invested in assessment software and employed three Data Analysts who develop comprehensive data reports for administrators and teachers. These reports inform instruction and decision-making throughout the school year, particularly during professional development days.

Action 4: This action was fully implemented. WCPA's Information Technology (IT) unit has implemented comprehensive technology access across the school system. Each student has been provided with a technology device to access curricular materials and assessments. Teachers have been equipped with classroom devices, and technology upgrades have been completed throughout classrooms.

The IT unit has established and maintains curriculum software subscriptions and robust internet security measures, including Firewall and Go Guardian systems, along with social media monitoring. WCPA has installed Wi-Fi on school buses, enabling students to study and complete homework during their commute to and from school. To support these technology initiatives, WCPA has invested in Chromebooks and laptops, classroom technology infrastructure and repairs, internet and systems hardware, and maintains a staff of three IT employees to ensure ongoing system reliability and support.

Action 5: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive educational program addressing whole child development through expanded learning opportunities beyond core academic subjects. The program integrates arts and STEM education throughout the school day and in after-school settings. Students from transitional kindergarten through high school participate in enrichment programs including art instruction, music programs (band, mariachi, and music appreciation), visual arts, robotics/STEM activities, and Spanish language instruction at the high school level. WCPA provides all necessary instruments and supplemental materials to support these programs, with additional enrichment experiences funded through the California Community Schools Grant.

Action 6: This action was fully implemented. Wonderful College Prep Academy (WCPA) has strengthened its special education program through comprehensive professional development and enhanced support systems. Teachers receive targeted training on differentiated instruction and collaborative implementation of Individualized Education Program (IEP) goals. The school has implemented a robust co-teaching model where general education and special education teachers jointly develop IEP-aligned lesson plans and instructional strategies.

To support this work, WCPA utilizes the TNTP rubric for providing consistent teacher feedback across four key areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. The school leverages a Power BI dashboard for real-time monitoring of student data, including attendance, behavior referrals, and academic performance. This system enables school leaders, Student Support Services, and special education administrators to implement timely interventions for struggling students.

The special education program has been enhanced with additional staffing, including three SPED administrators, one SPED teacher, and various service providers. WCPA has also invested in specialized curricula and software to support students with disabilities. The school has improved its processes for student participation in IEP meetings, particularly at the secondary level, and strengthened its transfer procedures to ensure continuity of services for incoming students with existing IEPs.

Action 7: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented comprehensive changes to address performance gaps among English Learners (EL) identified in the 2023 California School Dashboard.

Wonderful College Prep Academy has established an effective designated English Language Development (ELD) program that provides targeted language instruction during protected time blocks. However, needs assessment data indicates an opportunity to strengthen integrated ELD practices across all content areas. Strengthening integrated ELD will ensure English Learners have consistent support in developing academic language and accessing grade-level content throughout the school day. WCPA has established a fully staffed EL department that focuses on intervention programs for incoming EL students, complemented by integrated English Language Development (ELD) professional development for all teachers.

WCPA has developed an updated English Learner Master Plan in collaboration with the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC). The Master Plan has established clear strategies and processes for early learner identification, English Language Development programming, monitoring and reclassification procedures, designated and integrated instruction, core curriculum access, professional development, accountability measures, and parent engagement. WCPA has integrated this plan into all aspects of its LCAP goals to ensure comprehensive support for English Learners.

WCPA has created a language-rich environment to strengthen English Language Development during both designated and integrated instruction. Teachers have received extensive integrated ELD training, and support for EL students has been enhanced through redesigned advisory courses for newcomers, supplemental interventions, Spanish novels, and expanded classroom ELD libraries. The academy celebrates reclassified students annually to honor their achievements and their families.

To support these initiatives, WCPA has:

- Hired an EL Coordinator to lead the schoolwide EL Program and facilitate professional learning
- Implemented Ellevation software for EL student data management and instructional planning
- Provided EL Achieve training for teachers and administrators
- Established comprehensive ELD libraries
- Implemented Spanish Eureka Math resources

These improvements are supported by a tiered intervention system, with built-in opportunities for differentiated and small group instruction through Tier 1 and Tier 2 interventions, and individualized Tier 3 support for students requiring additional assistance.

Action 8: This action was fully implemented. Wonderful College Prep Academy (WCPA) has strengthened its comprehensive support system for Long-term English Learners (LTELs) through strategic monitoring and targeted interventions. The school's enhanced early warning system enables more effective identification and tracking of both current LTELs and students at risk of becoming LTELs. This improved monitoring capacity has facilitated deeper analysis of LTEL data trends, allowing for more precise matching of students with needed services and interventions beyond designated ELD instruction.

WCPA has deployed specialized ELD-credentialed teachers to provide tiered interventions within language-rich learning environments. LTELs receive priority access to additional academic support through after-school tutoring, intersession programs, and summer programming to accelerate language acquisition. Teachers have completed extensive integrated ELD training, with a particular focus on secondary-level instruction. This professional development began during summer preparation and continues through regular data analysis meetings throughout the school year. The school has strengthened its family engagement efforts, working to educate and empower families as educational partners in their students' language development journey. WCPA utilizes Elevation software to facilitate parent communication and goal-setting meetings, keeping families informed about their students' LTEL status and progress. The school has invested in additional curriculum and resources to support teachers in implementing strategies focused on long-term success for experienced multilinguals.

These coordinated efforts in monitoring, intervention, professional development, and family engagement aim to close achievement gaps and increase redesignation opportunities for LTEL students while building a strong support network for their academic success.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 2

Goal 2 demonstrated effective fiscal management with several actions resulting in cost savings while maintaining program quality and meeting established objectives.

Action 1 - Consumable Materials: This action came in significantly under budget due to strategic procurement practices. WCPA-Lost Hills successfully negotiated lower costs for consumable materials than originally anticipated during the budget development process. These savings were achieved without compromising the quality or quantity of materials needed to support student learning, demonstrating efficient resource management and allowing for potential reallocation of funds to other priority areas within the goal.

Action 2 - Expanded Learning Opportunities Program: The contracted services for expanded learning opportunities were delivered at a lower cost than budgeted. This variance likely resulted from competitive bidding processes, revised service delivery models, or efficiencies gained by the contracted provider. Despite the reduced expenditure, the program maintained its scope and quality of services to students, indicating successful vendor management and contract negotiation.

Action 4 - Technology Purchases: A substantial cost saving was realized when WCPA conducted a comprehensive technology needs assessment prior to equipment purchases. This data-driven approach revealed that fewer devices were actually required than initially projected during budget planning. The assessment enabled more targeted and strategic technology acquisitions, ensuring that purchases aligned with actual need rather than projected estimates. This resulted in avoiding unnecessary expenditures while still adequately supporting student access to technology and maintaining the integrity of the learning environment.

Overall Impact: These collective savings across multiple actions within Goal 2 demonstrate prudent fiscal stewardship and evidence-based decision making. The organization's ability to achieve its objectives while spending less than budgeted indicates effective program management and creates opportunities for strategic reinvestment in other areas that support student achievement and organizational goals.

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

Action 1: This action demonstrates strong effectiveness with full implementation and equitable access for all student groups.
Complete Implementation: WCPA successfully ensures 100% of students have access to high-quality, standards-based curriculum and instructional materials across all core subject areas. The proactive approach of securing materials before the school year began eliminated potential learning disruptions.
Impact on Student Groups: All student populations—including English Learners, Students with Disabilities, and socioeconomically disadvantaged students—have equal access to grade-appropriate materials. This universal access is fundamental to addressing the persistent achievement gaps identified in the 2023 CA School Dashboard among these specific groups.
Effectiveness for Goal Progress: By providing comprehensive curricular resources, this action creates the essential foundation for high-quality Tier 1 instruction. Teachers can focus on differentiated lesson planning and individual student growth rather than searching for materials. This directly supports Goal 2's aim to enhance academic outcomes through rigorous, culturally relevant curriculum.
Overall Assessment: This action is highly effective in advancing Goal 2. The seamless implementation and lack of substantial challenges indicate strong systems for curriculum review and procurement. Universal access to standards-aligned materials ensures all students, particularly marginalized populations, have the basic tools needed to access grade-level content. This foundational support is critical for narrowing achievement gaps and improving outcomes for all students.

Action 2: This action shows mixed effectiveness with partial implementation and varied results across student groups.

Implementation Status: WCPA provides tiered interventions through staff, learning software, and afterschool programming. However, partial implementation due to open positions for a resident teacher and afterschool staff limits full impact. Guidance counselors and interventionists have expanded services, but staffing gaps remain.

Student Group Performance - ELA Success: The action demonstrates strong effectiveness in ELA, with English Learners gaining +11 points and Socioeconomically Disadvantaged students achieving +19 points growth on CAASPP from 2022-23 to 2023-24. These substantial gains indicate the MTSS framework and targeted interventions are successfully supporting language arts development.

Math: Math results reveal effectiveness gaps. While Socioeconomically Disadvantaged students showed +7.1 points growth, English Learners declined by -3.2 points. This regression for ELs in math directly contradicts Goal 2's aim to narrow achievement gaps for marginalized populations.

Overall Assessment: The expansion of MTSS has effectively targeted some student groups, particularly in ELA. The comprehensive approach including academic counselors, intervention software, and differentiated support shows promise. However, the decline in EL math performance and staffing challenges in rural afterschool programs indicate the intervention system needs refinement. The contrasting ELA/Math results suggest interventions may be more developed or effective in literacy than mathematics, requiring urgent attention to math support for English Learners.

Action 3: This action demonstrates strong effectiveness with full implementation and positive impact on instructional practices.

Comprehensive Implementation: WCPA successfully implemented all planned assessment systems including NWEA MAP (3x yearly), DIBELS for TK-6 (3x yearly), and Common Formative Assessments using Edulastic (4x yearly in Math/ELA). The fully staffed data analyst team provides timely reports to inform instruction and intervention decisions.

Impact on Student Groups: The assessment system effectively identifies learning gaps across all student populations. Through refined data analysis, educators can pinpoint specific needs for English Learners, Students with Disabilities, and other subgroups. This granular data enables targeted interventions within the MTSS framework, directly supporting Goal 2's focus on closing achievement gaps for marginalized students.

Instructional Improvements: Greater staff collaboration during assessment periods has led to more tailored instructional approaches. Teachers use assessment data to differentiate instruction and adjust teaching strategies based on individual student needs. The integration of multiple assessment tools provides comprehensive views of student progress, enabling proactive rather than reactive interventions.

Overall Assessment: This action is highly effective in advancing Goal 2. The robust assessment infrastructure creates a continuous feedback loop that informs instruction, identifies struggling students early, and enables data-driven decisions about interventions. While WCPA continues refining tools for individualized learning plans, the current system successfully supports educators in delivering targeted instruction to improve outcomes for all students, particularly those in underperforming subgroups.

Action 4: This action demonstrates strong effectiveness with full implementation and equitable access across all student groups.

Universal Access Achieved: WCPA successfully provides 100% of students and staff with necessary technology devices, ensuring all learners can access digital curriculum, instructional materials, and assessments. This universal 1:1 device program eliminates the digital divide that often disproportionately affects low-income students and English Learners.

Support for Diverse Learners: The comprehensive technology infrastructure particularly benefits Students with Disabilities who can access assistive technology and adaptive learning programs. English Learners gain access to language learning software and translation tools. The Wi-Fi-

equipped buses extend learning time for students with long commutes, addressing rural transportation challenges while supporting homework completion.

Enhanced Learning Environment: Improved IT operating procedures ensure consistent technology functionality, minimizing instructional disruptions. Internet security safeguards (Firewall, Go Guardian, social media monitoring) create safe digital learning environments. Teachers have reliable classroom technology to deliver multimedia instruction that engages diverse learning styles.

Overall Assessment: This action is highly effective in advancing Goal 2's equity goals. By ensuring universal technology access, WCPA removes a fundamental barrier to learning for all students. The comprehensive approach—from devices to security to connectivity—creates conditions where all students, regardless of background or location, can fully participate in digital learning. This technological equity is essential for closing achievement gaps and ensuring culturally relevant, accessible instruction for marginalized student populations.

Action 5: This action shows strong effectiveness with full implementation and positive student engagement across all groups.

Comprehensive Implementation: WCPA successfully provides enrichment opportunities beyond core subjects, including arts (TK-8), music programs (band, mariachi, music appreciation TK-12), visual arts (TK-6), robotics/STEM (TK-12), and Spanish (9-12). Student response to expanded and new offerings has been enthusiastic, indicating strong engagement.

Impact on Student Groups: Universal access to enrichment programs particularly benefits traditionally underserved populations. English Learners gain cultural affirmation through mariachi and Spanish programs while developing academic language through STEM activities. Students with Disabilities access multiple modalities of learning through arts and hands-on robotics. Socioeconomically disadvantaged students receive instruments and materials at no cost, removing financial barriers to participation.

Whole Child Development: The broad course offerings directly support Goal 2's culturally relevant curriculum objective. Arts and music programs provide alternative pathways for student expression and achievement, crucial for students who may struggle in traditional academic areas. STEM programs prepare all students for college and career opportunities in high-demand fields.

Overall Assessment: This action effectively advances Goal 2 by providing equitable access to enrichment that develops the whole child. While scheduling challenges exist in accommodating all student requests, the program successfully broadens educational opportunities for marginalized populations. These experiences build engagement, cultural identity, and diverse skills that support academic achievement and narrow opportunity gaps between student groups.

Action 6: This action shows moderate effectiveness with full implementation, but ongoing refinement needed to fully close achievement gaps.

Strong Infrastructure: WCPA maintains a fully staffed Special Education department with three SPED administrators, SPED teachers, and various service providers. The comprehensive co-teaching model promotes collaboration between general and special education teachers on IEP-aligned lesson plans. This integrated approach ensures SWD receive support within inclusive classroom settings.

Areas of Progress: Expanded targeted support addresses individual student needs through differentiated instruction and IEP implementation. The TNTP rubric provides consistent feedback across four domains (Essential Content, Culture of Learning, Academic Ownership, Demonstration of

Learning) to improve instruction for SWD. Professional development focuses on supporting all subgroups, building teacher capacity to serve diverse learners.

Ongoing Challenges: Despite full staffing, WCPA acknowledges still "fine tuning SpEd services," indicating the system isn't yet optimized. Rural location creates challenges sourcing specialized service providers. While infrastructure exists, there continues to be persistent achievement gaps for Students with Disabilities require continued attention.

Overall Assessment: This action provides essential services but hasn't yet achieved its full potential in closing achievement gaps for SWD. The comprehensive approach—from co-teaching to PBIS implementation to student involvement in IEPs—creates a strong foundation. However, Goal 2's aim to narrow achievement gaps for SWD remains a work in progress. Continued refinement of services and consistent implementation of evidence-based practices are needed to accelerate progress for this vulnerable population.

Action 7: This action shows mixed effectiveness despite full implementation, with significant gains in some areas but critical gaps in others.

Positive Outcomes: Strong progress is evident in English language development, with 47.9% of ELs making progress toward proficiency (up from 33.8%). The reclassification rate improved dramatically from 9% to 15%. ELA CAASPP scores showed +11 points growth, demonstrating that integrated ELD professional development and intervention programs are building English literacy skills effectively.

Critical Concern: Despite language progress, Math CAASPP scores declined by -3.2 points for English Learners. This regression indicates that while students are developing English proficiency, they're not accessing math content effectively. The disconnect between language development and math achievement directly undermines Goal 2's aim to narrow achievement gaps.

Implementation Strengths: WCPA maintains a fully staffed EL department with comprehensive supports including an EL Coordinator, Ellevation software for tracking, extensive integrated ELD training, and targeted interventions for newcomers. The annual reclassification celebration affirms student achievement and family engagement.

Overall Assessment: This action shows partial effectiveness—successful in language development but failing to translate gains into math achievement. The RED performance level on the English Learner Progress Indicator confirms systemic challenges remain. Low parent participation in ELAC/DELAC meetings suggests missed opportunities for family partnership. While infrastructure and language supports are strong, WCPA must urgently address how EL students access rigorous math content to prevent widening achievement gaps in STEM areas.

Action 8: This action shows promising early implementation, though effectiveness cannot yet be determined as 2023-24 serves as baseline data for this newly identified student group on the CA School Dashboard.

Implementation Progress: WCPA successfully delivered extensive integrated ELD training targeting secondary school teachers, which was well-received by staff. WCPA utilized Elevation software for parent goal-setting meetings and provided specialized support through ELD-credentialed teachers. Professional development specifically addressed strategies for LTELs, focusing on closing achievement gaps and increasing redesignation opportunities.

Baseline Establishment: The 2023-24 data showing 55.1% of LTELs making progress on ELPI establishes the baseline against which future progress will be measured. WCPA has implemented comprehensive supports including tiered interventions, prioritized afterschool tutoring, and specialized curriculum for experienced multilinguals. These systems position WCPA to track and support LTEL progress moving forward.

Early Indicators: While outcome effectiveness cannot be assessed without comparison data, process indicators are positive. Teacher training has been extensive and well-received. Multiple support systems are operational. However, communication challenges with families about LTEL status suggest areas for improvement in parent partnership strategies.

Overall Assessment: This action has achieved full implementation of planned supports for LTELs. The infrastructure is in place with trained staff, tracking systems, and targeted interventions. True effectiveness will be determined when 2024-25 data allows comparison to this baseline year. Early implementation success suggests potential for positive outcomes, but measurable impact on student achievement awaits future assessment cycles.

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.

No changes were made to Goal 2 for the 2025-26 school year. WCPA will continue to develop a one-year LCAP to maintain flexibility in responding to evolving student needs and organizational priorities.

The goal structure remains unchanged as it continues to align with the school's commitment to implementing the CA Community Schools Framework and strengthening the Multi-tiered System of Supports (MTSS).

The goal continues to focus on enhancing academic outcomes for all students through high-quality Tier 1 instruction, rigorous culturally relevant curriculum, and tiered academic interventions to narrow achievement gaps among marginalized student populations, including Students with Disabilities, English Learners, and Long-Term English Learners.

One metric modification was made: The CA Science Test (CAST) metric will be updated to report results using "points from standard" as displayed on the 2024 CA School Dashboard, rather than percentage of students who met or exceeded standards. This change reflects educational partner feedback and ensures consistency with CA School Dashboard reporting methodology.

All eight actions from the previous year are preserved. This continuity allows WCPA to build upon established systems while maintaining flexibility to refine implementation strategies based on ongoing data analysis and evolving student needs, focused on improving outcomes for Long-Term English Learners.

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	**HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM**	WCPA will ensure all students have access to high-quality, standards-based curriculum and instructional materials for all core subject areas. School leadership and instructors will annually review curriculum and identify any additional curricular needs (hard copy/electronic licenses) and consumables. Funding will be used to invest in: ● Curriculum & Student Consumables ● PE curriculum & supplies	$491,582	N
2	**ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS**	Overall, WCPA's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and English Learner (EL) students. WCPA will expand tiered interventions to increase the number of students performing at - or growing toward - grade level proficiency. WCPA recognizes the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through a formal data-based decision-making process. As such, WCPA will refine existing processes and implement a disciplined Data-Based Decision-Making (DBDM) process. This process will result in an effective Multi-Tiered System of Supports (MTSS) to ensure that all students reach their full potential. As stated by Katie Novack, this system of supports is needed "in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all students and educating them completely as a "whole" person." Our goal through Data-Based Decision-Making (DBDM) will be	$1,011,155	Y

to improve outcomes for all students, and particularly those student groups who have continued to experience persistent performance gaps.

Dr. Novak maintains that "The whole focus of an MTSS system is to create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction in academics, behavior and social-emotional learning that meets their needs."

When students struggle academically even after having access to high-quality Tier 1 instruction, students will participate in tiered, small group instruction based on their needs. Based on formative data, if students require additional assistance, they will receive more individualized targeted instruction more tailored to their unique needs. According to the American Institute for Research, MTSS addresses inequitable outcomes by:

- Including opportunities for culturally relevant teaching practices.
- Promoting early instructional intervention.
- Providing high-quality instruction.
- Making team-based decisions, establishing strong site-based leadership and eliminating opportunities for bias when determining appropriate interventions.
- Implementing professional learning that ensures cultural competency.

Using a Data-Based Decision-Making (DBDM) process, school teams will make informed decisions about the necessary interventions for students. Interventions will serve as supports through differentiated instruction, small group instruction and additional learning opportunities to make sure students' progress towards mastery. This Tier 2 instruction will allow groups of students to revisit the same standards with more focused and targeted assistance. This will occur either in the classroom or through "pull-out" learning, outside of the classroom and others intervention supports. Where further assessment results demonstrate that students are still not successful, they will receive individualized intervention, based on their unique needs which could include student/teacher conferencing or working with a specialist. This will be considered Tier 3 of WCPA's MTSS Framework.

WCPA Reading Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) and Instructional Assistants will provide targeted interventions during the instructional day based on student performance on assessments throughout the school year. Students in need of additional academic interventions will be identified based on refinements to WCPA's existing Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) Model.

At the secondary level, School Academic Counselors will assist with Data-Based Decision-Making (DBDM) by conducting grade and transcript reviews to identify struggling students and better coordinate appropriate interventions. This process will be facilitated by WCPA's partnership with the University of California, Merced, and the development of an A-G Course Monitoring Tool, a database that identifies academic gaps based on course performance. Counselors will meet with students regularly to build positive relationships and ensure students are engaged, and provide resources as needed.

Students will also have access to the following additional evidence-based academic interventions:

- Edmentum Study Island: Tier II Intervention (all subjects) to be offered during intervention blocks during the instructional school day and after school for additional instruction

- After-school tutoring & credit recovery

- Expanded learning Opportunities: after school, intersession, and summer programming.

- Air Tutor - supplemental intervention program available for students after the school day to help close academic gaps

To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy with small group interventions for all students that will address learning gaps and accelerate student learning, especially for English Learner (EL) students, Socioeconomically Disadvantaged, and Students with Disabilities (SWD), to address learning gaps. The Summer Academy will focus on English Language Arts, Mathematics courses, and credit recovery using the Plato platform to ensure students are on track to graduate and meet UC A-G course requirements. Our Director of Student

Experience and our Curriculum & Instruction Team will assess programmatic offerings annually for the Summer Academy based on student academic needs informed by student assessment data. The Summer Academy will be offered as a high-dosage, small group, intervention program by credentialed teachers for grades K-8 with an enrichment program (provided by a third-party) focused on science, STEM, athletics and other program offerings. The Summer Academy for grades 9-12 will provide students an early start to high school and dual enrollment courses to ensure students are on-track for graduation and receive an AA degree from Bakersfield College.

Funding from Expanded Learning Opportunities Plan (ELOP) will provide our students with additional academic support through interventions, STEM experiences, academic and social clubs, in addition to sports and enrichment opportunities to enhance student well-being. We will leverage ELOP to further accelerate learning for our students and narrowing achievement gaps through targeted intervention groups.

Additionally, WCPA will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA buses will be equipped with Wi-Fi (internet accessibility) so that students commuting to and from school can complete homework and/or study during commute times.

Funding will be used to invest in: Guidance Counselors, After-school tutoring and credit recovery (Plato, Air Tutor, Study Island), Intersession (academic support and credit recovery), and Summer Academy.

Funding will be used to invest in:

- 5 Small Group Instructors
- Reading Interventionist
- 3 Instructional Assistants
- 2 Academic Guidance Counselors
- Learning software
- Afterschool programing

| 3 | **MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING** | It is essential to administer evidence-based, standards-aligned assessments throughout the school year to assess learning gaps, monitor student progress, develop student growth targets, and deploy appropriate tiered interventions,

Standards-aligned assessments and an effective DBDM process should be tightly integrated by design to effectively serve students. This is necessitated by the academic side of the MTSS pyramid, which ensures that each student, at every school, is provided with high-quality Tier 1 instruction Tier 1 (guaranteed and viable curriculum). Results from Interim assessments are used to identify when students are not demonstrating mastery of standards at any given point of the academic year. Site teams will then use those results to make informed decisions about the necessary interventions for specific groups of students. Interventions serve as supports through differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3).

WCPA students will be assessed using NWEA MAP Reading and Math assessments three (3) times in 2024-2025 to provide baseline performance data (fall). These data will be used to develop trimester growth targets, measure, monitor student academic progress and growth, and identify students requiring academic interventions. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that assesses students' reading and math levels and accurately reflects the students' measured growth over time. NWEA results provide teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from grade level proficiency.

Additionally, DIBELS assessments will be administered three (3) times in 2024-25 for students in grades TK-6. Common Formative Assessments (CFAs) using Edulastic will also be administered across all disciplines four (4) times in Math and ELA (English Language Arts) in 2025-26. Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by EC Section 53008 to ensure early identification and intervention support. | $78,556 | Y |

		WCPA's Chief Academic Officer will oversee and monitor the administration of schoolwide assessments. Data reviews will be embedded as part of the Data-Based Decision-Making (DBDM) process to effectively deploy interventions for students. The Curriculum & Instruction Special Projects Coordinator will coordinate the logistics of schoolwide testing of internal and state mandated assessments. The Lead Data Analyst and Data Analyst will develop data reports of schoolwide, internal, and state mandated assessments for administrators and teachers to inform instruction and decision-making throughout the school year and in advance of staff professional development days. Student performance data will be reviewed after each administered assessment to identify students in need of additional interventions and support. Funding will be used to invest in: ● Assessment software ● 2 Data Analysts		
4	**ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING**	WCPA's IT unit will ensure all students have access to a technology device to be able to access curricular and instructional materials, as well as assessments. Additionally, the IT unit will provide classroom devices for teachers, implement classroom technology upgrades, maintain and administer curriculum software subscriptions, internet security safeguards, i.e. Firewall, Go Guardian, social media monitoring), and provide reliable Wi-Fi for school buses so that students can study and complete homework to and from school. Funding will be used to invest in: ● Chromebooks/laptops ● Classroom technology and repairs ● 3 IT employees ● Software/internet security safeguards ● Internet/systems hardware	$272,814	N

		• Server Infrastructure upgrades		
5	**BROAD COURSE OF STUDY**	WCPA strongly believes in providing students an educational program focused on whole child needs, including exposure to the arts and STEM programs. WCPA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include exposure to the arts, music, and STEM school day rotations and afterschool clubs which include the following: • Art (TK-8) • Music - Band, Mariachi, Music Appreciation (TK-12) • Visual Art (TK-6) • Robotics/STEM (TK-12) • Spanish (9-12) WCPA will provide instruments and supplemental instructional materials for electives and student enrichment opportunities. Supplemental experiences will be provided by the California Community Schools Grant.	$490,840	N
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	WCPA has completed a thorough review of the instructional program and supports available to Students with Disabilities (SWD) as a result of our local indicators as an area of primary focus for school in the upcoming school year. WCPA will develop and implement a new and more robust co-teaching model with (general ed) teachers and Special Education teachers collaborating on IEP-aligned lesson plans to support Students with Disabilities in the classroom. Intervention teachers will provide SWDs with IEP appropriate interventions supports in Math and ELA to help close achievement gaps and support growth. Guiding Coalitions will meet using Professional Learning Community (PLC) principles to monitor student performance on schoolwide assessments and adapt strategies throughout the school year to support academic growth for all Students with Disabilities.	$333,755	N

By continuing to focus all best instructional practices to support student achievement in ELA and Mathematics using the whole-child approach to help with addressing and decreasing exclusionary practices of suspension in lieu of other means of consequences and continue to increase student engagement and attendance.

WCPA is also committed to utilizing the TNTP rubric to provide teachers (SPED and general education) consistent feedback in the following areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. In doing so, both general education teachers and special education teachers can improve on their skills through targeted professional development for all teaching staff with the purpose of increasing student academic performance across all grade levels for SWDs.

During the school year, WCPA will leverage the Power BI dashboard that allows school leaders to easily gather and analyze information such as student attendance/absences, referrals, D's and F's. In doing so, Student Support Services, school site leaders, and SPED administrators are dedicated to working together to implement strategies for all students falling behind academically, struggling with attendance, or having social/emotional challenges impacting their behavior.

Similarly, WCPA is continuing to grow its best practices around Positive Behavioral Interventions and Supports (PBIS) which will support students meeting school wide expectations inside and outside of the classroom.

For the upcoming school year, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") to better target student behavior and mental health needs. Through building rapport and familiarity with students, School Psychologists and School Social Workers will be able to target specific needs and more easily collaborate with school site staff to best support student success.

Based on parent feedback through surveys and conversations, as well as staff feedback, one area of growth for the SPED department is in offering in-person Speech/Language services for SWDs.

One additional area of improvement is the involvement of students in decision making and IEP processes. In the upcoming school year, SPED staff will continue to improve upon having students participate in their IEP

within the secondary grades (7th – 12th grade) to increase student involvement and engagement and increase self-advocacy. Additionally, case managers will complete student interviews prior to IEPs at all ages to gather information in preparation for the meetings.

Child Find

All school site leaders have continued to develop their Multi-Tiered System of Supports ("MTSS") for their specific school sites. In doing so, they work alongside Student Support Services and School Psychologists to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA instructional staff are encouraged to request a Student Success Team ("SST") for any academic or behavioral concerns that they need support with. Based on information presented through either of these means, students in need of Tier 2 supports are offered academic and/or behavior interventions to support their success in the school environment. Through these two data-driven teams, WCPA works to identify students with suspected disabilities. Professional Learning Teams will also collaborate on ways to support students with disabilities and their access to Tier 1 instruction as well.

Similarly, if a parent requests a Special Education evaluation, an SST is held within the legally mandated 15-day timeline to collaborate as a team regarding their students' quantitative and qualitative data. The SST will make suggestions as next steps (i.e. student is being successful, intervention, or moving forward with an evaluation). If the parent then determines that an assessment is not warranted, they sign in agreement that an evaluation is not warranted at this time. If they do want to move forward, regardless of the recommendations made by the team, the School Psychologist proposes an evaluation and completes the evaluation within 60-days.

Lastly, WCPA staff worked diligently this school year to improve their transfer process to more efficiently identify students already identified and transferring in with SPED services to ensure that they receive their services in a timely manner.

Funding will be used to invest in:

		• SPED administrative staff (2) • SPED specific curricula & software • 1 SPED Teacher • SPED service providers / consultants		
7	**SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION**	WCPA-Lost Hills received a RED performance level for English Learner Progress Indicator (ELPI) on the 2023 California School Dashboard. The 2024 Dashboard showed significant improvement: English Learners achieved a GREEN performance level on the ELPI. WCPA's instructional focus on EL's has been on small group instruction and creating a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction. Wonderful College Prep Academy will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for ELs includes redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. The reclassification process is celebrated annually, with staff communicating with families and revising the EL Master Plan in collaboration with ELAC/DELAC/EL-PAC input to meet the academic needs of ELs. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate and lead professional learning for teachers on designated and Integrated ELD, including strategies to engage ELs. As well as EL focused Task Force to support school wide initiatives to support ELs. To further support ELs with language instruction, specialized ELD credentialed teachers will focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and support they need to excel. Teachers and Administrators will also participate in a 5-day EL Achieve training or EL Achieve Institute to enhance student monitoring and support EL students through EL Achieve. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification, and identifies long-term EL.	$44,373	Y

In addition, Ellevation software program is an EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students.

WCPA teachers will participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year.

English Learners specifically newcomers will receive additional academic support through their Advisory course, where resources and will be available to provide additional language support through onboarding.

Spanish novels will be made available for multilingual students; and will expand classroom libraries with books and dictionaries that support English Language Development. Reclassified students will be celebrated annually as a WCPA community to honor students and their families. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate, and lead professional learning for teachers on Designated and Integrated ELD, including strategies to engage ELs. The EL Coordinator will facilitate the task force charged with updating the EL Master Plan.

At Wonderful College Prep Academy, the reclassification process of EL is an annual celebratory event, which our students take pride in. Our staff communicates with families (and provides interpreter services), to inform them of their child's status, program, and strategies to support them at home. The EL Coordinator, leadership team with the input of ELAC/DELAC/EL-PAC will review and revise the EL Master Plan to ensure academic needs of ELs are met.

Funding will be used to invest in:
- EL Coordinator
- Ellevation software
- EL Achieve PD training
- ELD libraries
- Spanish Eureka Math

| 8 | **SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL) THROUGH LANGUAGE ACQUISITION** | The long-term English Learner (LTEL) student group received a RED performance level on the 2024 California School Dashboard for Chronic Absenteeism, English Language Arts (ELA), and Mathematics Academic Indicators, demonstrating the critical need for comprehensive, targeted interventions.

WCPA will implement a comprehensive support system to accelerate English language proficiency and academic achievement among Long-term English Learners (LTELs) through specialized instruction, additional support staff, family engagement, and multi-tiered interventions addressing both academic and behavioral needs.

Specialized Instruction and Intervention To address the identified needs of LTELs, WCPA will deploy additional specialized ELD credentialed teachers who will provide tiered intervention using ELD standards within language-rich learning environments. WCPA will add a dedicated Instructional Aide specifically assigned to support LTEL students with individualized academic assistance, small group interventions, and classroom support across all content areas. These students will be prioritized for additional tutoring through afterschool, intersession, and summer programming to accelerate both language acquisition and academic achievement. Additionally, WCPA will implement Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement.

Professional Development and Coaching Support All WCPA teachers will participate in extensive integrated ELD training that begins in the summer and continues through data talk days throughout the school year. The Instructional Aide will receive specialized training in ELD strategies, intervention techniques, and data collection to maximize their effectiveness in supporting LTEL students. This professional development will be enhanced through the establishment of Professional Learning Communities (PLCs) and targeted teacher coaching provided as part of ongoing technical assistance. Assistant Principals will receive specialized coaching across all content areas with a specific focus on English Learner strategies, while coordinators will collaborate regularly with APs, principals, and the Instructional Aide to ensure alignment of support efforts across the school. | $119,210 | Y |

| | | **Enhanced Family Engagement and Communication** WCPA will establish a dedicated student services team to facilitate regular family collaboration meetings, providing quarterly updates to families in their native language regarding student performance and progress. The Instructional Aide will assist in documenting student progress and preparing family communication materials to ensure comprehensive reporting on intervention effectiveness. This enhanced communication system will keep families consistently informed about their student's LTEL status and all available supports, fostering stronger partnerships between home and school in supporting student success.

Curriculum and Instructional Resources WCPA will purchase additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners. These resources will be utilized by both teachers and the Instructional Aide to ensure that all support staff have access to research-based strategies and tools necessary for effective LTEL instruction, creating more targeted and impactful learning experiences.

Expected Outcomes This comprehensive approach, enhanced by dedicated instructional support, will provide LTELs with the academic, behavioral, and family support necessary to accelerate English language proficiency, improve academic achievement, reduce chronic absenteeism, and increase redesignation opportunities. The addition of specialized instructional aide support will ensure more individualized attention and targeted intervention for students who need additional assistance to succeed. | | |

Goal

Goal #	Description	Type of Goal
3	Promote whole child development through an inclusive, positive, and supportive learning environment that promotes social-emotional growth and nurtures academic excellence so that all students are provided the skills and competencies necessary to graduate college and career-ready with the greatest number of postsecondary choices from the widest array of options. This learning environment will be enhanced by social and emotional targeted interventions, robust family engagement and empowerment, and the maintenance of state-of-the-art facilities.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 4: Pupil Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Post-pandemic WCPA's students have experienced significant learning loss, exacerbated by trauma due to the pandemic. Despite numerous efforts to address learning loss and trauma, improving daily attendance (reducing chronic absenteeism rates) has been a multi-year challenge. There is a need to continue to strengthen MTSS using universal screeners to identify student learning gaps in alignment with CA Community Schools Framework – 4 Pillars of Community Schools: Integrated Student Supports; Family & Community Engagement; Collaborative leadership and practices for educators and administrators and extended learning time and opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
14	Facility Inspection Tool (FIT) Report Score	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: SARC					
15	Parent input in decision-making for all students including UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 4 11. 4 12. 4	2024-25: 9. 4 10. 4 11. 4 12. 5		2025-26: 9. 4 10. 4 11. 5 12. 4	9. 0 10. 0 11. 0 12. +1
16	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full	2023-24: 1. 4 2. 4 3. 4 4. 5	2024-25: 1. 4 2. 4 3. 3 4. 4		2025-26: 1. 4 2. 4 3. 4 4. 4	1. 0 2. 0 3. -1 4. -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
17	% students college ready measured by Math EAP. Source: CAASPP website	2022-23: 4.55% (Level 4) 13.64% (Level 3)	2023-24: 2.7%: Level 4 10.81%: Level 3		2024-25: 3% Level 4: 11% Level 3	-1.85% Level 4 -2.83% Level 3
18	% students college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 27.27% (Level 4) 27.27% (Level 3)	2023-24: 21.62%: Level 4 37.84%: Level 3		2024-25: 22% Level 4: 38% Level 3	-5.65% Level 4 +10.57% Level 3
19	Attendance Rate Source: CALPADS	2022-23: 93.79%	2023-24: 94.6%		94.8%	+0.81
20	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 17.6% Hispanic 16.8% EL 18.5% SED 18.9%	2023-24: Chronic Absenteeism Rate All Students 10.5% Hispanic 10.1% EL 9.7% LTEL 15.1% SED 11.3% SWD 20.5%		2024-25 Chronic Absenteeism Rate All Students 9.0% Hispanic 8.4% EL 9.7% LTEL 20.0% SED 9.8% SWD 16.3%	All: -7.1% Hispanic: -6.7% EL: -8.8% LTEL: NA SED: -7.6% SWD: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
21	Chronic Absenteeism Rates (K-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 18.5% Hispanic 17.9% EL 20.8% SED 19.6% SWD 22.2%	2023-24: Chronic Absenteeism Rate All Students 13.7% Hispanic 13.6% EL 13.3% SED 13.9% SWD 28.0%		2024-25 Chronic Absenteeism Rate All Students 11.0% Hispanic 11.3% EL 11.3% SED 12.0% SWD 16.1%	All: -4.8% Hispanic: -4.3% EL: -7.5% SED: -5.7% SWD: +5.8%
22	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: <1%	0%
23	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 4.5% Hispanic 4.7% EL 5.0% SED 5.2% SWD 2.8%	2023-24: Suspension Rate All Students 5.6% Hispanic 5.8% EL 5.9% LTEL 14.6% SED 5.6% SWD 4.0%		2024-25 Suspension Rate All Students 5.8% Hispanic 5.9% EL 8.8% LTEL 16.7% SED 6.1% SWD 3.5%	All: +1.1% Hispanic: +1.1% EL: +0.9% SED: +0.4% SWD: +1.2%
24	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: <1%	0%
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 82% Sense of Safety 82% School connectedness	2024-25: 48% Sense of Safety 85% School Connectedness		2025-26: 50% Sense of Safety 86% School Connectedness	-34% Sense of Safety +3% School Connectedness
26	Other Local Measure - Parent Survey: Sense of	2023-24: 74% Sense of Safety	2024-25: 88% Sense of Safety		2025-26: 89% Sense of Safety	+14% Sense of Safety -4% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	safety & school connectedness. Source: Local	81% School connectedness	77% School Connectedness		78% School Connectedness	
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 85% Sense of Safety 75% School connectedness	2024-25: 82% Sense of Safety 87% School Connectedness		2025-26: 83% Sense of Safety 88% School Connectedness	-3% Sense of Safety +12% School Connectedness
28	High School Dropout Rate Source: Dataquest	N/A WCPA served TK-11	2023-24: 4.2%		2024-25: 0%	+4.2%
29	High School Grad Rate Source: CA School Dashboard	N/A WCPA served TK-11	2023-24: 95.8%		2024-25: 100%	+95.8%
30	% students: A-G completion rate Source: Dataquest	N/A WCPA served TK-11	2023-24: 73.9%		2024-25: 74.9%	+73.9%

Note: WCPA's educational program does not offer AP Courses. WCPA focuses on dual enrollment opportunities for all students to earn an associate's degree, with CTE courses counting as dual enrollment rather than CTE Pathways. Therefore, the following LCAP metrics do not apply for WCPA-Lost Hills:

- **Priority 4:**
  - % of pupils who complete CTE course from approved pathways – WCPA does not offer CTE Pathways
  - % of pupils who have completed both A-G & CTE - WCPA does not offer CTE Pathways
  - % of pupils who pass AP exams with a score of 3 or higher. – WCPA does not offer AP courses

Goal Analysis for 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 1: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive attendance and student support initiative to address declining attendance rates, chronic absenteeism, suspension rates, and college and career readiness. Under the leadership of the Director of Student Support Services, WCPA has established a dedicated Student Attendance Team that includes Student Incident Response Coordinators. This team proactively identifies at-risk students, conducts home visits, and develops individualized attendance plans that address root causes of absenteeism.

The school has expanded its support infrastructure by adding transportation routes and investing in two additional drivers to improve access to school. Each school day begins with engaging morning announcements that build school culture and celebrate academic achievements. WCPA has strengthened its Positive Behavioral Interventions and Supports (PBIS) program, implementing celebrations and incentives through LiveSchool software to recognize positive student behavior and reduce suspension rates.

A cornerstone of WCPA's support system is the Wonderful Student Wellness Center, which provides comprehensive wraparound services including mental health counseling, preventive care, and chronic illness management. The center is staffed with bilingual healthcare professionals who deliver targeted support for students' physical and mental health needs. Social Workers and Student Affairs Specialists conduct targeted outreach to disengaged students, while Assistant Principals lead school culture initiatives and address behavioral challenges.

To ensure successful implementation of these initiatives, WCPA has invested in additional staffing and resources, including nursing services, Care Solace software, MTSS consultants, and funding for field trips and special activities. This integrated approach to student support addresses attendance barriers, promotes student wellness and engagement, reduces suspensions, and strengthens college and career readiness preparation. The successful execution of these planned services demonstrates WCPA's commitment to providing comprehensive support for student success.

Action 2: This action is fully implemented. Wonderful College Prep Academy (WCPA) has implemented comprehensive college and career readiness initiatives aligned with the College and Career Indicator (CCI) measures of the CA School Dashboard. Following the graduation of its inaugural Lost Hills class of 2024, WCPA continues to expand opportunities for all students, including Unduplicated Pupils and Students with Disabilities.

WCPA currently offers two dual-enrollment pathways—Agriculture Prep (Business/Economics) and Teach and Lead—allowing all students to earn both a high school diploma and an associate degree in high-need fields. Through a partnership with Bakersfield Community College, WCPA ensures equitable course access, continuous student progress monitoring, and internship opportunities via the Wonderful Agricultural Prep Pathways Program.

WCPA has enhanced its social capital development program, particularly focusing on serving the Lost Hills community. This initiative provides students with opportunities for personal and professional growth through new experiences, development of essential social skills, and engagement in civic activities. Rather than offering Advanced Placement courses, WCPA emphasizes universal participation in dual enrollment

courses toward associate degree completion. To support these college and career readiness efforts, WCPA has invested in Naviance software, staffing for DESS Manager and Trajectory Assistant positions, and college and university visits. The school's dual enrollment courses, which include CTE coursework, contribute to students' CCI requirements while advancing the school's mission of college preparation and completion.

Action 3: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a comprehensive whole-child approach to student support, while actively developing enhanced monitoring systems. WCPA is implementing an Early Warning System to track student well-being through integrated monitoring of attendance, behavior, and academic performance. The Student Support Team has established criteria to identify at-risk students and guide the development of tailored interventions.

The developing monitoring system integrates multiple data platforms including Aeries student information system, the Kern Integrated Data System (KiDS) for tracking chronic absenteeism, and Panorama surveys to assess student perceptions of academic and social-emotional support. Through the Data-Based Decision-Making (DBDM) process, WCPA provides intensified services for high-need students as part of its Multi-Tiered System of Supports (MTSS). While these systems continue to be refined, WCPA maintains its commitment to using data to evaluate and improve support services.

To support its culture-building initiatives, WCPA has invested in staffing and resources including three Campus Supervisors, an Athletic Director and Assistant Athletic Director, and funding for student activities. WCPA maintains active student engagement through student council, clubs, and athletic programs, providing necessary equipment and covering event fees. This comprehensive approach ensures that students receive support across academic, social-emotional, and extracurricular domains while maintaining a safe and secure learning environment. As the Early Warning System continues to develop, WCPA remains focused on creating a positive school climate that promotes student engagement, safety, and college and career readiness.

Action 4: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a parent empowerment model that goes beyond traditional parent involvement or engagement. Through ELAC/DELAC meetings and the Parent Advisory Committee (PAC), WCPA continues to seek parent input in LCAP development and general school operations, ensuring families are active participants in decision-making processes.

WCPA provides translation services and interpreted materials at all meetings to ensure full participation from all families. Through this approach, WCPA has created a system of true accountability ("rendir cuentas") for the use of taxpayer funds in meeting student needs.

Action 5: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented comprehensive parent engagement initiatives to foster partnerships in student education. WCPA engages families, including those of unduplicated pupils and Students with Disabilities, through multiple platforms and events such as Coffee with the Principal, parent workshops, Town Hall sessions, and regular communications via ParentSquare, SchoolMint, and LiveSchool platforms.

The Family & Community Engagement staff facilitates bilingual communication through workshops, interpreter services, and translated materials in both Spanish and English. WCPA hosts targeted parent workshops including Math Night, Literacy Night, Individualized Learning Plan (ILP) Nights, orientations, and Back to School Nights.

WCPA conducts annual family surveys, reporting results through the LCAP, parent meetings, and staff communications. All correspondence is provided in both English and Spanish, adhering to the "15% and above translation needs" criteria based on primary language surveys. These initiatives are supported by various software platforms including ParentSquare, Aeries, and SchoolMint, ensuring consistent and accessible communication with all families.

Action 6: This action was partially implemented. Wonderful College Prep Academy (WCPA) has maintained high standards for facility safety and cleanliness while providing reliable student transportation. WCPA completes annual Facility Inspection Tool (FIT) reports, addressing any identified needs through appropriate repairs. These findings are reported through the SARC, Local Indicators Report (Dashboard), and LCAP.

WCPA has implemented improvements including carbon water filtration systems and air monitoring systems throughout its facilities. While these systems are fully operational, WCPA continues to evaluate and assess campus perimeter monitoring systems for potential enhancements to further improve campus safety and security.

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.

Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures - Goal 3

Goal 3 achieved significant cost efficiencies across transportation-related actions, resulting in substantial savings while maintaining essential services that support student access and educational opportunities.

Action 1 - Regular Transportation Services: This action experienced a significant cost savings with transportation expenditures coming in substantially below the budgeted amount. The actual transportation costs were much lower than originally projected during the budget development process, representing one of the most notable variances within Goal 3.

Several factors likely contributed to these savings, including more efficient route planning and optimization, reduced fuel costs compared to budget projections, lower than anticipated vehicle maintenance expenses, or changes in transportation demand that required fewer services than originally planned. Additionally, operational efficiencies gained through improved scheduling and resource allocation may have contributed to the cost reduction.

This variance resulted in considerable savings for WCPA while still fully meeting the transportation needs outlined in Goal 3, Action 1. The organization successfully maintained its commitment to providing necessary transportation services that support student access and attendance, ensuring no compromise in service quality or availability.

Action 3 - Field Trip and Event Transportation: Transportation costs for field trips and special events also came in under budget. This savings likely resulted from factors such as reduced travel distances, more cost-effective transportation arrangements, fewer events requiring transportation than initially anticipated, or successful negotiations with transportation providers. Despite the reduced expenditure, WCPA maintained its ability to provide students with enriching educational experiences outside the classroom.

Overall Impact: The substantial savings across both transportation actions demonstrate effective resource management and operational efficiency. These preserved funds create opportunities for strategic reallocation to other areas that support student achievement and WCPA's overall educational mission. The cost savings reflect the organization's ability to adapt to changing circumstances while maintaining essential services, showcasing fiscal responsibility without compromising the quality of transportation services that are critical to student access and educational opportunities.

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

Action 1: This action shows mixed effectiveness with divergent outcomes for attendance versus suspension rates.

Chronic Absenteeism Success (K-8): Significant improvements from 2022-23 to 2023-24 demonstrate strong effectiveness in reducing chronic absenteeism. All students improved by -7.1%, with English Learners showing the greatest gains at -8.8%, followed by Socioeconomically Disadvantaged at -7.6% and Hispanic students at -6.7%. These substantial decreases indicate that expanded transportation, Student Attendance Team home visits, and wraparound services effectively addressed attendance barriers.

Suspension Rate Concerns: Conversely, suspension rates increased across all groups from 2022-23 to 2023-24: Students with Disabilities +1.2%, All students and Hispanic students +1.1%, English Learners +0.9%, and Socioeconomically Disadvantaged +0.4%. Despite PBIS implementation and social-emotional supports, behavioral interventions to reduce exclusionary discipline practices this is an area for growth.

Implementation Strengths: Full implementation included comprehensive wraparound services through the Wonderful Student Wellness Center, expanded transportation routes, strengthened attendance monitoring systems, and proactive interventions. The Student Attendance Team successfully identified at-risk students and conducted home visits, contributing to improved attendance.

Overall Assessment: This action demonstrates split effectiveness—highly successful in improving attendance but ineffective in reducing suspensions. While the infrastructure for support is strong, the increase in suspension rates directly contradicts Goal 3's aim to create an inclusive, supportive environment. The divergent outcomes suggest that while students are coming to school more consistently, behavioral support systems need significant strengthening to keep them in classrooms rather than excluding them through suspensions.

Action 2: This action demonstrates strong effectiveness with full implementation and expanded opportunities, though challenges remain for specific student groups.

Universal Access Achievement: WCPA successfully ensures 100% of students in grades 9-12 have access to dual enrollment programming through three pathways: Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences. This universal access model surpasses traditional AP course offerings by enabling all students to earn both a high school diploma and associate degree in high-need fields.

Implementation Strengths: The partnership with Bakersfield Community College provides equitable course access with continuous progress monitoring. Structured internship opportunities through the Wonderful Agricultural Prep Pathways Program give students real-world experience. By focusing on associate degree completion rather than selective AP courses, WCPA creates inclusive pathways to postsecondary success for all students.

Challenges for English Learners: Despite universal access, English Learners face barriers to full participation in college preparatory coursework. Limited individualized academic counseling, insufficient language development resources, and gaps in social capital prevent ELs from

maximizing dual enrollment opportunities. These students need additional scaffolding to navigate rigorous college-level courses and envision postsecondary pathways.

Overall Assessment: This action effectively advances Goal 3's college and career readiness objectives through innovative dual enrollment programming. The 100% access rate demonstrates strong systemic equity. However, access alone doesn't ensure success—particularly for English Learners who need targeted support to translate opportunity into achievement. While the infrastructure for college-going culture is robust, differentiated supports must be strengthened to ensure all students, especially ELs, can fully benefit from these pathways.

Action 3: This action shows limited measurable effectiveness due to partial implementation and lack of outcome data.

Implementation Status: WCPA is still developing its Early Warning System to track student attendance, behavior, and academic performance. While the Student Support Team has established criteria to identify at-risk students, the comprehensive system remains under construction. The integration with Aeries, KiDS, and Panorama platforms is planned but not yet fully operational.

Current Progress: Athletic and extracurricular activities are successfully supporting students' emotional well-being, with active student councils, clubs, and sports programs. Three Campus Supervisors and Athletic Directors are in place, providing supervision and engagement opportunities. Initial fall Panorama survey data has been collected, establishing baseline measurements for school climate perceptions.

Key Challenges: WCPA continues to develop a comprehensive intervention menu tailored to specific student needs across academics, behavior, and attendance. The complexity of aligning appropriate interventions with varying student circumstances has delayed full system implementation. Without a complete Early Warning System, WCPA cannot yet provide the data-driven, tiered supports envisioned in the MTSS framework.

Overall Assessment: Effectiveness cannot be determined at this time since this is the initial phase. While infrastructure elements are being built and extracurricular supports are active, the core Early Warning System that would drive targeted interventions remains incomplete. The spring Panorama survey will provide essential comparative data to assess whether current efforts are improving student perceptions of safety and school connectedness. Until then, this action represents work in progress rather than demonstrated impact on whole child development.

Action 4: This action shows limited effectiveness despite full implementation, with engagement quality high but participation rates concerning.
Implementation Status: WCPA maintains established structures for parent input through ELAC/DELAC meetings and Parent Advisory Committee (PAC). Translation and interpreter services are provided at all meetings to ensure accessibility. The framework for parent empowerment is operational, focusing on accountability ("rendir cuentas") for taxpayer fund usage.

Participation Challenges: Low parent attendance at both ELAC/DELAC and PAC meetings significantly limits effectiveness. While WCPA provides multiple opportunities for input, most families are not participating in decision-making processes. This lack of broad engagement undermines the goal of true parent empowerment and reduces diverse perspectives in LCAP development. However, participation this year in significant part due to ICE/immigration raids and the current political climate at the federal level has impacted parent involvement and engagement countywide if not statewide.

Quality of Engagement: Parents who do attend demonstrate high engagement levels, providing valuable input that informs LCAP creation. These engaged parents offer meaningful perspectives on student needs and resource allocation. However, their views may not represent the broader parent community, particularly families of English Learners and Students with Disabilities.

Overall Assessment: This action achieves minimal effectiveness in advancing Goal 3's family engagement objectives. While structures exist and engaged parents provide quality input, low overall participation fails to achieve authentic parent empowerment. The zero budget expenditure at midyear suggests missed opportunities for outreach initiatives that might increase participation. Without broader parent involvement, WCPA cannot ensure its LCAP truly reflects community needs or builds the robust family partnerships essential for student success.

Action 5: This action shows limited effectiveness despite full implementation of multiple engagement platforms and opportunities.

Comprehensive Implementation: WCPA successfully provides multiple engagement platforms including Coffee with the Principal, parent workshops (Math/Literacy Nights), ILP Nights, Back to School events, and Town Halls. Digital communication through ParentSquare, SchoolMint, and newsletters ensures information reaches families in English and Spanish. Family & Community Engagement staff facilitate bilingual workshops and provide interpreter services.

Low Participation Rates: Despite extensive offerings, parent attendance at events remains disappointingly low. This limited participation affects all student groups, preventing meaningful partnership development with families of English Learners, Students with Disabilities, and unduplicated pupils. Low turnout undermines efforts to empower parents as educational partners.

Technology Success: Parent outreach through digital platforms has effectively kept families informed about school activities. Electronic communication reaches more families than in-person events, suggesting parents prefer remote engagement methods. However, one-way information sharing doesn't achieve the two-way partnership Goal 3 envisions.

Overall Assessment: This action demonstrates minimal effectiveness in building authentic parent engagement. While infrastructure and opportunities are comprehensive, actual participation remains low across all student groups. WCPA will reassess engagement strategies, perhaps shifting from traditional events to methods that better match family preferences and availability.

Action 6:   This action demonstrates strong effectiveness with partial implementation and consistent high-quality facility maintenance.

Facility Excellence Maintained: WCPA successfully maintains an "Exemplary" rating on the Facility Inspection Tool (FIT), ensuring all students learn in safe, clean environments. Carbon water filtration systems and air monitoring systems are fully operational, providing healthy learning conditions that particularly benefit students with health vulnerabilities, including those with asthma or compromised immune systems common in agricultural communities.

Implementation Progress: The operations and facilities team has improved operating procedures and completed campus upgrades, creating welcoming environments that support student well-being. These high-quality facilities remove environmental barriers to learning, allowing students to focus on academics rather than dealing with uncomfortable or unsafe conditions.

Pending Enhancements: While core facilities are exemplary, campus perimeter monitoring systems remain under evaluation. This delay in security enhancements represents the only incomplete element, though existing safety measures maintain secure learning environments.

Overall Assessment: This action effectively advances Goal 3's objectives of creating supportive learning environments that promote student success. The exemplary facility conditions directly support whole child development by ensuring physical comfort, safety, and pride in school environment. High-quality facilities particularly benefit Students with Disabilities who may need accessible, well-maintained spaces and English Learners who benefit from distraction-free environments. While perimeter monitoring enhancement is pending, current facility excellence strongly supports the inclusive, positive learning environment Goal 3 envisions.

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.

No changes were made to Goal 3 for the 2025-26 school year. WCPA-Lost Hills continues its one-year LCAP approach to maintain flexibility in responding to evolving student needs. The goal remains focused on promoting whole child development through an inclusive, positive, and supportive learning environment that nurtures both social-emotional growth and academic excellence, ensuring all students graduate college and career-ready.

Preservation of Established Actions: All six actions from 2024-25 are preserved: Addressing Social-Emotional & Behavioral Student Needs Through Tiered Interventions, Promoting a College-Going Culture, Promoting Whole Child Development Through an Inclusive and Supportive Learning Environment, Parent Input in Decision-Making, Opportunities Provided to Support Parent Engagement & Empowerment, and Maintaining State-of-the-Art School Facilities. This continuity demonstrates WCPA's commitment to sustained implementation of proven strategies while allowing for refinement based on ongoing assessment.

Metric Enhancement: Existing metrics continue unchanged, including facility inspection scores, parent engagement measures, student achievement indicators, attendance rates, chronic absenteeism data, and school climate surveys. **Three new metrics (28-30) have been added following the graduation of WCPA's first class in 2024.** These include high school dropout rates, graduation rates, and A-G completion rates, providing essential data about the school's effectiveness in preparing students for postsecondary success throughout their complete TK-12 educational journey.

Strategic Rationale

This approach allows WCPA to build upon established whole child support systems while maintaining flexibility to adapt based on student needs and community outcomes. The one-year LCAP cycle provides agility to respond to emerging challenges while the preservation of all actions acknowledges that sustainable change requires consistent implementation over multiple years. The addition of graduation-related metrics represents a significant milestone, enabling WCPA to demonstrate long-term impact of its college preparatory mission and whole child approach for its predominantly Hispanic, socioeconomically disadvantaged student population.

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	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED INTERVENTION**	WCPA will implement a comprehensive support system to accelerate English language proficiency and academic achievement among Long-term English Learners (LTELs) through specialized instruction, family engagement, and multi-tiered interventions addressing both academic and behavioral needs. To address the decline in attendance rates and decrease chronic absenteeism rates WCPA will provide social-emotional and behavioral emotional supports to address the mental health needs of our students. Success will be monitored through our student information system, Aeries and the Kern Integrated Data System (KiDS). Our foster youth students show the greatest need for these additional supports. The Director of Student Supports Services has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students. WCPA will add additional bus transportation routes as requested by families. For the 2024-25 school year, the Student Attendance Team will include the Student Incident Response Coordinators. The Student Attendance team will identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year and conduct home visits. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few. Each morning begins with welcoming morning announcements, celebration of academic goals, culture building and to motivate students. WCPA will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes.	$777,016	Y

Action #	Title	Description	Total Funds	Contributing
		The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral challenges. Students will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment. The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such COVID testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates, and increasing student engagement and learning. Providing these essential services onsite further mitigates lost instructional time and addresses student needs in 'real-time.' Funding will be used to invest in: • PBIS Incentives • School Climate & Culture initiatives • LiveSchool software • Director of Students Services • Field trips & special activities • Nursing services • Care Solace software • MTSS consultants • Director of Student Support Services		

Action #	Title	Description	Total Funds	Contributing
2	**PROMOTING A COLLEGE-GOING CULTURE**	As a college preparatory school an area of focus for WCPA is ensuring that students are meeting the College and Career Indicator (CCI) measures of the CA School Dashboard. WCPA will lead numerous efforts to ensure all students (including Unduplicated Pupils and Students with Disabilities) are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. WCPA will continue operating three pathways (Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences) for students to select from with the goal that students earn a high school diploma and an associate degree (AA/AS) in these designated "high need" fields as identified by the U.S. Department of Labor Statistics for our region. WCPA's Pathway Coordinator ensures students have equitable access to these courses in partnership with Bakersfield Community College. Staff continuously monitor student progress and ensure students have access to all curricular and instructional materials. Students also participate and complete an internship through the Wonderful Agricultural Prep Pathways Program. We recognize that communities like Delano require that educational leaders fight concentrated poverty through exemplary educational practices by providing students more instructional time with more effective teachers than traditional educational entities offer. Therefore, we plan to provide opportunities to students to acquire *social capital*. Social capital encompasses the networks, relationships, and overall connections that students possess. These opportunities will focus on the following facets of social capital: 1. Opportunities for students to open doors for them to new experiences for personal and professional growth. 2. Opportunities for students to develop essential social skills such as communication, collaboration, empathy, and teamwork. 3. Opportunities for students to engage and participate in civic activities and volunteer initiatives.	$8,880	N

Action #	Title	Description	Total Funds	Contributing
		Note: Wonderful College Prep Academy does not offer Advanced Placement Courses, because the focus is on all students participating in dual enrollment and earning an associate's degree. Also, WCPA offers CTE courses which count as dual enrollment not CTE Pathways. Funding will be used to invest in: • Naviance software • DESS Manger & Trajectory Assistant • College & University visits		
3	**PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT**	WCPA will continue to be guided by meeting the needs of our students from a whole-child perspective. As such, we will provide all students with a school culture and climate that promotes active and ongoing student engagement, positive school climate, a safe and secure learning environment, and college and career focused. To create this culture and climate, we will implement an Early Warning System that ensures the safety and well-being of students and staff. Specifically, WCPA will improve policies and procedures designed to track students' attendance, behavior, and academic performance. WCPA is committed to providing intensified services for students demonstrating the highest needs through the Data-Based Decision-Making (DBDM) process outlined in *Action #2 (Addressing Academic Needs through Tiered Targeted Interventions) of Goal #2)*. This process will result in an effective Multi-Tiered System of Supports (MTSS) to ensure that all students reach their full potential. This effort will be monitored through our student information system, Aeries, the Kern Integrated Data System (KiDS) for chronic absenteeism rates, and the Panorama student survey to gauge students' ratings of WCPA's focus on meeting their academic and social and emotional needs. Funding will be used to invest in: • Panorama Surveys	$402,616	N

Action #	Title	Description	Total Funds	Contributing
		• Student incentives • Student Council, student clubs • Sports equipment and staff • 4 Campus Supervisors • Athletic Director • Assistant Athletic Director • Athletic team supplies and event fees3		
4	**PARENT INPUT IN DECISION-MAKING**	To shift the focus and change how parents treat our LCAP as a document reflecting how we plan to meet the needs of our students, we will strive for parent empowerment among our parents/guardians as opposed to parent involvement or parent engagement. We will proactively seek parent input in decision-making through the following committee structures: • ELAC/DELAC meetings • Parent Advisory Committee (PAC) Translation of materials and interpreter services will be made available at each convening. By doing this, we hope to capture the essence of the term "accountability" of the LCAP by empowering parents to hold us accountable (*"rendir cuentas"*) for how we utilize taxpayer funds.	$1,200	N
5	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT**	WCPA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through *Coffee with the Principal*, parent workshops, Town Hall sessions, Parent/family newsletters, messaging through ParentSquare, SchoolMint and LiveSchool platforms. The Family & Community Engagement staff will communicate with families, facilitate workshops, provide interpreter services, and translate materials (Spanish/English) for families/caregivers.	$223,804	N

Action #	Title	Description	Total Funds	Contributing
		WCPA will also host parent workshops and guest speakers on essential topics to engage parents in their child's education. Topics include but are not limited to: ● Parent workshops (math NightLiteracy Night) ● Individualized Learning Plan (ILP) Nights ● Orientations & Back to School Nights WCPA remains committed to parent involvement through our Parent Partnership Program—a volunteer initiative that encourages parents to participate in school activities and support their child's education. Families will be surveyed annually, and results will be reported on the LCAP, parent meetings, and staffwide. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.		
6	**MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES**	Wonderful College Prep Academy- Lost Hills strives to provide all students and staff with a safe, clean school facility and reliable transportation to and from school. Each year, WCPA completes the Facility Inspection Tool (FIT) report to assess our facilities. When the report identifies areas needing attention, we make appropriate repairs. These FIT findings are reported annually in the School Accountability Report Card (SARC), Local Indicators Report (Dashboard), and Local Control and Accountability Plan (LCAP). Funding will be used to invest in: • School transportation Costs • 2 Transportation staff • Facilities repairs and maintenance • Campus security • Campus operations and communications	$1,356,812	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,311,897	$290,540

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
39.65%	0%	$0	39.65%

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 #(s)	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
Goal 1, Action 3	Need for Enhanced Collaborative Teacher Learning and Data-Driven Decision Making 1. **Transition from Individual to Collaborative Practice**: The need to move away from teachers working in isolation to implementing formal Professional Learning Community (PLC) protocols where "educators work collaboratively rather than in isolation, take collective responsibility for student learning." 2. **Systematic Data-Based Decision Making**: The need for teachers to work in "ongoing	This action must be provided schoolwide because collaborative teacher learning and data-driven decision making requires systematic implementation across all grade levels and departments to effectively serve unduplicated pupils. 1. **Collective Responsibility Model**: The action emphasizes that "educators work collaboratively rather than in isolation, take collective responsibility for student learning." This cannot be achieved if only some teachers participate—it requires a	The metrics that will be used to monitor effectiveness: • #2: Implementation of the Academic Content Standards • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	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
	cycles of inquiry to reach 80% end-of-unit common formative assessment mastery rates among students" through structured collaboration focused on assessment results. 3. **Improved Student Outcomes Through Teacher Collaboration**: The action addresses the need for "collaborative teams" to "use evidence of student learning to inform and improve the individual and collective practice of its members." 4. **Structured Intervention Development**: The need for teams to systematically address the four critical PLC questions: 5. **Multi-Tiered Support Implementation**: The need to implement differentiated instruction, small group instruction (Tier 2), and individualized interventions (Tier 3) through collaborative decision-making rather than individual teacher judgment. 6. **Leadership Development**: The need for "Guiding Coalitions" led by principals and teachers to "support data-based decision-making in support of closing student academic gaps." This action recognizes that achieving the goal of having all students educated by highly qualified educators requires moving beyond individual teacher effectiveness to building collective teacher efficacy through structured collaboration and shared accountability for student learning outcomes.	cultural shift across the entire school where all staff share accountability for all students' success. 2. **Guaranteed and Viable Curriculum**: The PLC model requires "collaborative teams establish a guaranteed and viable curriculum, unit by unit, so all students have access to the same skills regardless of the teacher to whom they are assigned." This ensures equity for unduplicated pupils by preventing them from receiving different quality instruction based on classroom assignment. 3. **Systematic Data Analysis**: The goal of "80% end-of-unit common formative assessment mastery rates" requires all teachers to use common assessments and collaborate on data analysis. Partial implementation would create data gaps and inconsistent intervention responses for struggling students. 4. **Multi-Tiered Support System**: The action's focus on implementing "differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3)" requires coordination across all staff to ensure students receive consistent support as they move between classes and grade levels. 5. **Vertical Alignment**: Unduplicated pupils need consistent, high-quality instruction throughout their educational journey. Schoolwide implementation ensures that PLCs create seamless transitions and build upon prior learning, preventing achievement gaps from widening due to	

Goal and Action #(s)	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
		inconsistent practices between grade levels or departments. The schoolwide approach ensures all unduplicated students benefit from improved collaborative teaching practices regardless of their classroom placement.	
Goal 2, Action 2	**Need for Systematic Multi-Tiered Academic Interventions to Close Persistent Achievement Gaps** WCPA-Lost Hills has identified a critical need for systematic multi-tiered academic interventions to address persistent and significant achievement gaps across student populations. Student data from the 2023 California School Dashboard reveals persistent performance gaps among Unduplicated pupils, Students with Disabilities, and English Learner students. Overall performance results demonstrate that improvement is needed on a systemic level, with significant inequities persisting across all student groups where many students are not performing at or growing toward grade-level proficiency. The school requires implementation of a disciplined Data-Based Decision-Making (DBDM) process that results in an effective Multi-Tiered System of Supports (MTSS). This systematic approach necessitates equitable allocation of resources through formal data-driven processes to ensure students demonstrating the highest needs receive intensified services. The framework must create systematic interventions that serve as supports through differentiated instruction, small group instruction at Tier 2, and individualized interventions at Tier 3.	The action must be provided schoolwide because the achievement gaps and performance challenges are not isolated to specific classrooms or grade levels but represent systemic issues affecting the entire school. Student data from the 2023 California School Dashboard shows that performance gaps among Unduplicated pupils, Students with Disabilities, and English Learners are evident across all student groups and grade levels, requiring a comprehensive, school-wide response rather than targeted interventions in select areas. • **Organizational Coherence Requirements:** WCPA has recognized that creating organizational coherence requires a systematic approach that involves all staff members working together within the same Multi-Tiered System of Supports (MTSS) framework. The Data-Based Decision-Making (DBDM) process must be implemented consistently across all classrooms, grade levels, and content areas to ensure that interventions are coordinated and effective. A piecemeal approach would undermine the coherence necessary for sustained improvement. • **Universal Tier 1 Foundation:** The action emphasizes that the "whole focus of an	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	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
	WCPA needs to strengthen Tier 1 instruction as the foundation so all students can access high-quality core instruction in academics, behavior, and social-emotional learning. When students struggle despite quality Tier 1 instruction, systematic Tier 2 small group interventions become necessary based on formative data. For students requiring additional assistance, individualized Tier 3 interventions must be available to address their unique academic needs. The interventions must address inequitable outcomes through culturally relevant teaching practices and early instructional intervention, supported by team-based decision-making that eliminates opportunities for bias when determining appropriate interventions. All interventions need to be designed as culturally sustaining approaches that address academic, behavioral, and social-emotional needs comprehensively. The fundamental need is to expand and systematize tiered interventions to increase the number of students performing at or growing toward grade-level proficiency, particularly focusing on closing persistent achievement gaps for the school's most vulnerable student populations through a comprehensive, equity-focused MTSS framework.	MTSS system is to create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction in academics, behavior and social-emotional learning that meets their needs." This requires all teachers across the school to implement high-quality, culturally responsive Tier 1 instruction consistently. Without schoolwide implementation, students would experience inconsistent instructional quality as they move between teachers and grade levels. • **Equitable Resource Allocation:** Providing the action schoolwide ensures equitable allocation of resources and eliminates the potential for bias in determining which students receive interventions. The schoolwide approach enables teams to make data-driven decisions about resource deployment based on student need rather than classroom assignment, ensuring that all students have access to appropriate tiered supports regardless of their teacher or grade level. • **Cultural Sustainability and Coherence:** The action specifically addresses the need for culturally sustaining practices that must be embedded throughout the entire school culture. Implementing interventions in only select areas would create inconsistent experiences for students and families, particularly undermining the goal of serving the predominantly Hispanic, socioeconomically disadvantaged student population in a coherent, culturally responsive manner.	

Goal and Action #(s)	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
Goal 2, Action 3	**Need for Systematic Assessment and Data-Driven Decision Making to Support Effective Interventions** WCPA-Lost Hills has identified a critical need for systematic, ongoing assessment practices integrated with effective data-based decision making to ensure all students receive appropriate tiered interventions. This need stems from the recognition that standards-aligned assessments and an effective DBDM process must be tightly integrated by design to effectively serve students within the academic side of the MTSS pyramid. The school requires a comprehensive assessment system that ensures each student receives high-quality Tier 1 instruction through guaranteed and viable curriculum, with ongoing monitoring to identify when students are not demonstrating mastery of standards at any given point during the academic year. Without systematic assessment practices, site teams cannot make informed decisions about necessary interventions for specific groups of students who need differentiated instruction, small group instruction at Tier 2, or individualized interventions at Tier 3. WCPA needs multiple assessment measures administered consistently throughout the year to provide baseline performance data, develop trimester growth targets, measure and monitor student academic progress and growth, and identify students requiring academic interventions. The assessment system must utilize research-based, computer adaptive assessments that accurately reflect students' measured growth over time and provide teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of	The action must be provided schoolwide because effective assessment and data-driven decision making requires consistent systems and processes across all classrooms, grade levels, and content areas. The LCAP emphasizes that "standards-aligned assessments and an effective DBDM process should be tightly integrated by design to effectively serve students." This integration cannot be achieved if only select teachers or grade levels participate in the assessment system, as it would create gaps in data collection and inconsistent intervention deployment. • **MTSS Framework Coherence:** The assessment system serves as the foundation for the entire Multi-Tiered System of Supports, which "ensures that each student, at every school, is provided with high-quality Tier 1 instruction." Since the MTSS framework operates schoolwide and affects all students, the assessment system that drives intervention decisions must also operate schoolwide. Without universal implementation, the school cannot accurately identify which students need Tier 2 or Tier 3 interventions or monitor the effectiveness of those interventions consistently. • **Coordinated Intervention Decision-Making:** Site teams use assessment results to "make informed decisions about the necessary interventions for specific groups of students," but these decisions must be coordinated across the entire school to ensure students receive consistent support as they move between teachers and grade levels. A fragmented assessment approach	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	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
	how far above or below they are from grade-level proficiency. The school requires enhanced data analysis and reporting capabilities to support the Data-Based Decision-Making process and ensure interventions are deployed effectively. This includes the need for comprehensive data reports for administrators and teachers to inform instruction and decision-making throughout the school year, particularly during professional development days when teams analyze student performance data to adjust instructional strategies and intervention approaches. The fundamental need is to establish a systematic assessment framework that provides timely, actionable data to drive instructional decisions and ensure that all students, particularly those in underperforming subgroups, receive appropriate interventions based on their individual learning needs rather than assumptions about their capabilities.	would result in inconsistent intervention strategies and potential gaps in support for students who need seamless transitions between different levels of academic assistance. • **Comprehensive Student Monitoring:** The action includes administering NWEA MAP assessments three times annually, DIBELS assessments for grades TK-6, and Common Formative Assessments across all disciplines to establish baseline data, develop growth targets, and monitor progress. This comprehensive monitoring system requires schoolwide participation to create complete academic profiles for all students and ensure that no student falls through the cracks due to inconsistent data collection practices. • **Equity in Data-Driven Support:** Providing the assessment system schoolwide ensures that all students, regardless of their classroom assignment, have equal access to data-driven instructional support and intervention opportunities. This is particularly critical for addressing the achievement gaps among Unduplicated pupils, Students with Disabilities, and English Learners, as these students are distributed across all grade levels and classrooms throughout the school.	
Goal 3, Action 1	WCPA-Lost Hills has identified a critical need for comprehensive social-emotional and behavioral interventions to address significant challenges that emerged and persist following the pandemic.	The action must be provided schoolwide because the post-pandemic impacts affect the entire student population rather than isolated groups. The LCAP states that "post-pandemic WCPA's	The metrics that will be used to monitor effectiveness: • #20: Chronic Absenteeism Rates

Goal and Action #(s)	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
	Post-pandemic, WCPA's students have experienced significant learning loss exacerbated by trauma due to the pandemic, creating ongoing barriers to student engagement and academic success. The school faces persistent challenges with declining attendance rates and the need to decrease chronic absenteeism rates, which has been a multi-year challenge despite numerous efforts to address learning loss and trauma. The 2024 California School Dashboard reveals concerning suspension rate data, with Long-Term English Learners receiving a RED performance level and multiple student groups including All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students receiving Orange performance levels, indicating systematic challenges in school climate, behavioral supports, and disciplinary practices. WCPA requires enhanced social-emotional and behavioral support systems to address the mental health needs of students, particularly as foster youth students show the greatest need for these additional supports. The school needs systematic approaches to identify at-risk students, conduct proactive interventions including home visits, and develop individualized attendance plans that address root causes of absenteeism rather than simply responding to attendance problems after they occur. The school requires strengthened Multi-Tiered System of Supports implementation to	students have experienced significant learning loss, exacerbated by trauma due to the pandemic," indicating that these challenges are not confined to specific classrooms or grade levels but represent a school-wide phenomenon requiring comprehensive response across all areas of the campus. • **School Climate and Culture Requirements:** The 2024 California School Dashboard data shows suspension rate concerns across multiple student groups, with All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students all receiving Orange performance levels. This widespread impact across diverse student populations demonstrates that behavioral and social-emotional challenges are systemic issues requiring coordinated, school-wide approaches rather than targeted interventions for select groups. • **Integrated Support System Necessity:** The action emphasizes creating "comprehensive wraparound services" and implementing "Multi-Tiered System of Supports (MTSS) to comprehensively address behavior and attendance challenges." These systematic approaches require consistent implementation across all classrooms, grade levels, and school environments to be effective. A fragmented approach would undermine the coherence necessary for students to experience consistent behavioral expectations and	• #19: Attendance Rate • #23: Suspension Rates

Goal and Action #(s)	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
	comprehensively address behavior and attendance challenges that directly impact student learning and engagement. This includes the need for enhanced wraparound services through partnerships with healthcare professionals and specialists who can provide social-emotional, behavioral, and mental health services that address both the academic and non-academic barriers students face. WCPA needs to strengthen its Positive Behavioral Interventions and Supports implementation while building comprehensive systems that monitor and improve daily student attendance, tackle barriers students and families face resulting in truancy, and address the detrimental impact on academic and social development. The fundamental need is to create an integrated support system that addresses the whole child's social-emotional and behavioral needs to ensure students are present, engaged, and ready to learn.	support systems as they move throughout the school. • **Universal PBIS Implementation:** The action includes strengthening Positive Behavioral Interventions and Supports (PBIS) implementation, which by design must be implemented school-wide to create consistent behavioral expectations, recognition systems, and intervention procedures. PBIS effectiveness depends on all staff members across all school settings implementing the same behavioral framework, making partial implementation counterproductive. • **Attendance and Engagement Impact:** Chronic absenteeism and attendance challenges affect students across all grade levels and require systematic monitoring and intervention approaches that span the entire school. The Student Attendance Team and early warning systems must operate school-wide to identify at-risk students regardless of their classroom assignment and ensure consistent follow-up and support across all areas of the school. • **Whole Child Approach:** The action supports Goal 3's focus on "whole child development through an inclusive, positive, and supportive learning environment." This holistic approach requires that all students, regardless of their specific needs or backgrounds, experience consistent social-emotional and behavioral support throughout their entire school	

Goal and Action #(s)	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
		experience, making school-wide implementation essential for creating the inclusive environment envisioned in the goal.	

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
Goal 2, Action 7	WCPA-Lost Hills has identified a critical need for comprehensive English Language Development support based on performance data showing significant challenges in English learner progress and achievement. The school received a RED performance level for English Learner Progress Indicator (ELPI) on the 2023 California School Dashboard, demonstrating that English learners were not making adequate progress toward English proficiency. While the 2024 Dashboard showed improvement with English Learners achieving a GREEN performance level on the ELPI, ongoing support is essential to maintain and accelerate this progress. The school requires enhanced instructional focus on small group instruction and creation of language-rich environments to strengthen English Language Development during both designated and integrated instruction. Current data reveals that	The action is designed to create comprehensive language-rich learning environments through specialized ELD-credentialed teachers who focus on accelerating English language proficiency. These teachers provide targeted instruction using ELD standards within environments specifically designed to support language development, ensuring that English learners receive the specialized attention they need to develop both social and academic language skills. • **Dual Approach: Designated and Integrated ELD:** The action addresses English learner needs through a comprehensive dual approach that includes both designated ELD instruction and integrated ELD strategies across all content areas. Teachers participate in extensive integrated ELD training that begins in the summer and continues through data talk days throughout	The metrics that will be used to monitor effectiveness: • #7: % EL who made progress towards English Language Proficiency for EL • #8: % students English Language Proficiency for Summative ELPAC for EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	only 13.83% of students achieved proficiency on the English Language Proficiency Assessment (ELPAC) in 2023-24, indicating significant gaps in language development that require systematic intervention and support. WCPA needs specialized ELD-credentialed teachers who can provide targeted language instruction within language-rich learning environments to accelerate English language proficiency among English learners and provide newcomers with the resources and support they need to excel. The school requires comprehensive professional development for all teachers in integrated ELD strategies to ensure that language development is supported across all content areas, not just during designated ELD time. The school has identified the need for enhanced family engagement and communication systems to support English learner success, including the development and implementation of an updated English Learner Master Plan created in collaboration with educational partners. This includes the need for systematic tracking and monitoring tools such as EL Achieve and Ellevation software to identify when English learners are ready for reclassification and to support instructional planning for multilingual students. WCPA requires expanded intervention services for English learners, including redesigned advisory courses for newcomers, supplemental interventions, culturally relevant materials such as Spanish novels, and expansion of classroom ELD libraries. The fundamental need is to create a comprehensive support system that addresses both the academic and linguistic development needs of English learners while celebrating their	the school year, ensuring that language development is supported not just during designated ELD time but across all subjects, allowing English learners to access grade-level content while developing English proficiency. • **Comprehensive Professional Development System:** The action provides systematic professional development through EL Achieve training for teachers and administrators, enhancing their ability to monitor and support English learner progress. This training focuses on identifying when English learners are ready for reclassification and supporting long-term English learners, ensuring that all staff members have the skills necessary to effectively serve multilingual students. • **Technology-Enhanced Tracking and Support:** The action incorporates Ellevation software, an EL program management platform that organizes all English learner student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. This systematic approach ensures that English learner progress is carefully monitored and that instructional decisions are based on comprehensive data about each student's language development. • **Culturally Responsive Resources and Materials:** The action addresses English learner needs by providing culturally relevant materials including Spanish novels	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	multilingual assets and ensuring equitable access to grade-level content and college preparatory coursework.	for multilingual students and expanding classroom libraries with books and dictionaries that support English Language Development. These resources honor students' home languages while supporting their English development, creating a bridge between their linguistic assets and academic goals. • **Family Engagement and Celebration:** The action includes comprehensive family engagement strategies, with staff communicating with families in their native language and providing interpreter services to inform them of their child's status, program, and home support strategies. The annual celebration of reclassified students honors both students and their families, creating a positive school culture that values multilingual achievement and maintains strong connections between home and school. • **Newcomer-Specific Support:** The action specifically addresses the unique needs of newcomer English learners through redesigned advisory courses that provide additional language support through specialized onboarding processes, ensuring that students who are new to English receive intensive, targeted support as they transition into the academic environment.	
Goal 2, Action 8	WCPA-Lost Hills has identified a critical need for comprehensive, targeted interventions specifically designed for Long-Term English Learners who demonstrate the most severe academic and	The action is designed to provide intensive, individualized support through additional specialized ELD-credentialed teachers who deliver tiered interventions using ELD standards within	The metrics that will be used to monitor effectiveness: • #7: % EL who made progress towards English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	behavioral challenges. The long-term English Learner student group received a RED performance level on the 2024 California School Dashboard for Chronic Absenteeism, English Language Arts, and Mathematics Academic Indicators, demonstrating that this population faces multiple, interconnected barriers to academic success that require immediate and sustained intervention. WCPA has identified that Long-Term English Learners require specialized support that goes beyond traditional English Language Development programming, as these students have been in the English learning system for multiple years but have not yet achieved English proficiency or grade-level academic performance. Current data shows that while 55.1% of LTELs demonstrated progress on the English Learner Progress Indicator, significant gaps remain in both language acquisition and academic achievement that necessitate more intensive, individualized interventions. WCPA requires enhanced instructional approaches specifically designed for experienced multilingual learners who need accelerated language development combined with rigorous academic content access. The school needs specialized ELD-credentialed teachers who can provide tiered interventions using ELD standards within language-rich learning environments, along with dedicated instructional support staff to provide individualized academic assistance and small group interventions across all content areas. WCPA has identified the need for comprehensive Multi-Tiered Systems of Support to address not	language-rich learning environments specifically tailored for experienced multilingual learners. A dedicated Instructional Aide is assigned specifically to support LTEL students with individualized academic assistance, small group interventions, and classroom support across all content areas, ensuring that these students receive the concentrated attention necessary to accelerate both language acquisition and academic achievement. • **Prioritized Extended Learning Opportunities:** The action addresses LTEL needs by prioritizing these students for additional tutoring through afterschool, intersession, and summer programming designed to accelerate both language acquisition and academic achievement. This extended learning time provides the intensive support that Long-Term English Learners require to make up for lost academic progress while simultaneously developing the academic language skills necessary for grade-level content mastery. • **Comprehensive Multi-Tiered Behavioral and Academic Support:** The action implements Multi-Tiered Systems of Support to comprehensively address the behavior and attendance challenges that directly impact LTEL learning and engagement. This systematic approach recognizes that Long-Term English Learners often face multiple barriers beyond language acquisition, including chronic absenteeism and behavioral challenges that require coordinated interventions addressing the	Language Proficiency for LTEL • #8: % students English Language Proficiency for Summative ELPAC for LTEL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	only the academic challenges but also the behavioral and attendance issues that directly impact Long-Term English Learner success. The RED performance level for chronic absenteeism indicates that attendance barriers must be systematically addressed alongside academic and language development needs to ensure students are present and engaged in learning opportunities. WCPA requires enhanced family engagement and communication systems specifically tailored to Long-Term English Learner families, including quarterly updates in their native language regarding student performance and progress, and comprehensive reporting on intervention effectiveness. The school needs additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners, moving beyond basic English development to focus on academic language and content mastery. The fundamental need is to implement a comprehensive support system that addresses the unique challenges faced by students who have been English learners for extended periods, providing the intensive, coordinated interventions necessary to accelerate both language acquisition and academic achievement while addressing attendance and behavioral barriers that prevent consistent learning engagement.	whole child rather than focusing solely on language development. • **Enhanced Professional Development and Coaching:** The action provides extensive integrated ELD training for all teachers that begins in the summer and continues through data talk days throughout the school year, with the Instructional Aide receiving specialized training in ELD strategies, intervention techniques, and data collection. This comprehensive professional development ensures that all staff members are equipped with the specialized knowledge necessary to support Long-Term English Learners effectively, while targeted coaching for Assistant Principals and coordinators ensures systemic alignment of support efforts. • **Strengthened Family Engagement and Communication:** The action establishes a dedicated student services team to facilitate regular family collaboration meetings, providing quarterly updates to families in their native language regarding student performance and progress. The Instructional Aide assists in documenting student progress and preparing family communication materials, ensuring comprehensive reporting on intervention effectiveness while keeping families consistently informed about their student's LTEL status and all available supports. • **Specialized Curriculum and Instructional Resources:** The action addresses LTEL needs by purchasing additional curriculum	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners. These resources are utilized by both teachers and the Instructional Aide to ensure that all support staff have access to research-based strategies and tools necessary for effective LTEL instruction, moving beyond basic English development to focus on academic language and content mastery. • **Comprehensive Approach with Expected Outcomes:** The action is designed as a comprehensive approach that provides LTELs with the academic, behavioral, and family support necessary to accelerate English language proficiency, improve academic achievement, reduce chronic absenteeism, and increase redesignation opportunities. The addition of specialized instructional aide support ensures more individualized attention and targeted intervention for students who need additional assistance to succeed, addressing the interconnected challenges that prevent Long-Term English Learners from achieving academic success.	

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.

Not applicable

Additional Concentration Grant Funding

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

WCPA-Lost Hills will use additional concentration grant add-on funds to fund additional Small Group Instructors (SGI) that will provide targeted interventions during the instructional day based on student performance on assessments throughout the school year. (Goal 2, Action 2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 12,085,825.00	$ 11,140,125.00

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	HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM	No	$ 3,373,058	$ 3,297,864
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	No	$ 185,751	$ 188,469
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	No	$ 39,931	$ 32,000
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	Yes	$ 382,057	$ 524,430
2	1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	No	$ 344,093	$ 298,300
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED	Yes	$ 2,004,956	$ 1,751,469
2	3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF	No	$ 104,147	$ 104,147
2	4	ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING	No	$ 462,979	$ 181,024
2	5	BROAD COURSE OF STUDY	No	$ 535,873	$ 511,214
2	6	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	No	$ 560,389	$ 559,864
2	7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH	No	$ 57,833	$ 68,894
2	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL) THROUGH	No	$ 241,760	$ 234,256
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH	No	$ 104,248	$ 7,445
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH	Yes	$ 820,234	$ 706,672
3	2	PROMOTING A COLLEGE-GOING CULTURE	No	$ 26,129	$ 21,129
3	3	PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND	No	$ 624,898	$ 532,836
3	4	PARENT INPUT IN DECISION-MAKING	No	$ 13,500	$ 3,500
3	5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	No	$ 503,998	$ 492,289
3	6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	No	$ 1,699,991	$ 1,624,323

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 2,215,727	$ 2,204,183	$ 2,215,727	$ (11,544)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	Yes	$ 382,057	$ 524,430.00	0.000%	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	Yes	$ 1,001,892	$ 984,625.00	0.000%	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	Yes	$ 820,234	$ 706,672.00	0.000%	0.000%

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)
$ 5,695,911	$ 2,215,727	0.000%	38.900%	$ 2,215,727	0.000%	38.900%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$ 5,831,441	$ 2,311,897	39.645%	0.000%	39.645%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 9,213,798	$ 748,031	$ -	$ 366,823	$ 10,328,652.00	$ 7,576,745	$ 2,751,907

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	HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM	All	No					$ 3,909,233	$ 3,300	$ 3,912,533	$ -	$ -	$ -	$ 3,912,533	0.000%
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	All	No					$ -	$ 81,000	$ 81,000	$ -	$ -	$ -	$ 81,000	0.000%
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	WCPA LH	2025-26	$ 707,106	$ 15,400	$ 707,106	$ -	$ -	$ 15,400	$ 722,506	0.000%
2	1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	All	No					$ -	$ 491,582	$ 293,582	$ 198,000	$ -	$ -	$ 491,582	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	All	Yes	Schoolwide	All	WCPA LH	2025-26	$ 839,678	$ 171,477	$ 699,249	$ 150,696	$ -	$ 161,210	$ 1,011,155	0.000%
2	3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING	All	Yes	Schoolwide	All	WCPA LH	2025-26	$ 65,000	$ 13,556	$ 65,000	$ -	$ -	$ 13,556	$ 78,556	0.000%
2	4	ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING	All	No					$ 127,314	$ 145,500	$ 272,814	$ -	$ -	$ -	$ 272,814	0.000%
2	5	BROAD COURSE OF STUDY	All	No					$ 476,840	$ 14,000	$ 411,890	$ 78,950	$ -	$ -	$ 490,840	0.000%
2	6	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	SWD	No					$ 240,671	$ 93,084	$ -	$ 216,755	$ -	$ 117,000	$ 333,755	0.000%
2	7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION	EL	Yes	Limited	English Learners	WCPA LH	2025-26	$ -	$ 44,373	$ 9,873	$ -	$ -	$ 34,500	$ 44,373	0.000%
2	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL) THROUGH LANGUAGE ACQUISITION	EL	Yes	Limited	English Learners	WCPA LH	2025-26	$ 119,210	$ -	$ 119,210	$ -	$ -	$ -	$ 119,210	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	All	Yes	Schoolwide	All	WCPA LH	2025-26	$ 421,948	$ 355,068	$ 711,459	$ 60,000	$ -	$ 5,557	$ 777,016	0.000%
3	2	PROMOTING A COLLEGE-GOING CULTURE	All	No					$ -	$ 8,880	$ 8,880	$ -	$ -	$ -	$ 8,880	0.000%
3	3	PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE	All	No					$ 207,276	$ 195,340	$ 378,016	$ 5,000	$ -	$ 19,600	$ 402,616	0.000%
3	4	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ 1,200	$ 1,200	$ -	$ -	$ -	$ 1,200	0.000%
3	5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	All	No					$ 222,304	$ 1,500	$ 223,804	$ -	$ -	$ -	$ 223,804	0.000%
3	6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	All	No					$ 240,165	$ 1,116,647	$ 1,318,182	$ 38,630	$ -	$ -	$ 1,356,812	0.000%

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
$ 5,831,441	$ 2,311,897	39.645%	0.000%	39.645%	$ 2,311,897	0.000%	39.645%	**Total:**	$ 2,311,897
								LEA-wide Total:	$ -
								Limited Total:	$ 129,083
								Schoolwide Total:	$ 2,182,814

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	3	DIFFERENTIATED PROFESSIONAL LEAR	Yes	Schoolwide	All	WCPA LH	$ 707,106	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROU	Yes	Schoolwide	All	WCPA LH	$ 699,249	0.000%
2	3	MONITORING STUDENT PROGRESS THR	Yes	Schoolwide	All	WCPA LH	$ 65,000	0.000%
2	7	SERVICES TO SUPPORT EMERGENT BIL	Yes	Limited	English Learners	WCPA LH	$ 9,873	0.000%
2	8	SERVICES TO SUPPORT LONG-TERM EN	Yes	Limited	English Learners	WCPA LH	$ 119,210	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEI	Yes	Schoolwide	All	WCPA LH	$ 711,459	0.000%

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:

  o   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]).

  o   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.

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

  o 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.

  - o 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).

        - o 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.

  - o 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

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,

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- 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.

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

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.

  o 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,

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

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

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

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

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.

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

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

- 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.

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

    o 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.

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

    o 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.

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

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

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

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

  - The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

    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:

  o **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.

  o **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.

  o **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%).

  o   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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