LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wonderful College Prep Academy
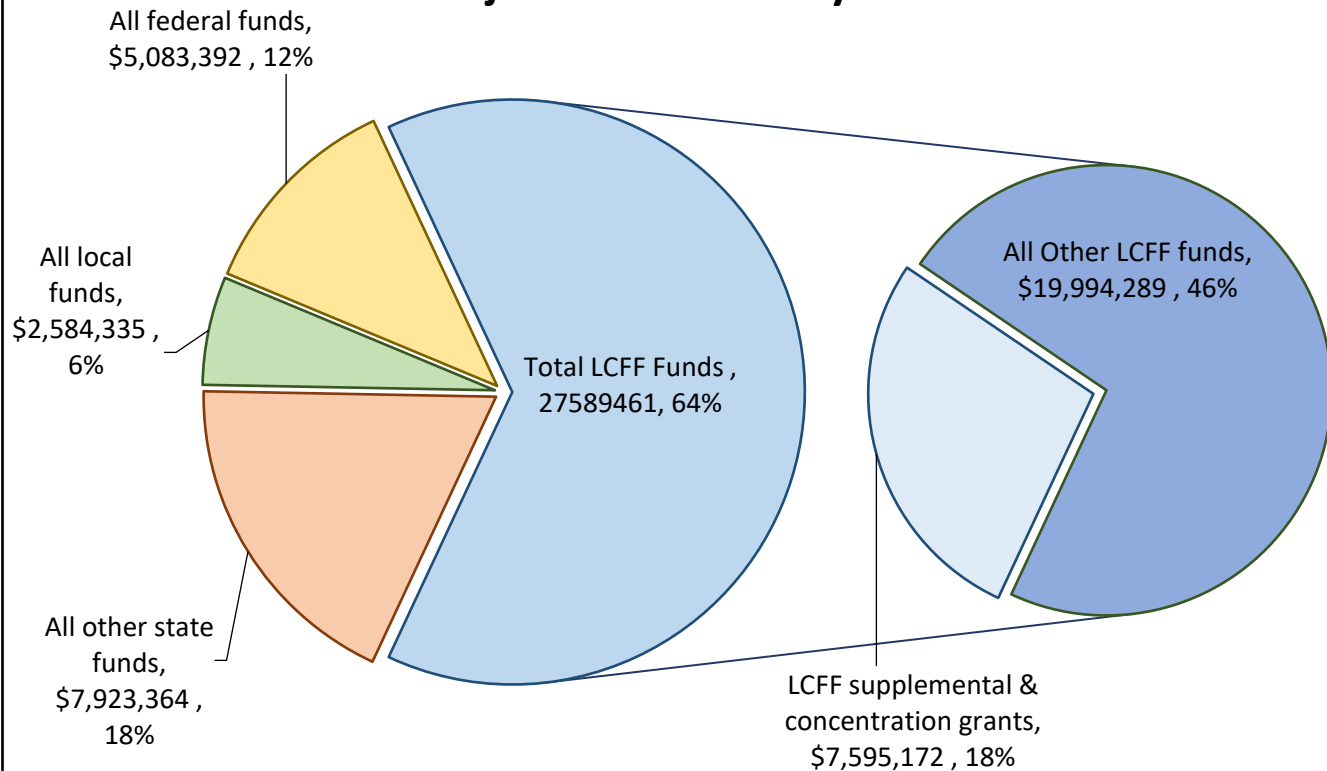
CDS Code: 15 10157 0119669

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, $5,083,392 , 12%

All local funds, $2,584,335 , 6%

All other state funds, $7,923,364 , 18%

Total LCFF Funds , 27589461, 64%

All Other LCFF funds, $19,994,289 , 46%

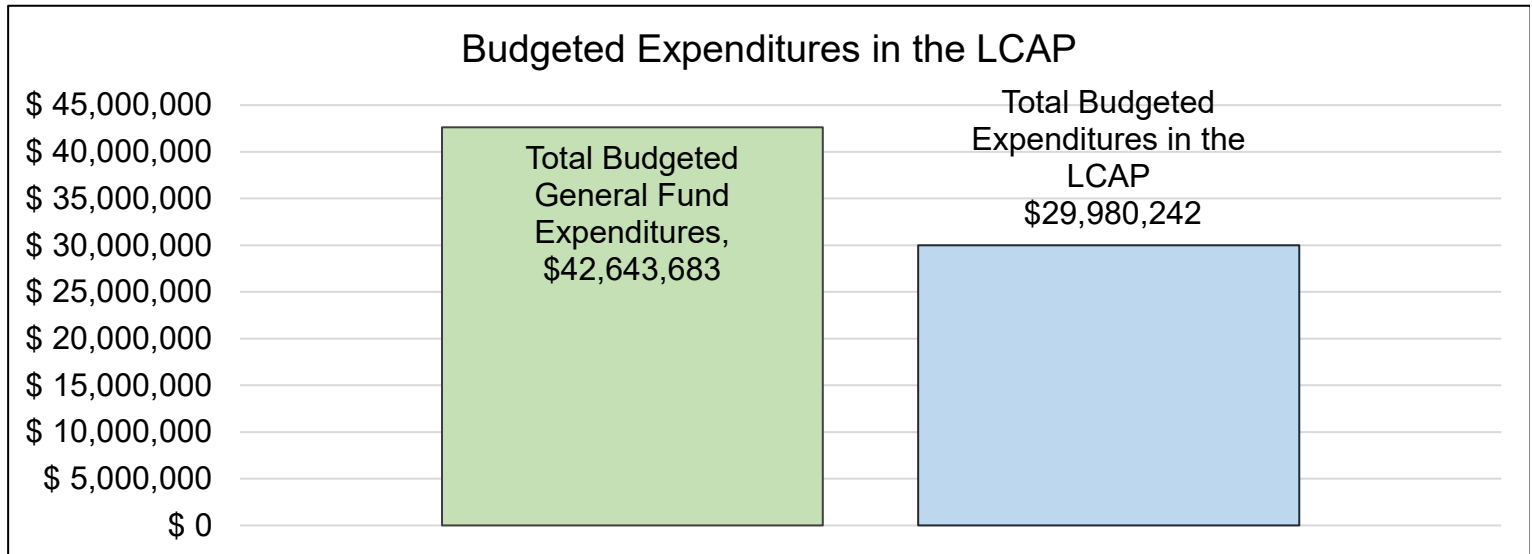LCFF supplemental & concentration grants, $7,595,172 , 18%

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

The text description for the above chart is as follows: The total revenue projected for Wonderful College Prep Academy is $43,180,552.00, of which $27,589,461.00 is Local Control Funding Formula (LCFF), $7,923,364.00 is other state funds, $2,584,335.00 is local funds, and $5,083,392.00 is federal funds. Of the $27,589,461.00 in LCFF Funds, $7,595,172.00 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

$ 45,000,000	
$ 40,000,000	Total Budgeted Expenditures in the LCAP $29,980,242
$ 35,000,000	
$ 30,000,000	Total Budgeted General Fund Expenditures, $42,643,683
$ 25,000,000	
$ 20,000,000	
$ 15,000,000	
$ 10,000,000	
$ 5,000,000	
$ 0	

This chart provides a quick summary of how much Wonderful College Prep Academy plans to spend for 2025 - 26. It shows how much of the total is tied to planned actions and services in the LCAP.
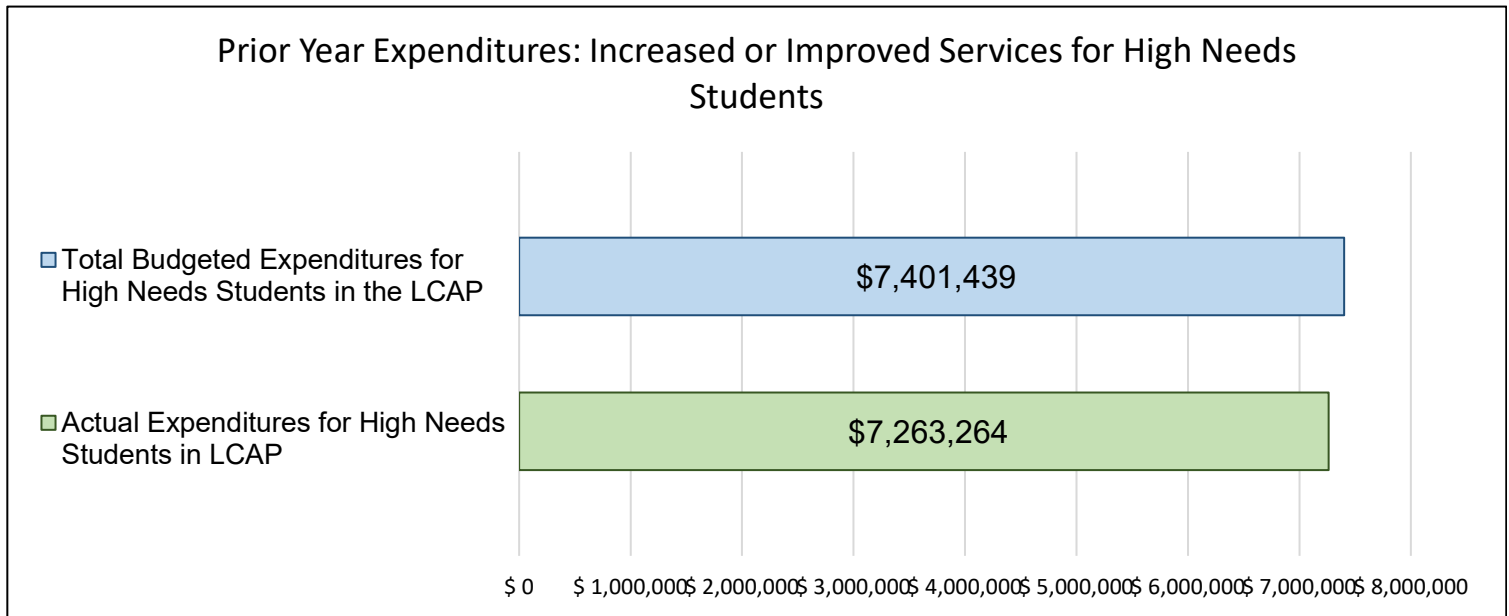
The text description of the above chart is as follows: Wonderful College Prep Academy plans to spend $42,643,683.00 for the 2025 - 26 school year. Of that amount, $29,980,242.00 is tied to actions/services in the LCAP and $12,663,441.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025 - 26, Wonderful College Prep Academy is projecting it will receive $7,595,172.00 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy plans to spend $7,595,172.00 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	$7,401,439
☐ Actual Expenditures for High Needs Students in LCAP	$7,263,264

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000 $ 7,000,000 $ 8,000,000

This chart compares what Wonderful College Prep Academy 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 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's LCAP budgeted $7,401,439.00 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy actually spent $7,263,264.00 for actions to increase or improve services for high needs students in 2025 - 25. The difference between the budgeted and actual expenditures of $138,175.00 had the following impact on Wonderful College Prep Academy's ability to increase or improve services for high needs students:

Wonderful College Prep Academy received reduced supplemental and concentration funding for high need students compared to budget. The school's expenditures met their allocation and % to increase services.

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	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 (WCPA) is a WASC-accredited public charter school established in 2009 in Delano, California. The college preparatory TK-12 public charter school serves approximately 1,857 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. The school 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 93% Hispanic students, along with smaller populations of Filipino (3%), White (2%), Asian (1%) students. Notably, 26% are English Learners, 85% are socioeconomically disadvantaged, 10% Students with Disabilities (SWD), 3.4% are migrant students, and small percentages represent foster and 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. Our school 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 Preparatory Academy (WCPA's) 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	Orange	Blue	Yellow	Yellow	Medium
English Learners	Orange	Yellow	Orange	Blue	Orange	Yellow	Low
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	Blue	Yellow	Yellow	Medium
Students with Disabilities	N/A	Orange	Red	--	Red	Red	--
African American	N/A	--	--	N/A	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A
Filipino	N/A	--	Blue	--	--	--	--
Hispanic	N/A	Yellow	Orange	Blue	Yellow	Yellow	Medium
White	N/A	--	Orange	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A

Excerpt from 2024-25 LCAP: 2023 CA School Dashboard

WCPA received a red-color Performance level for Students with Disabilities in ELA and Math Academic Indicators and the Suspension Rate indicator on the 2023 CA School Dashboard. This resulted in WCPA being eligible for Additional Targeted Support & Improvement (ATSI), and Differentiated Assistance (DA). WCPA conducted a needs assessment and root causes analysis which was incorporated in the CDE's Compliance and Improvement Monitoring Process (CIM).

As a result of the ATSI and DA designation, WCPA school administrators are working closely with representatives from the Fresno County Superintendent of Schools (FCSS) and the California Collaborative for Educational Excellence (CCEE) to identify and clearly understand the drivers that are hindering student growth among our Students with Disabilities (SWD).

By clearly understanding the root cause of this and developing a detailed theory of action using Improvement Science principles, WCPA will focus on providing intensified services for Students with Disabilities through a formal data-based decision-making process (DBDM) resulting in an effective Multi-Tiered System of Supports (MTSS) to ensure all students reach their full potential.

In 2024-2025, we will continue 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.

2024 CA SCHOOL DASHBOARD

The following table reflects WCPA's 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 populations.

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

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

English Language Arts (ELA) – Needs Assessment

Identified Performance Gaps

English Learners demonstrate Orange performance level on the Dashboard, while Long-Term English Learners and Students with Disabilities both show RED performance levels on the ELA Academic Indicator. These gaps represent critical areas requiring immediate and sustained intervention.

Data Analyzed (Quantitative & Qualitative)

The analysis incorporated multiple data sources including ELPAC scores, ELA SBAC results, NWEA MAP Reading assessments, DIBELS assessments for grades TK-6, and Common Formative Assessments. Additional qualitative data came from classroom observations and teacher feedback collected through surveys and professional development sessions.

Educational Partners Engaged in Analysis

The needs assessment involved collaboration across multiple stakeholder groups. The Executive Team and School-Based Leadership Team provided strategic oversight, while the Student Services Team and Special Education Team contributed specialized expertise. Teachers participated through professional development sessions and staff meetings, and parents engaged through ELAC, PAC, and Coffee with the Principal sessions to provide family perspectives on student needs.

Identified Strengths and Demonstrated Growth

- **Academic Performance Gains:** WCPA has demonstrated notable progress in ELA instruction, particularly through implementation of Science of Reading training. Younger elementary grades show significant improvement as teachers have received comprehensive training on evidence-based literacy instruction. Students placed in reading intervention programs are successfully closing reading gaps as measured by DIBELS assessments, indicating that targeted support strategies are producing measurable results.

- **Secondary-Level Success:** At the secondary level, students in 11th grade demonstrate proficiency at high rates as measured by SBAC, indicating that WCPA's instructional model shows effectiveness when students reach upper grade levels. This success suggests that WCPA's approach builds cumulative literacy skills that result in strong performance by the time students approach graduation.

- **Instructional Framework Improvements:** WCPA demonstrates strong implementation of state academic content standards with ELA rated at level 4 (Full Implementation) on the 5-point implementation scale. The restructured two-tier system moving from Elementary (TK-6) to Secondary (7-12) has been designed to reduce school transitions and provide more consistent educational experiences. The comprehensive professional development framework includes 6 summer training days, 10 non-instructional training days, and weekly professional development sessions that support continuous teacher growth.

- **Assessment and Data Systems:** The implementation of Professional Learning Communities has strengthened teacher collaboration and data-driven decision-making processes. WCPA maintains a comprehensive monitoring system using NWEA MAP Reading assessments three times annually, DIBELS assessments for TK-6, and Common Formative Assessments for ongoing progress tracking. WCPA has achieved improved English Learner Progress Indicator results with 49.8% of ELs making progress, exceeding the 44% target, and 58.9% of LTELs showing progress.

- **Leadership and Support Structure:** The strong leadership structure provides instructional coaching through the Chief Academic Officer, Assistant Principals, EL Coordinator, and Instructional Coaches, ensuring consistent support for ELA instruction across all grade levels. This distributed leadership model creates multiple touchpoints for teacher support and professional growth.

Greatest Needs and Specific Student Groups

- **Persistent Achievement Gaps:** The most critical need centers on closing persistent achievement gaps for English Learners, Students with Disabilities, and Long-Term English Learners. Only 44% of students are meeting ELA standards in Delano, with significantly lower performance among Students with Disabilities and English Learners. These gaps have persisted despite various intervention efforts, indicating the need for more systematic and intensive approaches.

- **Enhanced Teacher Development:** Teachers require additional training and support to effectively implement differentiated ELA instruction for diverse learners. WCPA plans to increase the number of teachers receiving IMSE (Institute for Multi-Sensory Education) training for systematic literacy instruction. This enhanced professional development is essential for building teacher capacity to serve students with varying instructional needs.

- **Curriculum Alignment Improvements:** WCPA has adjusted curriculum for better vertical alignment of the ELA department K-8, transitioning from Wit & Wisdom to Wonders curriculum to better support Study Sync at secondary levels. This change addresses the need for embedded writing, phonics, and comprehensive literacy instruction that was lacking in the previous curriculum adoption.

- **Performance Decline Areas:** Students with Disabilities show RED performance level on the Dashboard for ELA, representing the most significant area of concern. There has been a decline in college readiness as measured by ELA EAP, with Level 4 performance dropping from 50.67% to 42.14%. Additionally, ELPAC proficiency rates remain low at 12.99% overall, indicating ongoing challenges in English language development.

Issues Identified This Year

- **Achievement Gap Persistence:** Achievement gaps remain significant for English Learners and Students with Disabilities, particularly in reading comprehension and writing skills. These gaps persist despite ongoing intervention efforts, suggesting the need for more intensive and targeted approaches to literacy instruction.

- **ELD Implementation Inconsistencies:** Inconsistent use of designated and integrated ELD strategies results in missed opportunities to build academic language across content areas. This impacts both English Learners and Long-Term English Learners who need comprehensive language development support integrated throughout their school day.

- **Special Education Integration Challenges:** Insufficient alignment between IEP goals and core ELA instruction leads to fragmented support for Students with Disabilities. Better coordination between general education and special education teachers is needed for effective co-teaching models that provide seamless support.

Identified Resource Inequities

- **Staffing and Professional Development Gaps:** WCPA faces limited specialized staffing for targeted ELA intervention, particularly for Students with Disabilities and Long-Term English Learners. There is a need for additional EL-specific ELA curriculum resources and materials to support language acquisition and literacy development. Inconsistent access to professional development opportunities specifically focused on ELA instruction for diverse learners creates gaps in teacher preparation.

- **Instructional Resource Allocation:** Potential inequities exist in the allocation of instructional time for targeted ELA interventions versus core instruction. Limited coordination between EL and Special Education departments in planning and delivering integrated language and literacy supports reduces the effectiveness of services. WCPA needs enhanced diagnostic tools and progress monitoring systems specific to literacy development for SWD and LTELs.

Root Cause Analysis: Identified Root Causes

- **Instructional Framework Gaps:** WCPA has not yet fully defined and implemented 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 fundamental gap affects the consistency and quality of literacy instruction across classrooms.

- **Implementation Challenges:** Inconsistent application of evidence-based ELA instructional practices across classrooms limits student access to high-quality literacy instruction. There are gaps in how assessment data informs instructional adjustments and intervention design, reducing the effectiveness of data-driven decision making.

- **Professional Development Needs:** Insufficient targeted training on literacy instruction for diverse learners exists, particularly regarding how to support Students with Disabilities and Long-Term English Learners within general education settings. Teachers need more comprehensive preparation to address the complex needs of these student populations.

- **Systems Alignment Issues:** A disconnect between assessment data and intervention design prevents effective targeting of student needs. Limited integration of MTSS framework with daily ELA instruction reduces effectiveness of tiered support systems. WCPA needs clearer processes for identifying and supporting struggling readers across all grade levels.

- **Leadership and Monitoring Gaps:** There is a need for stronger instructional leadership specifically focused on literacy development. Inconsistent monitoring of intervention effectiveness limits the school's ability to rapidly improve outcomes for struggling readers and make necessary adjustments to programming.

Plan of Action for 2025-26: Evidence-Based Interventions - *Focus on serving English Learners, Long-Term English Learners, and Students with Disabilities*

1: Strengthen Tier 1 ELA Instruction for All Students: WCPA will develop and implement a comprehensive, evidence-based ELA instructional framework that specifies essential practices for all classrooms. WCPA will provide intensive professional development on differentiated ELA instruction with specific focus on supporting SWD and LTELs within general education settings. Implementation of structured literacy approaches will include explicit phonics instruction at elementary level and advanced comprehension strategies at secondary level. The creation of consistent "look-fors" for high-quality ELA instruction will enable administrators and coaches to provide targeted feedback.

2: Enhance Data-Driven Decision Making for ELA Interventions: The Early Warning System will be refined to more precisely identify students struggling with specific literacy skills. Clear criteria for entry into and exit from tiered ELA interventions will be developed based on diagnostic assessments. A structured data analysis protocol for PLCs will focus specifically on literacy data and student work analysis. A comprehensive progress monitoring system will track intervention effectiveness in real-time.

3: Strengthen Integration Between General Education and Specialized ELA Instruction: Co-teaching models will be implemented between general education and special education teachers for ELA instruction. Collaborative planning structures will be created for general education, special education, and EL specialists. Shared IEP goal-setting practices will align with grade-level ELA standards. Specialized professional development on Universal Design for Learning in ELA instruction will be provided.

4: Enhance Leadership Capacity for Literacy Improvement: An ELA Leadership Team will be developed with representatives from general education, special education, and EL departments. Site administrators will receive specialized training in literacy leadership and instructional coaching. Regular calibration walks will focus on ELA instruction quality and student engagement. Clear accountability structures will be created for implementation of evidence-based literacy practices.

5: Develop Comprehensive EL/LTEL Literacy Support System: The English Learner Master Plan will be refined with specific attention to literacy development pathways. Designated and integrated ELD will be implemented to explicitly connect to ELA instruction and academic language development. Targeted interventions for LTELs will focus on academic language development and advanced literacy skills. EL/LTEL monitoring protocols will be created within the Early Warning System for early identification and support.

Mathematics – Needs Assessment

Identified Performance Gaps

All students demonstrate Orange performance level on the Dashboard for Mathematics, indicating declining performance from previous years. English Learners, Socioeconomically Disadvantaged students, and Hispanic students also show Orange performance levels. Most critically, Long-Term English Learners and Students with Disabilities both show RED performance levels on the Mathematics Academic Indicator, representing the most significant areas requiring immediate intervention and systemic change.

Data Analyzed (Quantitative & Qualitative)

The comprehensive analysis incorporated multiple data sources including ELPAC scores to understand language proficiency impacts on mathematical performance, Mathematics SBAC results across all grade levels, NWEA MAP Mathematics assessments administered three times annually, and Common Formative Assessments using Edulastic administered four times per year. Additional qualitative data came from classroom observations focused on mathematical discourse and problem-solving approaches, teacher feedback collected through surveys and professional development sessions, and student work analysis to identify misconceptions and learning gaps.

Educational Partners Engaged in Analysis

The needs assessment involved extensive collaboration across multiple stakeholder groups. The Executive Team and School-Based Leadership Team provided strategic oversight and resource allocation decisions. The Student Services Team and Special Education Team contributed specialized expertise regarding accommodations and modifications for diverse learners. Teachers participated actively through professional development sessions, staff meetings, and Professional Learning Community discussions focused on mathematical instruction. Parents engaged through ELAC, PAC, and Coffee with the Principal sessions to provide family perspectives on student mathematical learning experiences and challenges.

Identified Strengths and Demonstrated Growth

- **Intervention Program Expansion:** WCPA has significantly increased mathematics interventions provided across campus through dedicated staff and structured programming. The implementation of Differentiated Learning Centers provides targeted Tier 2 mathematics instruction for students requiring additional support beyond core classroom instruction. WCPA has adopted a new mathematics curriculum specifically designed for interventions, allowing for more systematic and research-based approaches to addressing learning gaps.

- **Instructional Framework Development:** WCPA demonstrates strong implementation of state academic content standards with Mathematics rated at level 4 (Full Implementation) on the five-point implementation scale. The restructured two-tier system moving from Elementary (TK-6) to Secondary (7-12) has been designed to reduce school transitions and provide more consistent mathematical experiences as students progress through their education. WCPA maintains full implementation of Common Core State Standards for Mathematics across all grade levels.

- **Assessment and Monitoring Systems:** WCPA has established comprehensive assessment protocols using NWEA MAP Mathematics assessments three times annually to establish baseline performance data and identify students needing intervention support. Common Formative Assessments using Edulastic are administered four times annually across all disciplines, providing regular opportunities for teachers to monitor student progress and adjust instruction accordingly. These assessment systems create multiple data points for informed decision-making about student placement and intervention needs.

- **Professional Learning Infrastructure:** WCPA has established Professional Learning Communities to strengthen teacher collaboration and instructional practices around mathematics education. The comprehensive professional development structure includes six summer training days, ten non-instructional training days, and weekly professional development sessions focused on improving mathematical instruction.

Strong leadership support comes through instructional coaching provided by the Chief Academic Officer, Assistant Principals, and specialized Instructional Coaches.

- **Language Support Integration:** Spanish Eureka Mathematics resources are available to support English Learners with mathematics content, recognizing the importance of native language support in developing mathematical concepts. WCPA offers three dual-enrollment pathways (Agriculture Prep/Business/Economics, Teach and Lead, and Health Sciences) that include mathematics components, offering students advanced mathematical applications in career-focused contexts.

Greatest Needs and Specific Student Groups

- **Persistent Achievement Gaps:** The most critical need centers on closing persistent achievement gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Only 32% of students are meeting Mathematics standards in Delano, which is significantly lower than ELA performance at 44%. This indicates that mathematical instruction requires more intensive systemic improvements than other content areas.

- **Enhanced Professional Learning:** Teachers need enhanced professional learning focused on inclusive, rigorous mathematics instruction that meets the needs of diverse learners. There is a particular need for developing teacher capacity in mathematical pedagogical content knowledge and understanding of how to support students with varying mathematical readiness levels within the same classroom environment.

- **Intervention System Development:** WCPA needs to develop a more coherent intervention system within the MTSS framework that provides clear pathways for students requiring additional mathematical support. The current intervention approaches need greater coordination and systematic implementation to ensure all students receive appropriate levels of support based on their demonstrated needs.

- **Performance Decline Areas:** Students with Disabilities show RED performance level on the Dashboard for Mathematics, representing the most significant area of concern requiring immediate attention. There has been a significant decline in college readiness as measured by Mathematics EAP, with Level 4 performance dropping dramatically from 16.78% to 9.29% and Level 3 performance declining from 19.46% to 16.43%. These declines indicate serious gaps in preparing students for post-secondary mathematical requirements.

Issues Identified This Year

- **Achievement Gap Magnitude:** Achievement gaps remain significant across multiple student groups, with particularly concerning performance among Students with Disabilities and Long-Term English Learners. The persistent nature of these gaps suggests that current instructional approaches are not adequately addressing the diverse learning needs within mathematics classrooms.

- **Instructional Strategy Implementation:** Inconsistent implementation of research-based instructional strategies across classrooms limits student access to high-quality mathematics instruction. Teachers need more support in understanding and applying evidence-based practices that have been proven effective for diverse learners, particularly those requiring additional scaffolding and support.

Identified Resource Inequities

- **Staffing and Expertise Gaps:** WCPA faces limited specialized staffing specifically for targeted Mathematics intervention, particularly for Students with Disabilities and Long-Term English Learners who require intensive, individualized support. Mathematics-specific professional development opportunities that address the needs of diverse learners are insufficient, creating gaps in teacher preparation for serving all students effectively.

- **Instructional Resource Allocation:** Potential inequities exist in instructional time allocation for mathematics interventions versus core instruction, with some students potentially missing core instructional time to receive intervention support. Limited collaboration structures exist between mathematics, special education, and EL departments, reducing the effectiveness of coordinated support services.

- **Assessment and Diagnostic Tools:** WCPA needs enhanced diagnostic tools specific to mathematics learning progressions that can more precisely identify where students are struggling and what specific interventions would be most beneficial. Current assessment tools may not provide sufficient detail about mathematical thinking processes and misconceptions.

- **Curriculum and Materials:** There is insufficient mathematics curriculum resources adapted for SWD and ELs that maintain rigorous content while providing appropriate supports and scaffolding. Technology resources to support personalized mathematics learning and practice may be inadequate for meeting diverse student needs.

Root Cause Analysis: Identified Root Causes

- **Instructional Framework Evolution:** Current instructional practices are still evolving and have not yet reached the level of consistency and effectiveness needed to serve all students well. WCPA has not fully defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one mathematics instruction within a multi-tiered system of supports.

- **Intervention System Inconsistencies:** Existing intervention structures lack consistency and systematic implementation across the school. Students requiring additional mathematics support may not receive appropriately intensive or targeted interventions, and there is insufficient coordination between intervention services and core mathematics instruction.

- **Historical Instructional Approaches:** Past emphasis on procedural fluency over conceptual understanding has created gaps in students' mathematical reasoning and problem-solving abilities. Students may have learned to follow algorithms without developing deep understanding of mathematical concepts, creating challenges when they encounter more complex mathematical thinking requirements.

- **Professional Development Gaps:** Teachers need additional support in developing mathematical content knowledge and pedagogical content knowledge specific to diverse learners. Limited focus on mathematical discourse and academic language development in mathematics classes particularly impacts English Learners who need explicit support in developing mathematical vocabulary and communication skills.

- **Systems Integration Challenges:** There is limited integration between assessment data and instructional modifications, creating missed opportunities to adjust teaching based on student learning evidence. The Multi-Tiered System of Supports framework needs stronger integration with daily mathematics instruction to ensure that interventions are seamlessly connected to core learning objectives.

Plan of Action for 2025-26: Evidence-Based Interventions - *Focus on serving Students with Disabilities, Long-Term English Learners, English Learners, Socioeconomically Disadvantaged, and Hispanic students*

1: Strengthen Tier 1 Mathematics Instruction for All Students

WCPA will continue developing and implementing a comprehensive, evidence-based mathematics instructional framework that emphasizes both conceptual understanding and procedural fluency. Intensive professional development will focus on high-leverage mathematics teaching practices with specific attention to supporting SWD and LTELs within general education settings. WCPA will implement consistent mathematics routines that include number talks, mathematical discourse, and multiple representations to deepen student understanding. Mathematics-specific observation tools will be created for administrators and coaches to provide targeted feedback on mathematics instruction quality. Mathematical language routines will be developed to support academic language development for all students, particularly ELs and LTELs. WCPA will expand implementation of identified intervention curricula (TransMath for high school and Number Worlds K-8) through the MTSS framework.

2: Enhance Data-Driven Decision Making for Mathematics Interventions

The Early Warning System will be refined to identify specific mathematics skill gaps and conceptual misunderstandings through more detailed diagnostic assessment. Clear criteria will be developed for entry into and exit from tiered mathematics interventions based on specific learning progressions and demonstrated mastery. Structured mathematics data analysis protocols will be implemented for PLCs to ensure systematic examination of student mathematical thinking and learning. A comprehensive progress monitoring system specific to mathematics learning trajectories will track individual student growth and intervention effectiveness. Regular data review cycles will focus specifically on mathematics performance of SWD and LTELs to ensure these populations receive appropriate and timely support.

3: Strengthen Integration Between General Education and Specialized Mathematics Instruction

Co-teaching models will be implemented between general education mathematics teachers and special education teachers to provide seamless support for Students with Disabilities. Structured collaborative planning time will be created for mathematics teachers, special education teachers, and EL specialists to coordinate instruction and interventions. Mathematics-specific accommodations and modifications will be developed that maintain rigor while providing appropriate supports for diverse learners. Specialized professional development on Universal Design for Learning in mathematics will be provided to all mathematics educators. Mathematics support plans for SWD will be created that align IEP goals with grade-level content standards while providing necessary scaffolding and support.

4: Develop Teacher Capacity in Mathematics Content and Pedagogy

Sustained professional learning will focus on mathematics content knowledge and pedagogical content knowledge to strengthen teacher effectiveness in mathematics instruction. Instructional coaching cycles specific to mathematics teaching practices will be implemented to provide ongoing support for classroom teachers. A mathematics teacher leader cadre will be created to support peer learning and collaboration around effective mathematics instruction. Demonstration classrooms will be developed to showcase effective mathematics instruction for diverse learners and provide models for other teachers. Specific training will be provided on addressing mathematics learning gaps and misconceptions through targeted instructional approaches.

5: Develop Targeted Mathematics Support System for ELs/LTELs

Specific strategies will be implemented for supporting mathematical reasoning and problem-solving for English Learners, including explicit instruction in mathematical vocabulary and language structures. A systematic approach will be developed to teach mathematical vocabulary and language structures that are essential for accessing grade-level content. Bilingual mathematics resources and visual supports will be created and implemented to support native language connections to mathematical concepts. Structured word problem analysis routines will be implemented to support language development while building mathematical problem-solving skills. LTEL-specific mathematics intervention groups will be created that focus on academic language and mathematical discourse development.

Suspension Rate – Needs Assessment

Identified Performance Gaps

Most student groups demonstrate Orange performance level on the 2024 CA School Dashboard for Suspension Rate, representing a concerning deterioration from prior year performance. Students with Disabilities previously showed RED performance levels for suspension rates, indicating this population has been disproportionately impacted by exclusionary discipline practices. The worsening trend across multiple student groups suggests systemic challenges in school climate, disciplinary approaches, and behavior intervention systems that require immediate and comprehensive attention.

Data Analyzed (Quantitative & Qualitative)

The comprehensive analysis incorporated suspension rate data disaggregated by student group from the California School Dashboard, disciplinary incident reports from Aeries student information system, and behavioral data from the Kern Integrated Data System (KiDS). Qualitative data sources included teacher and staff surveys regarding classroom management and disciplinary challenges, student climate surveys through Panorama measuring sense of safety and school connectedness, parent feedback through surveys and advisory committee meetings, and analysis of disciplinary referral patterns including precipitating incidents, time of day, location, and staff involved. Additional data came from PBIS implementation fidelity assessments and restorative justice practice implementation tracking.

Educational Partners Engaged in Analysis

The needs assessment involved extensive collaboration across the school community. The Executive Team and School-Based Leadership Team provided strategic oversight and policy analysis. Student Support Services staff, including Social Workers, School Psychologists, and Student Incident Response Coordinators, contributed specialized expertise on behavioral interventions and trauma-informed practices. Teachers and classified staff provided classroom and campus-level perspectives through surveys and focus groups. Assistant Principals leading school culture and climate initiatives shared implementation data and challenges. Parents engaged through ELAC, PAC, and Coffee with the Principal sessions

to provide family perspectives on school discipline and climate. Students participated through advisory classes and student leadership opportunities to share their experiences and suggestions for improvement.

Identified Strengths and Current Positive Practices

- **Comprehensive Support Infrastructure:** WCPA has established a robust Student Support Services team led by a Director of Student Support Services who coordinates comprehensive wraparound services for students and families. The team includes Social Workers and Student Affairs Specialists who conduct targeted home visits for disengaged students, providing personalized outreach and support. Student Incident Response Coordinators work directly with students experiencing behavioral challenges to identify root causes and develop intervention plans.

- **Positive Behavioral Interventions and Supports Framework:** WCPA has implemented Positive Behavioral Interventions and Supports (PBIS) with dedicated celebrations and incentives recognizing students who demonstrate positive behavior attributes. Morning announcements begin each day with welcoming messages, celebration of academic goals, and culture-building activities designed to motivate students and create a positive school environment. PBIS Leadership Forums and specialized training for principals through LACOE provide ongoing professional development support.

- **Wellness Center and Mental Health Services:** Students have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services critical to the community served. The center is staffed with bilingual healthcare professionals and specialists who provide social-emotional, behavioral, and mental health services including counseling and therapeutic support. In 2025-26, WCPA will provide its own Educationally Related Mental Health Services (ERMHS) to better target student behavior and mental health needs through School Psychologists and School Social Workers.

- **Data Monitoring and Early Intervention Systems:** WCPA leverages a Power BI dashboard that allows leaders to gather and analyze information including student attendance patterns, disciplinary referrals, and academic performance indicators. Student Support Services, school site leaders, and specialized administrators work collaboratively to implement strategies for students experiencing academic, attendance, or behavioral challenges. An Early Warning System is being developed to identify at-risk students and deploy appropriate interventions.

- **Alternative Approaches and Restorative Practices:** WCPA leadership has received training in restorative practices through IIRP Restorative Practices Graduate School, including programs on putting theory into action for school leaders. WCPA emphasizes addressing exclusionary practices of suspension in favor of alternative consequences and interventions that keep students engaged in learning while addressing behavioral concerns.

Greatest Needs and Specific Student Groups

- **Systemic Behavior Intervention Framework:** The most critical need involves developing a more systematic and consistent approach to behavior intervention that reduces reliance on exclusionary discipline practices. The worsening suspension rates across multiple student groups indicate that current approaches are not effectively addressing the root causes of behavioral challenges or providing adequate support for students struggling with social-emotional or behavioral needs.

- **Disproportionate Impact on Vulnerable Populations:** Students with Disabilities continue to experience disproportionately high suspension rates, suggesting inadequate understanding and implementation of appropriate behavioral supports for students with varying disability-related needs. Foster youth, English Learners, and socioeconomically disadvantaged students may also be experiencing disproportionate disciplinary consequences that compound existing educational inequities.

- **Trauma-Informed and Culturally Responsive Practices:** There is a significant need for enhanced trauma-informed practices that recognize the impact of adverse childhood experiences and community stressors on student behavior WCPA serves a vulnerable population facing significant barriers, and disciplinary approaches must account for the complex social and emotional needs that may underlie behavioral challenges.

- **Teacher and Staff Capacity Building:** Professional development is needed to build staff capacity in classroom management, de-escalation strategies, cultural responsiveness, and understanding of student behavior as communication of unmet needs. Staff require additional skills in implementing proactive behavior supports and alternatives to traditional disciplinary referrals.

Issues Identified This Year

- **Increasing Suspension Trends:** The Orange performance level across multiple student groups represents a concerning trend toward increased use of exclusionary discipline practices. This suggests that existing behavior support systems are not adequately preventing escalation of behavioral incidents or that staff are not consistently implementing alternative interventions.

- **Inconsistent Implementation of Behavior Supports:** While PBIS and other positive behavior support systems are in place, implementation may be inconsistent across classrooms, grade levels, or staff members. Some teachers and staff may be more likely to refer students for disciplinary action rather than implementing classroom-level interventions or seeking support from behavioral specialists.

- **Limited Alternative Consequence Options:** WCPA may have limited alternatives to suspension that address behavioral concerns while keeping students engaged in learning. More creative and effective consequence systems are needed that repair harm, teach appropriate behavior, and maintain educational engagement.

Identified Resource Inequities

- **Staff Training and Professional Development Gaps:** Inconsistent access to professional development focused on trauma-informed practices, cultural responsiveness, and positive behavior interventions creates gaps in staff preparation for serving all students effectively. Some staff may lack the skills and knowledge needed to implement alternatives to traditional disciplinary referrals.

- **Behavioral Support Staffing:** Limited specialized staffing for intensive behavioral support may result in over-reliance on disciplinary referrals rather than intervention and support. The ratio of behavioral support specialists to students may be insufficient for providing timely and effective interventions for all students who need support.

- **Classroom Management Resources:** Teachers may lack adequate resources, training, and support for implementing effective classroom management strategies that prevent behavioral escalation. Some classrooms may not have access to the tools and techniques needed to create positive learning environments for all students.

- **Family Engagement and Communication:** Limited resources for engaging families in understanding school disciplinary policies, behavioral expectations, and available support services may contribute to misunderstandings and missed opportunities for collaborative problem-solving when behavioral concerns arise.

Root Cause Analysis: Identified Root Causes

- **Systemic Approach to Behavior Support:** WCPA has not yet fully implemented a comprehensive, systematic approach to behavior support that integrates positive behavior interventions, trauma-informed practices, and restorative approaches into a cohesive framework. While individual components exist, they may not be sufficiently coordinated to provide consistent, effective support for all students.

- **Staff Mindset and Capacity Challenges:** Some staff may continue to rely on traditional disciplinary approaches rather than viewing student behavior as communication of unmet needs requiring support and intervention. Limited professional development in understanding trauma, cultural responsiveness, and positive behavior support may contribute to over-reliance on exclusionary practices.

- **Inadequate Prevention and Early Intervention:** Current systems may be more reactive than proactive, responding to behavioral incidents after they occur rather than implementing comprehensive prevention strategies that address underlying causes of behavioral challenges. Early intervention systems may not be sufficiently robust to identify and support students before behavioral problems escalate.

- **Limited Understanding of Root Causes:** Staff may not have adequate training in recognizing and addressing the underlying factors that contribute to student behavioral challenges, including trauma, academic frustration, social-emotional needs, disability-related factors, cultural disconnection, or family stressors.

- **Inconsistent Implementation of Alternatives:** While alternative approaches to discipline exist, implementation may be inconsistent across staff, classrooms, and situations. Some staff may not be confident in their ability to implement alternatives effectively, leading to default reliance on traditional disciplinary referrals.

Plan of Action for 2025-26: Evidence-Based Interventions - *Focus on reducing suspension rates for all student groups while addressing disproportionate impacts on Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and other vulnerable populations*

1: Implement Comprehensive Multi-Tiered Behavior Support System

WCPA will develop and implement a comprehensive Multi-Tiered System of Supports for behavior that integrates PBIS, trauma-informed practices, and restorative approaches into a cohesive framework. School-wide behavior expectations will be clearly defined, taught, and consistently reinforced across all settings. Tier 1 prevention strategies will focus on creating positive school climate through relationship building, engaging instruction, and proactive behavior support. Tier 2 interventions will provide targeted support for students showing early signs of behavioral challenges through check-in/check-out systems, social skills groups, and mentoring programs. Tier 3 intensive interventions will offer individualized behavior support plans, wraparound services, and specialized therapeutic interventions for students with the highest behavioral needs.

2: Enhance Staff Capacity in Trauma-Informed and Culturally Responsive Discipline

Comprehensive professional development will be provided to all staff on trauma-informed practices that recognize the impact of adverse childhood experiences on student behavior and learning. Cultural responsiveness training will help staff understand how cultural differences may be misinterpreted as behavioral problems and develop more appropriate responses. De-escalation strategies and classroom management techniques will be taught to prevent behavioral incidents from escalating to referral level. Restorative practice training will provide staff with skills in facilitating healing conversations, problem-solving conferences, and community-building circles. Professional development will emphasize understanding student behavior as communication of unmet needs rather than willful defiance.

3: Develop Alternative Consequence and Intervention System

A comprehensive system of alternative consequences will be developed that emphasizes repairing harm, learning appropriate behavior, and maintaining educational engagement rather than exclusion from school. In-school intervention programs will provide intensive support and skill-building for students who would otherwise face suspension. Restorative justice practices will be implemented to address conflicts and behavioral incidents through facilitated dialogue and problem-solving. Community service and leadership opportunities will provide meaningful ways for students to contribute positively to the school community. Individualized behavior intervention plans will be developed for students with chronic behavioral challenges.

4: Strengthen Early Warning System and Prevention

The Early Warning System will be enhanced to identify students at risk for behavioral challenges through analysis of attendance patterns, academic performance, social-emotional indicators, and previous disciplinary history. Proactive interventions will be implemented for identified students including academic support, counseling services, family engagement, and peer mentoring. Regular data review processes will monitor the effectiveness of prevention efforts and adjust strategies based on outcomes. Collaboration between academic support, behavioral support, and family engagement teams will ensure comprehensive wraparound services for at-risk students.

5: Enhance Family Engagement and Communication

Comprehensive family engagement strategies will be developed to involve parents and caregivers as partners in supporting positive student behavior. Clear communication about school behavior expectations, disciplinary policies, and available support services will be provided in accessible formats and languages. Family workshops will be offered on topics such as positive parenting strategies, understanding adolescent development, and supporting student social-emotional needs. When behavioral concerns arise, families will be engaged as collaborative partners in developing intervention plans rather than simply being notified of consequences.

6: Implement Comprehensive Data Monitoring and Continuous Improvement

Robust data collection and analysis systems will be implemented to monitor suspension rates, disciplinary referral patterns, implementation fidelity of behavior support practices, and student climate indicators. Regular data review cycles will examine disparities in disciplinary

consequences across student groups and identify areas needing targeted intervention. Staff will receive ongoing feedback about behavioral data trends and effectiveness of interventions. Continuous improvement processes will ensure that behavior support practices are regularly evaluated and refined based on evidence of effectiveness.

Chronic Absenteeism Indicator – Needs Assessment

Identified Performance Gap

Long-Term English Learners demonstrate RED performance level on the California School Dashboard for Chronic Absenteeism, representing the most critical attendance challenge facing the school. This designation indicates that LTELs are missing 10% or more of the school year, which severely impacts their academic progress and contributes to the persistent achievement gaps observed in this population. The RED performance level suggests that current attendance interventions are not effectively addressing the unique barriers and challenges faced by students who have been English Learners for six or more years without achieving English proficiency.

Data Analyzed (Quantitative & Qualitative)

The comprehensive analysis incorporated detailed attendance data from the Aeries student information system disaggregated specifically for LTEL students, chronic absenteeism rates tracked through the Kern Integrated Data System (KiDS), and attendance patterns analyzed by day of week, time of year, and individual student circumstances. Qualitative data sources included family interviews and surveys conducted by Social Workers and Student Affairs Specialists during home visits, teacher observations regarding LTEL student engagement and participation patterns, transportation data identifying potential barriers to consistent attendance, and analysis of correlation between attendance patterns and academic performance for LTEL students. Additional data came from Panorama student surveys focusing on sense of belonging and school connectedness among LTEL students, parent feedback through ELAC and family engagement activities, and case studies of successful attendance improvement interventions for individual LTEL students.

Educational Partners Engaged in Analysis

The needs assessment involved targeted collaboration with stakeholders most connected to LTEL student success. The Director of Student Support Services and Student Attendance Team provided expertise on attendance intervention strategies and family engagement approaches. The EL Coordinator and specialized ELD teachers contributed insights about the unique academic and social-emotional needs of LTEL students. Social Workers and Student Affairs Specialists shared findings from home visits and family engagement efforts specifically focused on LTEL families. General education teachers provided classroom-level observations about LTEL student engagement, participation, and academic confidence. Assistant Principals and school site leadership contributed data on attendance patterns and intervention effectiveness. LTEL families engaged through specialized outreach efforts, ELAC meetings, and individualized conferences to share their perspectives on attendance barriers and needed supports. LTEL students participated through focus groups and individual conversations to provide direct insight into their school experiences and attendance challenges.

Identified Strengths and Current Attendance Support Systems

- **Comprehensive Attendance Monitoring Infrastructure:** WCPA has established a dedicated Student Attendance Team led by the Director of Student Support Services that specifically identifies at-risk students prior to the start of each school year. The team includes Student Incident Response Coordinators who work collaboratively to develop individualized attendance plans and monitor progress throughout the year. WCPA has implemented proactive identification systems that flag students who were chronically absent in the prior school year, enabling early intervention before patterns become entrenched.
- **Targeted Family Engagement and Home Outreach:** Social Workers and Student Affairs Specialists conduct targeted home visits for students identified as disengaged or chronically absent, providing personalized outreach that recognizes the importance of building relationships with families. These home visits create opportunities for collaborative problem-solving and resource connection that might not occur through traditional school-based meetings. The school's commitment to meeting families where they are demonstrates cultural responsiveness and recognition of potential barriers to school-based engagement.
- **Multi-Modal Communication and Support Systems:** WCPA utilizes multiple communication platforms including ParentSquare, SchoolMint, and direct phone contact to maintain consistent communication with families about attendance expectations and support services. Family and Community Engagement staff provide interpretation services and translate materials into Spanish, ensuring that language barriers do not prevent effective communication about attendance concerns and available supports.
- **Transportation and Access Support:** WCPA provides comprehensive transportation services with Wi-Fi equipped buses that enable students to complete homework during commute times, potentially reducing academic stress that might contribute to attendance avoidance. The school has expanded transportation routes based on family requests, demonstrating responsiveness to logistical barriers that might prevent consistent attendance.
- **Comprehensive Wraparound Services:** Students have access to the Wonderful Student Wellness Center that provides healthcare services, mental health support, and social services that address potential health and wellness barriers to attendance. The center's bilingual staff and comprehensive service model recognize that attendance challenges often stem from complex family and individual circumstances requiring multifaceted support.

Greatest Needs and Specific Challenges for LTEL Students

- **LTEL-Specific Academic Disengagement:** Long-Term English Learners face unique challenges related to prolonged academic struggle and potential frustration with their lack of progress toward English proficiency despite years of schooling. Students who have been unsuccessful in achieving reclassification may experience academic disengagement, low self-efficacy, and reduced motivation to attend school regularly when they perceive limited progress in their learning.
- **Cultural and Linguistic Isolation:** LTEL students may experience social and academic isolation due to their intermediate language status, where they may not feel fully comfortable in either English-only or newcomer English Learner social groups. This sense of not belonging in any particular academic or social community can contribute to school avoidance and chronic absenteeism patterns.
- **Family Understanding and Engagement Barriers:** LTEL families may have limited understanding of the relationship between consistent attendance and their student's potential for academic success and English proficiency development. Some families may not fully understand the long-term consequences of chronic absenteeism or may have competing priorities that take precedence over daily school attendance.

- **Academic Confidence and Self-Efficacy Challenges:** Students who have remained English Learners for six or more years may have developed negative academic self-concepts and low confidence in their ability to succeed academically. This learned helplessness can manifest as school avoidance behaviors when students believe that attendance will not lead to meaningful academic progress.
- **Limited LTEL-Specific Intervention Programming:** Current attendance interventions may not adequately address the unique social-emotional and academic needs of LTEL students, who require specialized approaches that acknowledge their specific circumstances and provide targeted support for both attendance and academic engagement.

Issues Identified This Year

- **Persistent Attendance Patterns:** Despite comprehensive attendance support systems, LTEL students continue to demonstrate chronic absenteeism patterns that suggest current interventions are not sufficiently targeted or intensive for this specific population. The RED performance level indicates that existing approaches may not be addressing the root causes of attendance challenges for LTEL students.
- **Limited LTEL-Focused Interventions:** While the school has robust general attendance support systems, there appears to be insufficient programming specifically designed to address the unique attendance barriers faced by Long-Term English Learners. LTEL students may require different intervention approaches than other chronically absent students.
- **Academic-Attendance Connection Gaps:** There may be insufficient integration between academic support for LTEL students and attendance intervention efforts. Students who are struggling academically may avoid school due to academic frustration, but attendance interventions may not adequately address these underlying academic challenges.

Identified Resource Inequities

- **LTEL-Specific Staffing and Expertise:** WCPA may have limited staff with specialized expertise in understanding and addressing the unique social-emotional and academic needs of Long-Term English Learners. Staff may need additional training in recognizing and responding to the specific challenges that contribute to LTEL student disengagement and chronic absenteeism.
- **Culturally and Linguistically Responsive Resources:** Limited availability of attendance intervention resources specifically designed for LTEL families may create barriers to effective family engagement. Materials and approaches may not adequately address the cultural and linguistic factors that influence LTEL family perspectives on education and attendance.
- **Academic Support Integration:** Insufficient coordination between LTEL academic support services and attendance intervention efforts may result in fragmented support that does not address the interconnected nature of academic struggle and attendance avoidance for this population.
- **Peer Support and Mentoring Opportunities:** LTEL students may have limited access to peer mentoring or support groups that could provide social connection and motivation for school attendance. The absence of LTEL-specific programming may contribute to continued social and academic isolation.

Root Cause Analysis: Identified Root Causes

- **Academic Disengagement and Learned Helplessness:** Long-term struggles with English language acquisition may have created patterns of academic disengagement and learned helplessness among LTEL students. Students who have not achieved reclassification despite years of effort may develop negative beliefs about their academic ability and the value of school attendance, leading to avoidance behaviors and chronic absenteeism.
- **Social and Cultural Disconnection:** LTEL students may experience cultural and linguistic disconnection from school community and peers, contributing to reduced sense of belonging and motivation to attend regularly. Students who feel marginalized or misunderstood may avoid school settings where they feel unsuccessful or unwelcome.
- **Family Understanding and Prioritization:** LTEL families may have limited understanding of the critical importance of daily school attendance for their student's academic and linguistic development. Cultural differences in perspectives on education, competing family responsibilities, or previous negative school experiences may influence family prioritization of consistent school attendance.
- **Inadequate LTEL-Specific Programming:** WCPA may lack sufficient programming specifically designed to address the unique needs of LTEL students, resulting in generic interventions that do not address the root causes of disengagement and attendance avoidance for this population. LTEL students require specialized approaches that acknowledge their specific circumstances and provide targeted support.
- **Limited Integration of Academic and Attendance Support:** Insufficient coordination between academic interventions for LTEL students and attendance support services may result in fragmented approaches that fail to address the interconnected nature of academic struggle and attendance challenges for this population.

Plan of Action for 2025-26: Evidence-Based Interventions - *Focus specifically on Long-Term English Learners experiencing chronic absenteeism*

1: Develop LTEL-Specific Attendance Support System

A comprehensive attendance support system will be created specifically designed to address the unique barriers and challenges faced by Long-Term English Learners. An LTEL Attendance Task Force will be established bringing together the EL Coordinator, attendance staff, and family liaisons to develop specialized intervention approaches. Personalized attendance plans will be created for each chronically absent LTEL student with specific interventions and monitoring protocols tailored to their individual circumstances. Culturally responsive attendance incentives will be designed that are specifically meaningful to LTEL students and acknowledge their cultural backgrounds and interests. Focus groups will be conducted with LTEL students and families to understand attendance barriers and develop targeted solutions based on their direct input and recommendations.

2: Enhance Communication and Family Engagement for LTEL Families

Comprehensive communication and information systems will be developed to inform LTEL families regarding the critical importance of attendance for their student's academic and linguistic development. Multilingual attendance communication protocols will be created using diverse methods including text messages, phone calls, mobile applications, and home visits to ensure families receive timely and accessible information. Family-friendly materials will be developed explaining the connection between attendance and academic progress in home languages and culturally appropriate formats. "Attendance Matters" workshops will be implemented specifically for LTEL families with childcare and translation provided to remove participation barriers. Bilingual parent ambassadors will be trained to conduct outreach to families of chronically absent LTEL students, providing peer support and cultural connections.

3: Strengthen Attendance Data Systems and Early Intervention

The Early Warning System will be refined to include LTEL-specific indicators and risk factors for chronic absenteeism that recognize the unique challenges faced by this population. Weekly data reviews will focus specifically on LTEL attendance patterns to enable rapid response to emerging concerns. Clear tiered intervention protocols will be developed specifically for LTEL students showing early signs of attendance issues, with interventions designed to address both attendance and underlying academic or social-emotional concerns. Data visualization tools will be created to help staff identify trends in LTEL attendance and deploy appropriate interventions. Rapid response protocols will be implemented for immediate intervention when LTEL students miss two or more days in a month.

4: Integrate Attendance and Academic Supports for LTELs

Academic interventions will be aligned with attendance support for struggling LTEL students to address the interconnected nature of academic frustration and school avoidance. Catch-up protocols and materials will be created for LTELs returning from absences to help them reconnect with learning and reduce academic anxiety. Engaging instructional practices will be developed specifically designed to motivate LTEL attendance by making school experiences more relevant and accessible. A check-in/check-out system will be implemented connecting daily attendance to academic goals for high-risk LTELs, providing structure and motivation for consistent attendance. Professional development will be provided on the intersection of language development, academic engagement, and attendance for staff working with LTEL students.

5: Enhance Transportation and Access Supports

A comprehensive transportation needs assessment will be conducted specifically for LTEL families to identify and address logistical barriers to consistent attendance. An "Attendance Buddy" system will be designed pairing LTEL students who live near each other to provide peer support and accountability for consistent attendance.

6: Strengthen Staff Capacity to Address LTEL Attendance

Comprehensive professional development will be provided to all staff on culturally responsive attendance practices specifically relevant to LTEL students and families. Staff learning communities will be created focused on LTEL engagement and attendance that provide ongoing collaboration and problem-solving opportunities. Training will be provided to all staff on effective communication strategies with LTEL families about attendance concerns and available support services. A resource guide will be developed identifying community supports available to address barriers to attendance for LTEL families. Coaching cycles will be implemented for staff working directly with chronically absent LTEL students to build capacity and confidence in intervention approaches.

Summary of Wonderful College Prep Academy's Differentiated Assistance Work

WCPA's "Differentiated Assistance Cycle of Inquiry Framework" addresses the need for a clearly defined instructional framework and a coherent professional learning model, especially to improve outcomes for Students with Disabilities (SWD) and English Learners (EL). Current achievement rates are low, with only 32% of students meeting math standards in Delano and 24% in Lost Hills, and even lower rates for SWD and EL students. The working theory is that by empowering staff through a unified professional learning model focused on high-quality, tier-one instruction within a Multi-Tiered System of Supports (MTSS), staff will be better equipped to implement and monitor effective instructional practices, ultimately improving student outcomes[1].

The framework aligns with two main LCAP goals: ensuring all students are taught by highly qualified educators in an equity-oriented environment, and enhancing academic outcomes for all students through rigorous, culturally relevant instruction and targeted interventions. The approach is rooted in the principle that improvement requires effective measurement[1].

WCPA's inquiry framework focuses on four key areas:

1. Teacher collective efficacy, measured by staff surveys, rubrics, and feedback to determine if Professional Learning Communities (PLCs) are fostering collaboration and growth.
2. Integration of MTSS and PLCs, assessed through student performance data, attendance, behavior, and the use of Early Warning System (EWS) data to guide interventions.
3. Shifts in staff use of PLC protocols, tracked by professional development impact, staff surveys, and evaluation tools to ensure effective collaboration and instructional planning.
4. Site leader support, evaluated through leadership self-assessments, classroom walkthroughs, teacher feedback, and rubrics to determine how well leaders support high-quality instruction and collaborative practices[1].

Measurement tools and data collection are integral to each focus area, allowing WCPA to monitor progress, guide professional development, and adjust strategies to better serve all students, with particular attention to those most at risk[1].

WCPA's Journey with Professional Learning Communities and Differentiated Assistance (2024-2025)

In the 2024-25 school year, Wonderful College Prep Academy engaged in a comprehensive journey implementing Professional Learning Communities (PLCs) through their work with Differentiated Assistance (DA).

WCPA's Foundation and Core Values

WCPA operates on five interconnected core values that drive its educational philosophy. Collective Responsibility emphasizes setting ambitious, measurable goals while supporting teammates in achieving their own objectives. Feedback and Growth focuses on actively seeking and providing constructive, evidence-based feedback to drive continuous improvement. Integrity ensures actions and words align with their vision and values, even when uncomfortable. All Means All commits to valuing, affirming, and building on student, family, and community assets to create conditions for student success. Care emphasizes building and growing relationships with all community members in service of WCPA's vision.

Our approach follows the principle that "every system is perfectly designed to get the results it gets," emphasizing the need for systematic change to improve outcomes. This philosophy underlies their commitment to transforming educational practices through structured collaboration and data-driven decision making.

Comprehensive Summer Preparation

WCPA invested heavily in summer professional development to establish a strong foundation for their PLC implementation. The organization established Guiding Coalitions at each school site through intensive two-day training sessions that focused on building leadership capacity and understanding PLC principles. Coalition leads then attended a three-day PLC Institute to deepen their expertise and learn best practices from other successful implementations.

Additionally, Academic Leads participated in Visible Learning training, which provided them with research-based classroom strategies and their effect sizes on student learning. This multi-layered approach ensured that leadership at various levels possessed the knowledge and skills necessary to support effective PLC implementation throughout the school year.

Structured PLC Implementation

WCPA launched their Professional Learning Community using three key interconnected components. The Guiding Coalition serves as the leadership structure providing oversight, direction, and support for the entire PLC process. Professional Learning Teams (PLTs) function as grade-level collaborative teams where the actual work of improving instruction and student outcomes occurs. The 15 Day Challenge provided an initial implementation period that allowed teams to practice new skills and establish collaborative routines.

Their PLC framework centers on three foundational Big Ideas: Focus on Learning, Collaborative Culture, and Results Orientation. These guide the work of four Critical Questions that teams address collaboratively: What do we expect students to learn? How do we know they are learning it? How do we respond when they do not learn? How do we respond when they have already learned?

Comprehensive Progress Monitoring

WCPA developed a sophisticated PLT Quality Assessment Rubric that measures teams across four developmental stages: Initiating, Developing, Performing, and Leading. The rubric evaluates teams in critical areas including team goals and focus, collaboration and trust building, data-driven decision making, and maintaining a student-centered focus.

Progress data demonstrates significant growth, with seven out of eight teams showing measurable improvement and one team maintaining high performance levels. Most teams successfully advanced from early stages (Stage 1-2) to more mature performance levels (Stage 2-3), indicating that the systematic approach to PLC implementation is yielding positive results across the organization.

Differentiated Teacher Support Framework

WCPA designed a comprehensive Skill vs. Will Matrix that categorizes teachers into four distinct quadrants to provide targeted support. Teachers with High Will but Low Skill are identified as Enthusiastic Learners who benefit from training, mentorship, and encouragement to take risks as they develop their capabilities. Those with both High Will and High Skill serve as Empowered Contributors who need recognition, challenges, and leadership opportunities to continue growing.

Teachers with Low Will and Low Skill are categorized as Struggling or Reluctant participants who require direct guidance, intensive coaching, and clear expectations to build both confidence and competence. Finally, those with Low Will but High Skill are Capable but Unengaged

individuals who need re-inspiration, empowerment through new challenges, and public acknowledgment of their valuable contributions to rekindle their motivation.

Universal Design for Learning Integration

Universal Design for Learning (UDL) Integration was the focus in the Spring semester on strategies to better support students with disabilities (SWD). UDL provides a comprehensive framework built on three core principles that ensure all students can access and demonstrate learning effectively.

Multiple Means of Engagement addresses how students become motivated and engaged in learning through options for welcoming interests and identities, sustaining effort and persistence, and developing emotional capacity. Multiple Means of Representation focuses on how information is presented to students through options for perception, language and symbols, and building knowledge. Multiple Means of Action and Expression ensures students have various ways to demonstrate their learning through options for interaction, expression and communication, and strategy development.

Collaborative Special Education Framework

WCPA developed an integrated approach that bridges General Education and Special Education through ongoing collaboration and shared responsibility. The framework emphasizes universal supports provided through well-designed, accessible learning experiences while also ensuring student-specific supports are effectively implemented.

The collaboration centers on comprehensive student support questions that guide both general and special education teachers in understanding individual student needs, interests, communication styles, and optimal learning conditions. This systematic approach ensures that data collection on SMART goals, behavior intervention plans, and inclusion strategies remains consistent and effective across all educational settings.

Overall Impact and Future Direction

WCPA's systematic approach to building collective teacher efficacy is taking place through carefully structured professional learning communities with particular attention to supporting students with disabilities through UDL principles and collaborative special education practices reflects their commitment to the "All Means All" core value.

The evidence of team growth, structured support systems, and comprehensive frameworks for both teacher development and student support indicates that WCPA has successfully created the conditions necessary for sustained improvement in educational outcomes. Their focus on data-driven decision making, collaborative culture, and systematic support ensures that this progress will continue to build momentum throughout the school year and beyond.

Reflections: Technical Assistance

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

WCPA is eligible for Technical Assistance (Differentiated Assistance) in accordance with Education Code Section 52071 based on the performance of specific student groups on the 2024 California School Dashboard.

WCPA's Long-Term English Learner (LTEL) received red performance levels (lowest performance category) on multiple state indicators, including:

- English Language Arts Academic Indicator
- Mathematics Academic Indicator
- Chronic Absenteeism

In response to this identification, WCPA has engaged in a comprehensive technical assistance partnership with Fresno County Superintendent of schools (FCSS). This collaborative process began in Fall 2024 with DA eligibility for Students with disabilities; and for the upcoming 2025-26 school year, Differentiated Assistance will focus on LTEL and includes the following components:

Based on the provided documents, here is WCPA's response to Differentiated Assistance eligibility for the Long-Term English Learner (LTEL) student group:

1. **Root Cause Analysis for LTEL Performance:** WCPA's primary challenge stems from the absence of a coherent professional learning model that empowers educators to deliver high-quality, differentiated tier-one instruction specifically designed for LTEL students. WCPA lacks systematic integration of language development strategies within core academic instruction, resulting in persistent achievement gaps where only 30% of students meet ELA standards in Lost Hills and 44% in Delano. Contributing factors include insufficient collaboration between general education teachers and EL specialists within Professional Learning Teams, inconsistent use of data-driven decision making to address LTEL-specific learning gaps, and limited implementation of Universal Design for Learning principles to support linguistically diverse learners.
2. **System Analysis:** A multi-disciplinary team of administrators, educators, support staff, parents, and students will examine data and identify the underlying factors contributing to the performance gaps for our Long-Term English Learners. Current achievement data reveals significant performance gaps for LTEL students across multiple state indicators. The existing Multi-Tiered System of Supports lacks structured protocols specifically addressing LTEL needs, while Professional Learning Teams operate without adequate expertise in evidence-based LTEL instructional strategies. The Early Warning System data collection exists but is not consistently utilized to identify and support struggling LTEL students, creating missed opportunities for timely intervention.
3. **Professional Development and Coaching Support from FCSS:** WCPA will partner with Fresno County Superintendent of Schools to implement a comprehensive technical assistance program focused on four key areas. First, FCSS will provide intensive professional development on Universal Design for Learning implementation, training educators to design multiple means of engagement, representation, and expression that specifically support LTEL students' linguistic and academic development. This training will be embedded within existing PLT structures, enhancing collaboration between general education teachers and EL specialists.
- Second, FCSS coaching support will focus on strengthening data-driven instructional practices through the lens of the TNTP instructional framework. Site-based coaches will work directly with PLTs to integrate Early Warning System data into the four critical questions framework, ensuring that LTEL student needs are systematically addressed in collaborative planning. Coaches will utilize the Skill vs. Will matrix to provide differentiated support for educators, pairing intensive mentorship for struggling teachers with leadership opportunities for high-performing staff.
- Third, FCSS will support the development of culturally sustaining pedagogical practices that build on LTEL students' linguistic and cultural assets. This includes training on effective instructional strategies for students who have been in the English Learner program for extended periods, addressing both academic content gaps and continued language development needs.

- Finally, FCSS will provide leadership development support for site administrators and Guiding Coalition members, strengthening their capacity to support LTEL-focused instruction through effective classroom observations, feedback, and resource allocation.
4. **Progress Monitoring Framework:** The monitoring system will track progress across four focus areas aligned with WCPA's existing Differentiated Assistance framework. Teacher Collective Efficacy will be measured through PLT quality rubric assessments and staff surveys evaluating collaborative effectiveness in supporting LTEL students. Integration between MTSS data and PLC processes will be monitored through fidelity checks on Early Warning System usage in instructional decision-making. Professional learning impact will be assessed by correlating participation in FCSS-provided training with improved LTEL student outcomes on NWEA, DIBELS, and formative assessments. Leadership development effectiveness will be evaluated through classroom walkthrough data and teacher feedback on administrator support.
- Data collection will occur quarterly using existing systems including student performance assessments, attendance and behavioral indicators, PLT rubric scores, and staff perception surveys. FCSS technical assistance will include support for data analysis and interpretation, ensuring that progress monitoring informs continuous improvement efforts. This comprehensive approach aligns with WCPA's core values of Collective Responsibility and Care, creating sustainable systems change that benefits LTEL students across both school sites.

This Differentiated Assistance partnership with FCSS will enable WCPA to develop and implement systematic, evidence-based approaches specifically designed to address the unique and complex needs of Long-Term English Learners across all performance indicators.

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 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	**Consultation with Administrators/Principal and School-based Leadership Team (SBLT) took place weekly from January – April 2025.** **Community of Practice Meetings (Directors & Principals) took place monthly from January – April 2025:** **Date: 4/15/25: School-Based Leadership Team (SBLT) meeting on the 2025-26 LCAP & Budget development** Consultation, topics discussed, and feedback provided include: **Teacher Quality (LCAP Goal 1)** ● Continue to focus on small class sizes; continued investment in Professional Learning Communities and Guiding Coalition to deploy teacher coaching and initiatives ● Continued training to support to teachers to offer differentiated interventions to students **Content & Instruction (LCAP Goal 2)** ● Continued focus on data and assessments to support students' academic growth ● Continued focus on Dual Enrollment Pathway program and early college access model; continue to review course offerings to support A-G, College and Career Readiness but also provide robust course offerings to include additional access to STEM, music and arts courses. ● Review and redefine how to deploy supports for Students with Disabilities to ensure equitable access to learning and academic growth while meeting the needs of students ● Revise offerings for EL and LTEL's to provide additional interventions to support students on their path to redesignation

	School Climate & Culture (LCAP Goal 3) • Continued focus on continuing to build out Early Warning System to identify and provide MTSS interventions to support student SEL and Academic needs and to continue to address Chronic Absenteeism • Expanded Student Supports to provide SEL and mental health support offerings through Campus Supervisors and Student Incident Response Team members reporting directly to school leaders and addressing school culture for students. • Increases incentives and experiences through PBIS for students to encourage positive student behaviors and reduce the number of student discipline issues. • Continued focus on reviewing campus safety protocols and facilities to ensure campus safety, security and maintenance.
Teachers	**Discussion on the 2024-25 LCAP Midyear Update took place: January 7, 2025.** 2024-25 Quarterly staffwide meetings to discuss 2024-25 LCAP Midyear Update and development of the 2025-26 LCAP. Consultation, topics discussed, and feedback provided include: • Continue with more opportunities to provide Interventions (attendance, behavior, and academics). PD to effectively provide these practices, and support staff. • More support for SWD. PD, understanding compliance, continue with PLC Initiative collaboration among Gen Ed and SPED educators • Need for professional development on Universal Design for Learning (UDL)
Other School Personnel	**LCAP Feedback Session: May 9, 2025** **Consultation, topics discussed, and feedback provided include by LCAP Goal:** **Teacher Quality (LCAP Goal 1): Identified Needs** • More training for staff • Less long-term subs and less teacher vacancies • Different supports training

- Open communication between teachers and families
- Retention of quality staff
- De-escalation and classroom meeting trainings
- Equitable access to get fully credentialed and quality teachers
- Long term principals to retain quality staff

Content & Instruction (LCAP Goal 2): Identified Needs
- Updated technology (Chromebook, headphones, iPads)
- Academic coaches
- Additional tutors for all grades
- SPED support during after school program
- Inventory accountability and usefulness before ordering more curriculum or student software
- More music support for secondary
    - Primary (Band and Mariachi)
    - Secondary (Mariachi, Color guard, Marching band, Choir)
- Increased SPED field trips
- More support for non-Pathway students entering college or careers
- Library for students
- Live school classes
    - Financial literacy
    - Dance
    - Speech offerings (Oral Language, Mock Trial)
- Curriculum implemented for fidelity (committee)
- Dedicated space for Speech Language services to support students
- Community classrooms
- Computer lab (coding and programming classes)
- Target interaction for dually identified students (EL'S AND SPED)

	● Noise canceling headphones for SPED students
	
	School Climate & Culture (LCAP Goal 3): Identified Needs
	
	● In-house suspension option
	● Student Resource Officer on site (Partnering with Police Department)
	● Increased facilities improvements (level concrete, updated turf, additional landscaping maintenance)
	● Upgraded privacy stalls for student bathrooms
	● Parent workshops
	    ○ Student behavior/discipline be consistent (Parent volunteer for discipline purposes)
	    ○ College readiness
	● Increased parent outreach (raffles at events)
	● Expand college visit options to more universities
	● Increased meeting spaces for staff
	● More multipurpose rooms for events held on campus

Students	**Discussion and consultation on the 2024-25 LCAP Midyear Update took place in each Advisory class (Feb 2025)** **2025-26 LCAP Feedback Session: April 29, 2025 -** Consultation, topics discussed, and feedback provided include: **Content and Instruction (LCAP Goal 2): Identified Needs** ● Additional classes & programming: Student tutoring and in class tutoring; more music class offering; STEM classes; Drivers Ed Training; Engineering; Woodworking or woodshop; music classes with instruments; choir; BC Biology/Physics; Library; Varsity Music Programs; Marching Band; more group tutoring specific to English Learners, additional Soldiers of Change follow-up projects; additional AP classes; vocational course offerings: Automotive/Electrician pathways; home economics classes; additional culinary courses ● Additional opportunities for increased family engagement include: additional advanced notice to families, meetings closer to dismissal time and/or traditional work schedule - capitalize on Friday early dismissals; add additional zoom offerings

	School Climate and Culture (LCAP Goal 3): Identified Needs ● Not just "college trips" more educational trips including (classical) concerts, medical offices, music studios; vocational field trips; additional pathway supports, sports for zero period, workout sessions before school ● Additional athletic facilities: football field, track field, softball fields, baseball fields; hiking trips to national parks; water "fun" days; more sports opportunities, play equipment; additional designated sports areas ● Bigger tutoring center; library; computer lab ● Financial Aid/Budget workshops
Student Advisory Committee	**Discussion and consultation on the 2024-25 LCAP Midyear Update: LCAP Midyear Update:** **2025-26 LCAP Feedback Session: April 29, 2025:** Consultation, topics discussed, and feedback provided include: **Content and Instruction (LCAP Goal 2): Identified Needs** ● Additional classes & programming: Student tutoring and in class tutoring; more music class offering; STEM classes; Drivers Ed Training; Engineering; Woodworking or woodshop; music classes with instruments; choir; BC Biology/Physics; Library; Varsity Music Programs; Marching Band; more group tutoring specific to English Learners, additional Soldiers of Change follow-up projects; additional AP classes; vocational course offerings: Automotive/Electrician pathways; home economics classes; additional culinary courses ● Additional opportunities for increased family engagement include: additional advanced notice to families, meetings closer to dismissal time and/or traditional work schedule - capitalize on Friday early dismissals; add additional zoom offerings **School Climate and Culture (LCAP Goal 3): Identified Needs** ● Not just "college trips" more educational trips including (classical) concerts, medical offices, music studios; vocational field trips; additional pathway supports, sports for zero period, workout sessions before school ● Additional athletic facilities: football field, track field, softball fields, baseball fields; hiking trips to national parks; water "fun" days; more sports opportunities, play equipment; additional designated sports areas

	- Bigger tutoring center; library; computer lab - Financial Aid/Budget workshops On **June 9, 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)	**Discussion and consultation on the 2024-25 LCAP Midyear Update: 2/18/25** **LCAP Feedback Session: April 29, 2025** **Teacher Quality (LCAP Goal 1): Identified Needs** - Smaller class sizes; offer more preparation for first year teachers to support student needs, additional support and training on classroom management **Content and Instruction (LCAP Goal 2): Identified Needs** - Continue funding guidance counselors; additional tutoring offerings in after school tutoring; begin a program where High School aged students tutor younger grades (that count for community service hours); offer additional academic supports and opportunities for high achieving students; mariachi music program in all grades; additional music offerings for primary grades while also keeping the current music program; additional cooking and culinary arts programing; vocational course offers such as automotive; additional college-readiness workshops for parents; STEM offerings such as Robotics; additional financial literacy courses; academic intervention programs during afterschool for younger grades to support academic learning outcomes for all students **School Climate and Culture (LCAP Goal 3): Identified Needs** - Offer incentives for honor roll students; college readiness workshops for both parents and students; college visits and how to enroll in classes; further understanding of college-readiness for parents; funding for counselors to support with de-escalation; additional physical therapist supports for athletics; additional student incentives for LiveSchool points; additional campus supervisors for supervision before and during lunch time; crossing guards; additional bus stop and street safety for parents and students; bus aides and additional bus supervision; clear expectations for parents and hold them accountable. On **June 9, 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.

English Learner Parent Advisory Committee (EL-PAC)	**LCAP Midyear Update: Feb18** **LCAP Feedback Session: April 29, 2025** **Teacher Quality (LCAP Goal 1)** • Smaller class sizes; offer more preparation for first year teachers to support student needs, additional support and training on classroom management **Content and Instruction (LCAP Goal 2)** additional tutoring offerings in after school support; offer an opportunity for Reclassified English Learner high school students to tutor and support elementary English Learner students. On **June 9, 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	**LCAP Feedback Session: April 29, 2025.** **LCAP Family & Community Needs Assessment: April 1-15, 2025** Feedback provided**:** Most parents (83%) continued to rate the community programs and support offered as "excellent" or "good" Parents remained largely satisfied with the services offered to both themselves and their children. WCPA Signature Family Nights are the most enjoyed school-offered activity among parents. Additional areas of focus or supports are as followed as indicated by the top choices made by parents in the survey: • Additional Homework support • Opportunities for students to learn healthy habits • Volunteer opportunities
SELPA Administrator	Kern County SELPA & WCPA Leadership Meeting: May 8, 2025: Description of consultation with SELPA. WCPA Superintendent and Chief Academic Officer met to review current SpEd program and new updates to the academic instructional model to support Students with Disabilities. Lee Knotts, Director of Kern County SELPA supported the updates to the program and offered to attend onsite Professional Development and Working Sessions with WCPA SpEd staff to align on the best way to support students.

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

Actions 1-3: Teacher Staffing, Professional Learning, and Differentiated Support

- Administrative feedback emphasized continuing investment in Professional Learning Communities and Guiding Coalition for teacher coaching while providing continued training for teachers to offer differentiated interventions. Teachers specifically requested professional development on Universal Design for Learning (UDL) and more support for Students with Disabilities through professional development and compliance understanding, along with continuing PLC Initiative collaboration between General Education and Special Education educators.
- Other school personnel identified needs for more staff training and different types of support training, reducing long-term substitutes and teacher vacancies, improving retention of quality staff, and providing de-escalation and classroom management training. They also emphasized ensuring equitable access to fully credentialed teachers, need for long-term principals to retain quality staff, and improving open communication between teachers and families.
- Parent Advisory Committee and EL-PAC feedback focused on smaller class sizes, more preparation and support for first-year teachers, and additional classroom management training.

GOAL 2: Content and Instruction

- **Action 1: Standards-Based Curriculum** received feedback requesting curriculum implementation fidelity committee oversight.
- **Action 2: Tiered Academic Interventions** generated requests for additional tutors for all grades, academic coaches, SPED support during after-school programs, high school students tutoring younger grades for community service hours, and academic intervention programs during afterschool for younger grades.
- **Action 4: Technology Access** feedback included requests for updated technology including Chromebooks, headphones, and iPads, along with computer lab for coding and programming classes.
- **Action 5: Broad Course of Study** received extensive feedback requesting more music support for secondary levels including Mariachi, Color guard, Marching band, and Choir. Additional requests included cooking and culinary arts programming, vocational courses such as Automotive/Electrician pathways, STEM classes, Engineering, Woodworking, financial literacy and dance classes, speech offerings including Oral Language and Mock Trial, and library for students.
- **Action 6: Services for Students with Disabilities** feedback emphasized dedicated space for Speech Language services, targeted interventions for dually identified students who are both EL and SPED, noise canceling headphones for SPED students, and increased SPED field trips.
- **Actions 7-8: English Learner Services** received requests for more group tutoring specific to English Learners, opportunities for Reclassified English Learner high school students to tutor elementary EL students, and additional interventions to support LTEL redesignation.

GOAL 3: School Climate and Culture

- **Action 1: Social-Emotional and Behavioral Support** feedback included requests for in-house suspension options, Student Resource Officer on site, expanding college visit options to more universities, and increased parent outreach with raffles at events.
- **Action 2: College-Going Culture** generated requests for more educational trips beyond college visits to include concerts, medical offices, music studios, vocational field trips, Financial Aid/Budget workshops, and college readiness workshops for parents and students.
- **Action 3: Whole Child Development** received feedback requesting additional athletic facilities including football, track, softball, and baseball fields, more sports opportunities and equipment, bigger tutoring center and library, and sports for zero period with workout sessions before school.
- **Actions 4-5: Parent Engagement** feedback emphasized providing advanced notice to families for meetings, scheduling meetings closer to dismissal time or traditional work schedules, additional Zoom offerings for family engagement, and establishing clear expectations and accountability for parents.
- **Action 6: Facilities** received requests for facility improvements including level concrete, updated turf, landscaping, upgraded privacy stalls for student bathrooms, increased meeting spaces for staff, and more multipurpose rooms for campus events.

Cross-Cutting Themes emerged across all goals including strong support for additional tutoring and academic support across all grade levels, emphasis on expanding music and arts programming, need for improved family engagement strategies and communication, support for enhanced facilities and learning spaces, and focus on supporting Students with Disabilities and English Learners across all goals. The feedback demonstrates comprehensive educational partner engagement with specific, actionable suggestions that align with WCPA's three main LCAP goals.

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 32% of students meeting standard in Math and 44% in ELA in Delano, 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: 84.2%	2022-23: 80.1%		2023-24: 93%	-4.1%
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		2025-26 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 4 Health: 4 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 -15.5 Hispanic -18 EL -41.7 SED -21.1 SWD -113.6	2023-24 ELA CAASPP DFS All Students -9.8 Hispanic -13.2 EL -41.5 LTEL -85.4 SED -16.3 SWD -122.2		2024-25 ELA CAASPP DFS All Students -8.8 Hispanic -12.2 EL -40.5 LTEL -84.4 SED -15.3 SWD -121.2	All: +5.7 Hispanic: +4.8 EL: +0.2 SED: +4.8 SWD: -8.6
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -48.7 Hispanic -51.6 EL -67.3 SED -55.1 SWD -153	2023-24 Math CAASPP DFS All Students -60.9 Hispanic -64.9 EL -81.9 LTEL -158.4 SED -68.1 SWD -162.7		2024-25 Math CAASPP DFS All Students -58.9 Hispanic -62.9 EL -79.9 LTEL -156.4 SED -66.1 SWD -160.7	All: -12.2 Hispanic: -13.3 EL: -14.6 SED: -13 SWD: -9.7

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 70 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 the academy 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: 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, four Assistant Principals, and Instructional Coaches.

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: 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) has implemented 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:

1. Tier 1: Universal Professional Development: All teachers participate in foundational professional learning focused on high-quality instruction principles and evidence-based teaching practices.
2. Tier 2: Enhanced Support: Teachers requiring additional assistance receive targeted support through regular feedback cycles and individualized coaching from administrators.
3. 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 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 has shown mixed effectiveness in making progress toward Goal 1. The action has been effective in maintaining high teacher retention, which WCPA identifies as supporting their goal of being fully staffed with credentialed teachers. The comprehensive professional development framework remains intact with 6 summer training days, 10 non-instructional days, and weekly sessions throughout the school year.

However, the action has been ineffective in achieving its primary objective. The percentage of fully credentialed and appropriately assigned teachers has decreased from 84.2% (baseline) to 80.1%, moving further away from the 96.3% target. This 4.1% decline is attributed to significant recruitment challenges in rural Delano, particularly for credentialed teachers in high-demand subjects. The midyear report also notes "an uptick in teachers on leave," requiring continuous recruitment and increased reliance on long-term substitutes.

While WCPA has adapted by providing content support through academic coaching and finding long-term substitutes for teachers on leave, these efforts have not been sufficient to reverse the negative trend in credentialing rates. The action has been partially implemented but ultimately ineffective in achieving its core metric, suggesting that external factors like rural location and teacher shortages are outweighing the school's positive retention and professional development efforts.

Action 2: Based on the midyear update documentation, **has been effective** in making progress toward Goal 1.

Areas of Effectiveness: The action has been fully implemented with the Assistant Principals and Chief Academic Officer successfully collaborating with staff to provide sustained research-based professional learning. A key achievement has been the launch of Professional Learning Communities (PLCs), which are showing measurable gains in teacher collaboration. Teachers are actively engaging with research-based content including Universal Teaching Strategies and How the Brain Learns. The effectiveness is further demonstrated through maintaining full implementation (Level 4) of state academic content standards in core subjects (ELA, ELD, and Math), with improvement noted in several areas including Social Science (moved from 3 to 4), CTE (from 2 to 4), and Health (from 3 to 4).

Areas for Continued Growth: The only challenge noted involves the ongoing search for conferences and workshops that best meet staff needs, suggesting a commitment to continuous improvement rather than a significant obstacle.

Overall Assessment: The PLC initiative specifically focuses on growing collective teacher efficacy, which directly supports the goal of enhancing instructional practices and creating an equity-oriented culture of learning. This action has been **fully implemented and effective** in building teacher capacity and collaboration, which are essential components of ensuring students are educated by highly qualified educators who can deliver high-quality instruction.

Action 3: Based on review of CAASPP Performance data tied to this action it, **has shown mixed effectiveness** in making progress toward Goal 1.

Areas of Effectiveness: The action has been fully implemented with a fully staffed Curriculum and Instruction team and the successful launch of the Guiding Coalition in its first year. The shift from the Intellectual Preparation Protocol (IPP) to Professional Learning Communities (PLCs) has shown measurable progress, with teachers demonstrating growth in two key domains (clear goals and collaboration) from quarter one to quarter two on the PLC rubric.

Academic Performance Data (2022-23 to 2023-24):

ELA CAASPP Results (Distance from Standard): All students improved by +5.7 points, with Hispanic students gaining +4.8 points and socioeconomically disadvantaged students also improving by +4.8 points. English Learners showed minimal growth at +0.2 points, while Students with Disabilities declined significantly by -8.6 points.

Math CAASPP Results (Distance from Standard): All student groups experienced substantial declines. Overall performance dropped by -12.2 points, with English Learners showing the steepest decline at -14.6 points, followed by Hispanic students at -13.3 points and socioeconomically disadvantaged students at -13.0 points. Students with Disabilities declined by -9.7 points.

Areas of Challenge: The transition from IPP to PLCs has created challenges in measuring and supporting all teachers' contributions to the collaborative process. The biggest current challenge has shifted from collaboration to implementing data-based decision-making practices. Math performance has declined significantly across all student groups, while ELA shows improvement for most groups except Students with Disabilities. However, 2024-25 school year is the initial year of this change and CAASPP data doesn't reflect this change.

Overall Assessment: While the structural implementation of PLCs and support systems has been successful, the dramatic decline in math performance across all student groups and the widening achievement gap for Students with Disabilities in ELA indicate that the differentiated professional learning has not yet translated into improved student outcomes. The action appears partially effective - successful in building collaborative structures but not yet achieving its ultimate goal of improving instruction to close achievement gaps.

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. This continuity allows WCPA to build upon the foundation established through their Differentiated Assistance work and PLC implementation while maintaining the flexibility to adapt strategies based on ongoing data analysis and student needs assessment.

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**	WCPA will employ two (2) school site principals in the Elementary (TK-6) and Secondary (7-12) grades. 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 needed subject matters. WCPA's Teacher Induction Mentor will work closely with teacher residents to ensure they are on track to complete their credential programs. Substitute Teachers across all grade levels will be employed to maintain continuity of instruction and prevent further interruptions to student learning. WCPA will provide all students with 180 instructional days, which exceeds the California state requirement of 175 instructional days for charter schools. 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). Professional Development throughout the school year will focus on the following areas of focus:	$8,448,314	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 - 71 Core teachers - Recruitment supplies & hiring costs		
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 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'	$978,689	Y

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, Assistant Principals, 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: ● 4 Assistant Principals ● Chief Academic Officer ● Conference & Workshop fees ● Teacher Induction fees		
3	**DIFFERENTIATED PROFESSIONAL LEARNING**	WCPA will continue 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 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	$2,340,615	Y

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.

- WCPA has created 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:

1. What is it we want our students to know and be able to do? Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of this unit of instruction.

2. How will we know if each student has learned it? Are we using common formative assessments in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction?

3. How will we respond when some students do not learn it? Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction? Do we use evidence of students learning from common formative

assessments to analyze and improve our individual and collective instructional practice?

4. How will we extend the learning for students who have demonstrated proficiency? Can we identify students who have reached identified learning targets to extend their learning?

Leveraging our commitment to the use of *Improvement Science*, we plan to focus on this effort in 2024-2025 so that teachers are empowered to identify when students are not demonstrating mastery of standards at any given point of the academic year. Collaborative teams will then use those results to make informed decisions about the necessary interventions for specific groups of students. That is, interventions will serve as supports through differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3). This is the multi-tiered system of supports that we have begun to work towards and will continue to focus on during the 2024-2025 academic year.

WCPA will provide leadership opportunities to lead this work through Guiding Coalitions. Guiding Coalitions will be led by school principals and teachers to support data-based decision-making in support of closing student academic gaps. These Guiding Coalitions will also allow for focus groups (Task Force) to support teachers with school wide initiatives. WCPA will offer additional training from outside service providers to train teachers and site leaders on best practices to support student growth and achievement.

Additionally, WCPA will continue to focus on teacher feedback and observation cycles of inquiry/feedback through the TNTP rubric with areas of focus on TNTP domains:

- Culture of Learning
- Essential Content
- Academic Ownership
- Demonstration of Learning

Wonderful College Prep Academy will continue to offer coaching and instructional support to teachers and school leaders through the Curriculum & Instruction Team in the form of Instructional Coordinators and Directors.

		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.	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
	Source: Textbook Inventory/classroom observations					

4	CAASPP ELA Assessment: Distance from Standard (DFS)
	
	Source: CA School Dashboard
		2022-23 ELA CAASPP
		
		         DFS
		All Students -15.5
		Hispanic -18
		EL -41.7
		SED -21.1
		SWD -113.6
			2023-24 ELA CAASPP
			
			         DFS
			All Students -9.8
			Hispanic -13.2
			EL -41.5
			LTEL -85.4
			SED -16.3
			SWD -122.2
					2024-25 ELA CAASPP
					
					         DFS
					All Students -8.8
					Hispanic -12.2
					EL -40.5
					LTEL -84.4
					SED -15.3
					SWD -121.2
						All: +5.7
						
						Hispanic: +4.8
						
						EL: +0.2
						
						SED: +4.8
						
						SWD: -8.6

5	CAASPP Math Assessment: Distance from Standard (DFS)
	
	Source: CA School Dashboard
		2022-23 Math CAASPP
		
		         DFS
		All Students -48.7
		Hispanic -51.6
		EL -67.3
		SED -55.1
		SWD -153
			2023-24 Math CAASPP
			
			         DFS
			All Students -60.9
			Hispanic -64.9
			EL -81.9
			LTEL -158.4
			SED -68.1
			SWD -162.7
					2024-25 Math CAASPP
					
					         DFS
					All Students -58.9
					Hispanic -62.9
					EL -79.9
					LTEL -156.4
					SED -66.1
					SWD -160.7
						All: -12.2
						
						Hispanic: -13.3
						
						EL: -14.6
						
						SED: -13
						
						SWD: -9.7

6	% Proficient CAST
	
	Source: CAASPP website
		2022-23 CAST
		
		         %
		All Students 23.8%
		Hispanic 22.9%
		EL 1.9%
		SED 22.2%
		SWD 7.1%
			2023-24 CAST
			
			         %
			All Students 25.3%
			Hispanic 24.3%
			EL 3.6%
			SED 22.6%
			SWD 3.7%
					2024-25 CAST
					
					         DFS
					All Students -14.2
					Hispanic -14.7
					EL -24.8
					LTEL -34.2
					SED -15.6
					SWD -33.6
						All: +1.5%
						
						Hispanic: +1.4%
						
						EL: +1.7%
						
						SED: +0.4
						
						SWD: -3.4%

7	% EL who made progress towards English Language Proficiency	42.8% Source: 2023 Dashboard	49.8%% EL 58.9% LTEL Source: 2024 Dashboard		51% EL 59% LTEL	+7% (EL)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPI – CA School Dashboard					
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 13.2% Proficient	2023-24: 12.99% Proficient		2024-25: 14%	-0.21%
9	Reclassification Rate Source: Dataquest	2022-23: 15%	2023-24: 15%		2024-25: 17%	0%
10	% students participating in elective course or enrichment for all students. 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: 99%	2023-24:99%		2024-25: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 96%	2023-24: 98%		2024-25: 100%	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 97%	2023-24: 97%		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 extends its tiered intervention support beyond the regular school day through a comprehensive after-school program. During these extended hours, trained academic mentors deliver targeted math and reading interventions using research-based curriculum and strategies in small group settings. This structured academic support is designed to address specific learning gaps identified during the school day. The after-school program balances targeted academic intervention with enrichment activities, providing students opportunities for hands-on learning experiences that reinforce academic concepts in engaging ways.

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. WCPA has implemented a comprehensive educational program focused on whole child development, extending beyond core subjects to include arts and STEM programs. Students across grade levels have access to diverse enrichment opportunities during school day rotations and afterschool clubs.

WCPA has established art programs for TK-8 students, Readers Theater for TK-6, and comprehensive music programs including Band, Mariachi, and Music Appreciation for grades TK-12. Visual Art instruction is provided for TK-6 students, while Robotics/STEM programs serve grades TK-12. Spanish language instruction is available for grades 9-12. To support these programs, WCPA has provided instruments and supplemental instructional materials for electives and student enrichment activities. Additional enrichment experiences have been implemented through funding from the California Community Schools Grant.

Action 6: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented significant changes to address performance gaps, particularly focusing on Students with Disabilities (SWD), after receiving a red-color Performance level for SWD in ELA, Math, and Suspension Rate indicators on the 2023 CA School Dashboard. This resulted in WCPA's designation for Additional Targeted Support & Improvement (ATSI) and Differentiated Assistance (DA).

Through ***Differentiated Assistance***, WCPA has enhanced teacher development by launching Professional Learning Communities (PLCs) and strengthening collaboration between general education and special education teachers. Professional development has focused on effective differentiated instruction in the classroom and ensuring all teachers work collaboratively toward IEP goals. The DA program has supported WCPA in implementing a continuous improvement model with enhanced monitoring structures to track and close academic growth gaps.

WCPA administrators have collaborated with representatives from the Fresno County Superintendent of Schools and the California Collaborative for Educational Excellence to identify root causes affecting student growth among Students with Disabilities. Using Improvement Science principles, WCPA has strengthened its Data-Based Decision-Making (DBDM) process to enhance services through IEPs by aligning goals with grade-level standards, ensuring comprehensive support for student challenges, and improving progress monitoring practices.

To support these initiatives, WCPA has implemented several key improvements:

- Utilization of the Power BI dashboard for monitoring student attendance, referrals, and academic performance
- Enhancement of Positive Behavioral Interventions and Supports (PBIS)
- Implementation of in-house Educationally Related Mental Health Services
- Introduction of in-person Speech/Language services
- Increased student involvement in IEP processes for secondary grades
- Streamlined SST process and evaluation procedures
- Improved transfer process for students with existing SPED services

WCPA has invested in three SPED administrative staff, ten SPED Teachers, two Speech Language Pathologists, SPED curricula and software, service providers and consultants, and a SPED Bus Aide to support these comprehensive improvements.

Action 7: 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. WCPA 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

Several actions within Goal 2 experienced material differences between budgeted and estimated actual expenditures, resulting in both cost savings and overages:

- Goal 2, Action 1 came in under budget due to lower than anticipated costs for consumable materials. WCPA was able to secure these necessary supplies at reduced costs, resulting in savings that allowed for more efficient use of allocated resources while still meeting the action's objectives.

- Goal 2, Action 4 also generated savings when a comprehensive technology needs assessment revealed that fewer devices were required than originally projected during budget development. The assessment provided data-driven insights into actual technology needs, allowing WCPA to make more targeted purchases and avoid unnecessary expenditures while still adequately supporting student learning and technological access.

- Goal 2, Action 8 exceeded its budgeted amount due to higher than anticipated costs for English Language Development (ELD) teacher salaries. This increase was necessary to ensure appropriate staffing levels and compensation for ELD instruction, reflecting WCPA's commitment to

serving English learner students effectively. The additional investment in ELD teacher salaries directly supports the educational needs of this student population.

Overall, while Actions 1 and 4 generated cost savings through efficient procurement and data-driven decision making, Action 8's overage was justified by the critical need to maintain quality ELD instruction. These variances demonstrate WCPA's adaptive approach to resource allocation, prioritizing student needs while maintaining fiscal responsibility where possible.

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

Action 1: This action has been fully effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with 100% of students having access to standards-aligned curriculum and instructional materials for all core subject areas, maintaining the baseline performance from 2023-24. WCPA's proactive approach of ensuring all necessary curriculum and materials arrived before the start of the school year demonstrates strong planning and execution.

Implementation Success: WCPA reports no substantial challenges in providing access to materials for all students, indicating smooth operational processes. The team's advance preparation during the previous spring prevented any disruptions to instruction at the beginning of the school year.

Impact on Instruction: The effectiveness of this action extends beyond simple material provision. As noted in the update, ensuring students have the correct curriculum and materials allows educators to focus on individual lesson planning and student growth rather than scrambling for resources. This foundational support enables teachers to dedicate their time to differentiated instruction and targeted interventions.

Overall Assessment: This action has been **fully implemented and highly effective** in achieving its objective. Maintaining 100% access to standards-aligned materials creates the necessary foundation for delivering high-quality Tier 1 instruction. The seamless implementation of this action supports the broader goal of enhancing academic outcomes for all students by removing potential barriers to instruction and allowing teachers to focus on pedagogical excellence rather than resource management.

Action 2: This action has been moderately effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with tiered targeted interventions operating during and after school hours. Academic mentors have been successfully trained to work with students in small group settings using research-based strategies and curriculum. The after-school program effectively provides targeted intervention for students struggling with math and reading while also incorporating enrichment activities for hands-on learning experiences. Guidance counselors and interventionists have expanded their services to better support all students at WCPA.

Implementation Challenges: WCPA has faced significant challenges with staff consistency and identifying the appropriate program model for the families they serve. Initially, WCPA adapted a program that did not provide full services, requiring a transition to an in-house model. This shift suggests initial planning and external partnership challenges that required mid-course corrections.

Impact on Student Achievement: While the midyear update notes that the expansion of MTSS has helped WCPA target all student groups to grow toward grade level proficiency, the academic performance data from Goal 1, Action 3 shows mixed results. ELA performance improved for

most student groups, but math performance declined significantly across all demographics, suggesting the interventions may be more effective in ELA than mathematics.

Overall Assessment: This action has been **fully implemented but only moderately effective** in achieving its objectives. While the structural components of the intervention system are in place and operational, the significant challenges with program design and staff consistency, combined with the declining math scores across all student groups, indicate that the interventions have not yet achieved their intended impact on closing achievement gaps. The transition from an external to in-house program model mid-year demonstrates adaptability but also highlights initial implementation weaknesses that may have limited effectiveness.

Action 3: This action has been effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with a robust assessment calendar that includes NWEA MAP assessments three times annually, DIBELS for grades TK-6, and Common Formative Assessments quarterly. The shift to Professional Learning Communities has significantly increased the frequency of data analysis, with teachers now analyzing data weekly from their own assessments as well as district benchmarks and NWEA results.

A particularly strong development is the implementation of an Early Warning System using Panorama to monitor student data across academics, behaviors, attendance, and social-emotional learning. This comprehensive approach enables WCPA to deploy targeted interventions through their MTSS framework with greater precision.

Areas Showing Progress: The assessment data reveals consistent growth in ELA and the beginning of closing the equity gap for English Learners. However, Students with Disabilities continue to require focused attention. In mathematics, there are "pockets of success" that the school recognizes need to be replicated across the campus.

Implementation Challenges: The primary challenge involves continuing to improve the tools and processes to find the best individualized learning plan for each student. This suggests that while data collection is robust, translating that data into truly personalized interventions remains a work in progress.

Overall Assessment: This action has been **fully implemented and effective** in establishing comprehensive assessment systems and data analysis practices. The refined assessment data has successfully made educators more informed about individual student needs, enabling a more targeted MTSS approach. The weekly data analysis within PLCs and the integrated Early Warning System represent significant improvements in how the school monitors and responds to student progress. While challenges remain in fully individualizing learning plans, the foundation for data-driven instruction is solidly in place.

Action 4: This action has been effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with all WCPA students and staff having access to the technology needed for success. This includes provision of Chromebooks/laptops, classroom technology upgrades, curriculum software subscriptions, internet security safeguards (Firewall, Go Guardian, social media monitoring), and Wi-Fi-equipped buses enabling students to study during commutes.

Implementation Success: WCPA's IT staff has successfully improved their operating procedures to better serve students and staff. The comprehensive approach to technology access extends beyond basic device provision to include security infrastructure and connectivity solutions that address the unique needs of their rural student population.

Ongoing Maintenance: While no major challenges were reported, the IT staff continues working to ensure all technology remains up-to-date and functioning properly. This ongoing maintenance effort reflects a proactive approach to preventing technology barriers rather than reacting to problems.

Impact on Equity: The effectiveness of this action is particularly significant given WCPA's rural location. By ensuring universal technology access and providing Wi-Fi on buses, the school addresses potential equity gaps that could prevent students from accessing digital curriculum and completing assignments. This comprehensive technology support removes barriers that might otherwise prevent students from fully participating in their education.

Overall Assessment: This action has been **fully implemented and highly effective** in achieving its objectives. By ensuring 100% technology access for students and staff, WCPA has successfully eliminated technology as a barrier to learning. The action directly supports the goal of enhancing academic outcomes by providing equitable access to digital learning resources and assessments, which is essential for implementing the school's curriculum and intervention programs.

Action 5: This action has been fully effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with WCPA continuing to provide comprehensive exposure to arts and STEM programs. WCPA maintains 100% student participation in elective courses or enrichment activities, successfully meeting the target for 2024-25. The broad course offerings include Art (TK-8), Readers Theater (TK-6), Music programs (Band, Mariachi, Music Appreciation for TK-12), Visual Art (TK-6), Robotics/STEM (TK-12), and Spanish (9-12).

Implementation Success: At the elementary level, scheduling has been seamless with all students guaranteed access to the wide variety of electives offered. For grades 7-12, the academy provides course flexibility over students' four-year high school experience, ensuring access to desired courses based on student requests.

Evidence of Student Interest: A particularly strong indicator of success is the expansion of popular programs based on student demand. The culinary program exemplifies this growth, expanding from one class to six classes due to positive student reception. This responsive expansion demonstrates both the program's effectiveness and the school's ability to adapt offerings based on student interest.

Impact on Whole Child Development: The effectiveness of broadening course offerings extends beyond academic enrichment to supporting whole child development. By providing diverse opportunities in arts, STEM, and practical life skills, WCPA creates multiple pathways for student engagement and success.

Overall Assessment: This action has been **fully implemented and highly effective** in achieving its objectives. The 100% participation rate, seamless scheduling at elementary level, flexible access at secondary level, and responsive program expansion based on student interest all indicate strong implementation. The action successfully supports the goal of enhancing academic outcomes by providing equitable access to enrichment opportunities that engage students beyond core subjects and develop well-rounded learners.

Action 6: This action has been somewhat minimally effective in making progress toward Goal 2.

Areas of Implementation: The action has been fully implemented with current focus on supporting teacher development through Differentiated Assistance. The collaboration between general education and special education teachers has been enhanced through PLC efforts. Professional development has addressed differentiated instruction in the classroom and alignment with IEP goals. Additionally, adapted curriculum in learning centers now provides hands-on learning opportunities allowing students to demonstrate learning in different ways.

Performance Concerns: Academic outcomes for Students with Disabilities remain critically concerning. ELA performance declined by -8.6 points (Distance from Standard) while math performance declined by -9.7 points from 2022-23 to 2023-24. These declines occurred even as most other student groups showed improvement in ELA, highlighting a widening achievement gap. It is as a result of these significant performance declines that WCPA is now receiving Differentiated Assistance support.

Implementation Challenges: WCPA faces ongoing challenges in providing professional development that meets the continuously evolving needs of students served and promoting sufficient collaboration opportunities between general education and special education teachers. These challenges directly impact the ability to provide effective integrated support for SWD.

Differentiated Assistance Engagement: WCPA has been highly engaged in differentiated assistance with Fresno County Superintendent of Schools to strengthen both the delivery of instruction among SWD and to improve student academic outcomes through its PLC model and PDSA Cycle of Inquiry Framework implementation. WCPA anticipates that with these practices taking place in the 2024-25 school year (initial phase) and full implementation in the 2025-26 school year, SWD academic outcomes will improve.

Compliance vs. Outcomes: While WCPA has ensured IEPs are up to date with clear goals and maintains strong compliance, this has not translated into improved academic outcomes. WCPA recognizes the need to shift focus toward implementing universal design in lesson planning and better utilizing PLC structures to ensure the needs of students with disabilities are met.

Overall Assessment: This action has been fully implemented but requires significant improvement to achieve its intended outcomes. The declining ELA and Math performance that triggered Differentiated Assistance support indicates that previous approaches were insufficient. However, WCPA's current high engagement with FCSS through the PDSA Cycle of Inquiry Framework and enhanced PLC model represents a data-driven, systematic approach to improvement. With initial implementation underway in 2024-25 and full implementation planned for 2025-26, these evidence-based practices provide a structured pathway toward improving academic outcomes for Students with Disabilities. The shift from compliance-focused to outcomes-focused instruction through universal design principles marks a critical evolution in the school's approach to serving SWD.

Action 7: This action has been fully effective in making progress toward Goal 2.

Areas of Effectiveness: The action has been fully implemented with a fully staffed EL team focused on intervention programs for incoming EL students and integrated ELD professional development. The implementation of Designated ELD has shown measurable success, as evidenced by improving reclassification numbers. WCPA's Early Warning System has effectively enhanced monitoring and identification of students who are either already identified as LTELs or approaching that designation. This proactive approach has enabled deeper data analysis on LTEL trends to determine necessary services and interventions beyond Designated ELD, with students being appropriately assigned to targeted interventions.

Educational Partner Engagement: WCPA has worked to educate families and students to grow as educational partners while providing additional EL professional development for teachers. This comprehensive approach addresses both instructional and family engagement components of language acquisition support.

Implementation Challenges: Parent participation during ELAC/DELAC meetings remains a challenge. While parents attend, many are intimidated to participate, or conversations may be dominated by single voices. WCPA continues working to create a safe and inclusive environment that encourages families to feel empowered to collaborate and share their thoughts.

Areas Needing Improvement: While Designated ELD shows success through reclassification rates, significant work remains in Integrated ELD implementation. The equity gap between English-only students and ELs persists, indicating that language support across content areas needs strengthening. WCPA has responded by utilizing Universal Design concepts to provide teachers with planning structures ensuring access for all, supplemented by monthly EL strategies from the EL Coordinator.

Overall Assessment: This action has been fully implemented and moderately effective. While structural components are in place and Designated ELD shows positive results through reclassification progress, the persistent equity gap in academic achievement indicates that Integrated ELD practices need significant strengthening. The school's recognition of this challenge and implementation of Universal Design principles and monthly EL strategies demonstrate a commitment to continuous improvement in serving English Learners.

Action 8: This action has been fully effective in making progress toward Goal #2.

Areas of Effectiveness: The action has been fully implemented with significant improvements in monitoring and supporting LTELs. WCPA's enhanced Early Warning System now effectively identifies and monitors students who are either already LTELs or approaching that designation. This has enabled deeper data analysis on LTEL trends, allowing the school to determine what additional services and interventions students need beyond Designated ELD.

WCPA has successfully assigned LTELs to targeted interventions based on this data analysis. Additionally, WCPA has worked to educate families and students about LTEL status to grow them as educational partners, while providing additional EL professional development for teachers.

Implementation Success: The extensive integrated ELD training for all staff has been well received, indicating strong teacher buy-in and engagement with the professional development component of this action. This comprehensive training approach ensures all teachers, not just EL specialists, are equipped to support LTELs across content areas.

Communication Challenges: Finding the best way to communicate with families regarding their student's LTEL status has been identified as a challenge. This suggests that while the school recognizes the importance of family partnership in addressing LTEL needs, the mechanisms for effective communication are still being refined.

Long-Term Impact: Through additional training and parent outreach, WCPA aims to see long-term success for LTEL students. The combination of targeted interventions, comprehensive teacher training, and family engagement represents a multi-faceted approach to addressing the complex needs of students who have been learning English for extended periods without achieving proficiency.

Overall Assessment: This action has been fully implemented and effective in establishing systems and supports for LTELs. The enhanced monitoring through the Early Warning System, successful assignment to interventions, well-received teacher training, and efforts at family engagement demonstrate comprehensive implementation. While communication with families remains a challenge, the overall approach shows

promise for improving outcomes for experienced multilingual learners who need specialized support to achieve English proficiency and academic success.

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, particularly as they continue their Differentiated Assistance work 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	$1,518,077	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 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. | $3,147,236 | Y |
|---|---|---|---|---|

- 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 and Math 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: • 12 Small Group Instructors • 1 Resident Teachers • 6 Instructional Assistants • 8 Guidance Counselors • 5 SPED Instructional Assistants • 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	$290,119	Y

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 2024-2025. 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.

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 upgrades • 3 IT employees • Software/internet security safeguards • Internet/systems hardware • Infrastructure upgrades	$1,077,327	N
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) • Readers Theater (TK-6) • Music - Band, Mariachi, Music Appreciation (TK-12) • Visual Art (TK-6) • Robotics/STEM (TK-12) • Spanish (9-12)	$1,252,134	N

		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.		
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	As stated in the Goal 1 Section, 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 most 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 must accept that we have not defined and implemented 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 has resulted in unacceptably low achievement rates of 32% of students meeting standard in Math and 44% in ELA in Delano and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL). In 2025-2026, we will continue 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. This is necessary because WCPA received a RED Performance level for the Students with Disabilities student group for thein ELA and Math Academic Indicators on the 2023 and 2024 Dashboard; and RED performance level for the Suspension Rate Indicator on the 2023 CA School Dashboard.	$1,479,235	N

By clearly understanding the root cause of this and developing a detailed theory of action using *Improvement Science* principles, WCPA will focus on providing intensified services for Students with Disabilities through a formal data-based decision-making process (DBDM) resulting in an effective Multi-Tiered System of Supports (MTSS) to ensure all students reach their full potential.

Using Data-Based Decision-Making (DBDM) with fidelity, we will strive to improve services to Students with Disabilities through IEPs by:

- Aligning IEP goals to grade-level teaching and learning standards;

- Ensuring IEPs are comprehensive in addressing all challenges students are experiencing in an interrelated way (i.e., interactions between academic progress, engagement, and attendance patterns);

- Supporting a deep analysis of valid barriers which prevent the student from benefiting from their IEP services and close their learning gap;

- Ensuring that IEP interventions are aligned to the student's unique barriers and disability characteristics in combination with using accommodations;

- Increasing precision in creating a balance between assigning instructional time with non-disabled peers compared to. pull-out services (i.e. support inclusion);

- Providing a roadmap for ensuring that interventions are working by increasing the precision with which progress data is used in combination with measures of intervention fidelity;

- Providing a structure for troubleshooting why interventions are not working or not working well enough;

- Providing guidance for when to include new or different content experts based on how students respond to their services based on data outcomes;

- Reducing inefficiency and random decision-making when seeking to adjust, modify, or improve a students' IEPs;

- Improving IEP team progress monitoring practices (frequency, methods, etc.); and

- Informing possible next steps to take such as when to increase intensity of services and when to reduce intensity of services.

To accomplish this, WCPA will focus on creating stronger integration between general education and Special Education teachers collaborating on IEP-aligned lesson plans to support Students with Disabilities. Intervention teachers will provide Students with Disabilities with IEP appropriate intervention supports in Math and ELA to help close achievement gaps and support growth. As described earlier, 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.

Through WCPA's whole child approach, we will continue to focus on addressing exclusionary practices of suspension in lieu of other means of consequences and continue to increase student engagement and attendance.

WCPA will continue its commitment to utilize 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.

Through TNTP, both general education teachers and Special Education teachers will focus on improving their skills through targeted professional development with the purpose of increasing student academic performance across all grade levels for Students with Disabilities.

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 will work together to implement strategies for all students falling behind academically, struggling with attendance, or having social/emotional challenges impacting their behavior.

Similarly, WCPA will continue growing its Positive Behavioral Interventions and Supports (PBIS) work to increase the number of students meeting school wide expectations inside and outside of the classroom.

In 2025-2026, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") to better target student behavior and mental health needs. By focusing on building strong relationships with students, School Psychologists and School Social Workers will target specific student needs and more easily collaborate with school site staff to better support overall 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.

An additional area of improvement for Students with Disabilities is the involvement of students in decision-making and IEP processes. In the upcoming school year, SPED staff will continue to improve how students participate in their IEP within the secondary grades (7th – 12th grades) to increase student involvement, engagement and self-advocacy. Additionally, case managers will complete student interviews prior to IEPs at all ages to gather information in preparation for the meetings.

Using DBDM, Student Support Services staff will work with School Psychologists and others to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA instructional staff will be 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 will be offered academic and/or behavior interventions to support their success. DMBD will also result in the identification of students with suspected disabilities.

Similarly, if a parent requests a Special Education evaluation, an SST will be 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 will be able to sign an agreement that an evaluation is not warranted. If parents choose to move forward with an evaluation, regardless of the recommendations

		made by WCPA, the School Psychologist will propose an evaluation and complete one within 60-days.		
		Lastly, WCPA staff will continue to work diligently to improve the transfer process to more efficiently identify students already identified and transferring to WCPA with SPED services to ensure that they receive their services in a timely manner.		
		Funding will be used to invest in:		
		- SPED administrative staff (3) - SPED specific curricula & software 10 SPED Teachers - SPED service providers / consultants 2 Speech Language Pathologists - SPED Bus Aide		
7	**SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION**	Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among English Learners (EL). WCPA will expand tiered interventions to increase the number of students performing at grade level with a focus on student growth per California School Dashboard indicator calculations.	$239,323	Y
		WPCA will focus on updating the English Learner Master Plan that seeks to identify, confront, and interrupt inequities so that all students can reach their full potential. This Master Plan will create a road map to provide English Learners the support they need to become proficient speakers and writers and, ultimately, active members in our community. The Master Plans will help us engage parents and families to ensure that learning continues at home while respecting and encouraging traditions and beliefs of every English Learner household.		
		The EL Master Plan will be interwoven into every aspect of the LCAP to ensure inclusiveness of key actions of its three goals. Working in collaboration with the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner		

Parent Advisory Committee (EL-PAC) and a range of other educational partners, the Master Plan will outline the WCPA's strategies and process for the following:

- Early Learner Identification and Assessment: Purpose - Ensures students receive the necessary supports and services on their academic journey.

- English Language Development Program: Purpose - Provides guidance to implement high-quality instruction and programs for English Language Learners.

- English Learning Monitoring and Reclassification: Purpose - Monitors English Learner's academic and linguistic progress, proficiency and reclassification determinations.

- English Language Development Designated and Integrated Instruction: Purpose - Develops English Learners' proficiency and provides access to academic content.

- Access to the Core Curriculum: Purpose - Ensures that English Learners' have access to well-articulated, high-quality, standards-based core curriculum and instruction.

- Staffing and Professional Development: Purpose - Outlines certification requirements and staffing procedures for providing instruction to English Learners, as well as essential components of the WCPA's comprehensive, longitudinal professional learning programs.

- Standards, Assessment, and Accountability: Purpose - Delineates the program evaluation and accountability for English Learner programs
    - Outlines the collective responsibilities of individual staff, central office leaders, and other groups to support the implementation of English Learner programs and supports.

- Parent Involvement and Engagement: Purpose - Promotes active involvement of family and community members in the work of the schools, as essential to high achievement for all students, especially for English Learners.

- English Learner Program Inclusion in the site budgets: Purpose - Allocates and monitors resources to support the successful implementation of the EL Master Plan at the school sites.

WCPA will strive to ensure that English Learners receive high-quality instruction and is unwavering in its commitment to setting high expectations for all students. There is an acknowledgment that with the implementation of high-quality instruction, there must be built-in opportunities for differentiated and small group instruction through Tier 1 and Tier 2 interventions. Students who continue to encounter academic challenges will receive Tier 3 supports calling for individualized student intervention to best meet the student's unique needs. As English learners move through tiered interventions, site teams will make determinations about more targeted supports based on triangulated data.

WCPA will continue creating a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction.

WCPA will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for EL students will include redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. 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. Designated ELD teachers will be employed to 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 supports they need to excel.

Teachers and Administrators will also participate in the 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 students.

		In addition, the Ellevation software program will be utilized as a management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. • Funding will be used to invest in: • EL Coordinator • Ellevation software • ELD libraries • Spanish Eureka Math • Designated ELD training (EL Achieve dELD curriculum) • ELA Wonders Curriculum: has embedded ELD standards.		
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 CA School Dashboard for Chronic Absenteeism, ELA, and Math 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, 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. These students will be prioritized for additional tutoring through afterschool, intersession, and summer programming to accelerate both language acquisition and academic achievement. Additionally, the school will implement Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement.	$167,064	Y

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. 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 and principals to ensure alignment of support efforts across the school.

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. 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 ensure that all teachers 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 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.

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 Source: SARC	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
15	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - <u>CDE Priority 3 Self-reflection tool</u>.	<u>2023-24:</u> 9. 4 10. 4 11. 4 12. 4	<u>2024-25:</u> 9. 4 10. 4 11. 4 12. 3		<u>2025-26:</u> 9. 4 10. 4 11. 4 12. 4	9. 0 10. 0 11. 0 12. 0
16	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	<u>2023-24:</u> 1. 4 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 4 2. 4 3. 3 4. 4		<u>2025-26:</u> 1. 4 2. 4 3. 4 4. 4	1. 0 2. 0 3. -1 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
17	% students: A-G completion rate Source: CA School Dashboard	2022-23 Grads Meeting A-G Rate All Students 78.5% Hispanic 77.2% EL 50.0% SED 78.2% SWD 38.5%	2023-24 Grads Meeting A-G Rate All Students 89.1% Hispanic 88.8% EL 87.5% SED 89.2% SWD 71.4%		2024-25 Grads Meeting A-G Rate All Students 82.4% Hispanic 81.5% EL 66.7% SED 82.5% SWD 60.5%	All: +10.6% Hispanic: +11.6% EL: +37.5% SED: +11% SWD: +32.9%
18	% students' college ready measured by Math EAP. Source: CAASPP website	2022-23: 16.78% (Level 4) 19.46% (Level 3)	2023-24: 9.29% Level 4 16.43%: Level 3		2024-25: 9% Level 4: 16% Level 3	-7.49% Level 4 -3.03%
19	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 50.67% (Level 4) 25.33% (Level 3)	2023-24: 42.14% Level 4 32.14% Level 3		2024-25: 42% Level 4: 32% Level 3	-8.53% Level 4 -6.81% Level 3
20	Attendance Rate Source: CALPADS	2022-23: 93.4%	2023-24: 94.4%		2024-25: 94%	+1%
21	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 22.7% Hispanic 23.2% EL 22.3% SED 24.0% SWD 25.2%	2023-24: Chronic Absenteeism Rate All Students 15.4% Hispanic 16.1% EL 17.7% LTEL 28.9% SED 16.8% SWD 18.7%		2024-25: Chronic Absenteeism Rate All Students 16.0% Hispanic 16.4% EL 15.0% LTEL 13.9% SED 16.1% SWD 19.7%	All: -7.3% Hispanic: -7.1% EL: -4.6% SED: -7.2% SWD: -6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
22	Chronic Absenteeism Rates (K-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 22.1% Filipino 0% Hispanic 22.7% EL 21.5% SED 23.2% SWD 25.7%	2023-24: Chronic Absenteeism Rate All Students 14.7% Filipino 0% Hispanic 15.5% EL 16.4% SED 16.0% SWD 19.7%		2024-25 Chronic Absenteeism Rate All Students 17.0% Filipino 1.7% Hispanic 17.1% EL 17.6% SED 16.9% SWD 20.6%	All: -7.4% Filipino: 0% Hispanic: -7.2% EL: -5.1% SED: -7.2% SWD: -6%
23	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
24	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 0.7% Hispanic 0.7% EL 2.6% SWD 0.0% SED 0.7%	2023-24: 0%		2024-25: 0%	All: -0.7% Hispanic: -0.7% EL: -2.6% SWD: 0% SED: -0.7%
25	High School Grad. Rate Source: CA School Dashboard	2022-23 Graduation Rate Rate All Students 100% Hispanic 100% EL 100% SED 100%	2023-24 Graduation Rate Rate All Students 98.6% Hispanic 98.5% EL 93.8% LTEL 93.5% SED 99.3%		2024-25 Graduation Rate Rate All Students >96% Hispanic >96% EL >96% LTEL >96% SED >95%	All: -1.4% Hispanic: -1.5% EL: -6.2% LTEL: -6.5% SED: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
26	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 4.7% Filipino 0.0% Hispanic 4.8% White 6.7% EL 7.1% SED 5.0% SWD 8.9%	2023-24: Suspension Rate All Students 4.8% Filipino 1.7% Hispanic 4.8% White 5.3% EL 7.1% LTEL 13.3% SED 5.3% SWD 6.5%		2024-25 Suspension Rate All Students 6.7% Filipino 0.0% Hispanic 7.0% White 4.2% EL 8.2% LTEL 19.9% SED 7.2% SWD 10.5%	All: +0.1% Filipino: +1.7% Hispanic: 0% White: -1.4% EL: 0% LTEL: NA SED: +0.3% SWD: -2.4%
27	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0.1%		2024-25: <1%	-0.1%
28	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 84% Sense of Safety 84% School connectedness	2024-25: 48% Sense of Safety 85% School Connectedness		2025-26: 50% Sense of Safety 86% School Connectedness	-36% Sense of Safety +1% School Connectedness
29	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 84% Sense of Safety 81% School connectedness	2024-25: 85% Sense of Safety 83% School Connectedness		2025-26: 86% Sense of Safety 84% School Connectedness	+1% Sense of Safety +3% School Connectedness
30	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 85% School connectedness	2024-25: 72% Sense of Safety 88% School Connectedness		2025-26: 75% Sense of Safety 89% School Connectedness	-8% Sense of Safety +3% School Connectedness

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 successfully implemented comprehensive improvements to address suspension rates and attendance concerns, particularly for students with disabilities who received a RED Performance level on the Suspension Rate indicator. These initiatives have enhanced college and career readiness for English Learners while reducing chronic absenteeism across student groups.

WCPA's Director of Student Support Services has established a Student Attendance Team, including Student Incident Response Coordinators, to address attendance issues and family barriers to attendance. The team identifies at-risk students, conducts home visits, and develops attendance plans that include tiered interventions and wraparound services. Additional bus transportation routes have been added in response to family requests.

WCPA has strengthened its Positive Behavioral Interventions and Supports (PBIS) implementation, including celebrations and incentives for positive behavior. Each school day begins with welcoming announcements that celebrate academic goals and build school culture. Social Workers and Student Affairs Specialists conduct home visits for disengaged students, while Assistant Principals lead school culture initiatives and address behavioral challenges.

WCPA has established the Wonderful Student Wellness Center, staffed with bilingual healthcare professionals, providing comprehensive wraparound services. The center offers social-emotional, behavioral, and mental health counseling alongside preventive care, immunizations, chronic illness management, nutrition counseling, COVID testing, and other essential health services. This school-based health center model provides convenient, accessible care that addresses students' physical and mental health needs in real-time, reducing lost instructional time and supporting improved attendance and engagement. Student progress is monitored through the Aeries student information system and the Kern Integrated Data System (KiDS).

Action 2: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented enhanced services to improve college and career readiness for English Learners in response to receiving a RED Performance level on the College and Career Indicator (CCI). The academy has strengthened its college preparatory focus through multiple initiatives ensuring all students, including Unduplicated Pupils and Students with Disabilities, meet CCI requirements.

WCPA currently offers three dual-enrollment pathways—Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences—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.

To address concentrated poverty in the Delano community, WCPA has implemented programs to build students' social capital through networks, relationships, and connections. These opportunities provide students with new experiences for personal and professional growth,

development of essential social skills, and engagement in civic activities and volunteer initiatives. To support these initiatives, WCPA has invested in a Student Development Teacher Counselor, Naviance software, a DESS Manager and Trajectory Assistant, five Dual Enrollment Support Specialists, and college and university visits. Rather than offering Advanced Placement 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.

Action 3: This action was fully implemented. Wonderful College Prep Academy (WCPA) has implemented a whole-child approach to support student needs, creating a school culture and climate that promotes active engagement, positive interactions, safe learning environments, and college and career readiness.

WCPA is developing and implementing an Early Warning System to track and support students in academic performance, discipline, and chronic absenteeism. While this system continues to evolve, the Student Support Team has established criteria to identify at-risk students and develop tailored interventions for those requiring additional academic, behavioral, or attendance support.

The Early Warning System integrates with multiple platforms: Aeries student information system, the Kern Integrated Data System (KiDS) for tracking chronic absenteeism, and Panorama student surveys. This integrated approach allows WCPA to provide intensified services through its Data-Based Decision-Making (DBDM) process, supporting a Multi-Tiered System of Supports (MTSS). As the system development progresses, WCPA continues to refine these supports and uses data to evaluate and improve services, maintaining its focus 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 fully 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, Action 1

- Action 1 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.

This variance resulted in considerable savings for WCPA, allowing those funds to be preserved for other educational priorities while still meeting the transportation needs outlined in Goal 3, Action 1. The lower than anticipated costs may have been due to factors such as more efficient routing, reduced fuel costs, lower maintenance expenses, or changes in transportation demand that required fewer services than originally planned.

The substantial savings in transportation costs demonstrates effective resource management while maintaining WCPA's ability to provide necessary transportation services to support student access and attendance. These preserved funds can be redirected to other areas that support student achievement and WCPA's overall educational mission.

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

Action 1: This action has been partially effective in making progress toward goal #3.

Areas of Implementation: The action has been fully implemented with comprehensive social-emotional and behavioral supports, including expanded transportation routes, strengthened PBIS implementation, and enhanced student attendance monitoring through the Student Attendance Team and Student Incident Response Coordinators. The Wonderful Student Wellness Center continues providing vital wraparound services including mental health counseling, preventative care, and academic support.

Effectiveness for English Learners: English Learners showed mixed results across the two key metrics. For chronic absenteeism, EL students demonstrated improvement with a -4.6% decrease (K-8) and -5.1% decrease (K-12), with overall student population improvements of -7.3% and -7.4% respectively. This indicates that the attendance interventions are working for EL students. For suspension rates, EL students showed no change (0%) but less students were suspended in 2023-24 compared with 2022-23.

Effectiveness for Socioeconomically Disadvantaged Students: Socioeconomically disadvantaged students showed strong improvement in chronic absenteeism with a -7.2% decrease for both K-8 and K-12, matching or exceeding the overall student population improvement. This demonstrates that attendance interventions are highly effective for this population. However, suspension rates increased slightly by +0.3%, indicating that behavioral supports are not adequately addressing the needs of SED students.

Implementation Challenges: Despite proactive outreach through home visits, phone calls, and in-person meetings, WCPA has encountered significant challenges connecting with families experiencing high chronic absenteeism. Barriers include limited family availability, lack of responsiveness, and external family circumstances that make meaningful 1:1 meeting difficult.

Overall Assessment: This action has been partially effective, with notably different outcomes for attendance versus behavior. The attendance interventions show strong effectiveness for SED students (-7.2% improvement) and moderate effectiveness for EL students (-4.6% to -5.1% improvement). However, the behavioral intervention component has been ineffective, with EL students showing no improvement (0% change) and SED students experiencing a slight increase (+0.3%) in suspension rates.

The disparity between attendance and behavioral outcomes suggests that while the comprehensive support systems effectively address barriers to school attendance, they have not successfully translated into improved behavioral outcomes for these vulnerable populations. The action requires strengthening of behavioral interventions specifically tailored to meet the cultural and linguistic needs of EL students and the socioeconomic challenges faced by SED students. These new initiatives will continue to be strengthened and improved in the 2025-26 school year.

Action 2: This action is moderately effective in making progress toward goal #3.

Areas of Implementation: The action has been fully implemented with WCPA operating three dual-enrollment pathways (Agriculture Prep Business/Economics, Teach and Lead, and Health Sciences) allowing all students to earn both a high school diploma and an associate degree in high-need fields. Through partnership with Bakersfield Community College, WCPA ensures equitable course access, continuous student progress monitoring, and internship opportunities via the Wonderful Agricultural Prep Pathways Program.

College and Career Readiness Outcomes: WCPA achieved significant success in ensuring 100% of students in grades 9-12 have access to dual enrollment programming. This comprehensive approach provides early exposure to college courses and industry experience, empowering students with the skills, knowledge, and credentials necessary for postsecondary success.

Performance Concerns for English Learners: The action was specifically implemented to address the RED performance level on the College/Career Indicator (CCI) for English Learners. While the structural components are in place, the midyear update acknowledges ongoing challenges in ensuring EL students receive necessary supplemental academic and linguistic supports to fully access and succeed in college preparatory coursework. Many EL students require additional scaffolding to navigate dual enrollment courses, career pathway programs, and internship opportunities.

Implementation Challenges: WCPA recognizes several barriers limiting effectiveness for English Learners, including limited access to individualized academic counseling, language development resources, and structured college-readiness initiatives. Additionally, gaps in social capital such as mentorship, networking opportunities, and exposure to postsecondary pathways impact students' ability to envision and pursue higher education and career goals.

Overall Assessment: This action has been fully implemented but only moderately effective for English Learners. While the infrastructure for college and career readiness is robust with 100% access to dual enrollment and clear pathways to associate degrees, the persistent challenges faced by EL students in accessing and succeeding in these programs indicate that additional targeted supports are needed. The action requires enhancement with specific interventions addressing language development, academic scaffolding, and social capital building to ensure English Learners can fully benefit from the college-going culture and opportunities WCPA provides.

Action 3: This action is moderately effective in making progress toward goal #3.

Areas of Implementation: The action has been fully implemented with ongoing development of an Early Warning System to track and support students in academics, discipline, and chronic absenteeism. WCPA has created Student Support Team criteria to guide the development of tailored interventions for at-risk students. The system integrates with Aeries, the Kern Integrated Data System (KiDS), and Panorama student surveys to monitor and respond to student needs through the Data-Based Decision-Making (DBDM) process and Multi-Tiered System of Supports (MTSS).

Early Warning System Development: While the Early Warning System is still in development and not yet fully operational, initial structures are in place to identify at-risk students. The system aims to provide intensified services through comprehensive monitoring of academic performance, attendance, and behavior data. This development phase has allowed WCPA to begin creating intervention criteria while working toward full implementation.

Student Well-Being Support: WCPA has made significant progress supporting students' emotional well-being through continued focus on athletic and extracurricular activities. These programs provide positive outlets promoting emotional health, social interaction, and personal growth. By offering diverse activities, the school helps students build resilience, foster teamwork, and develop a sense of belonging within the school community.

Data Collection and Measurement: The fall administration of the Panorama student survey successfully assessed students' perceptions of school climate. A second round planned for spring will measure growth and track improvements in students' experiences. This ongoing feedback mechanism helps refine strategies to meet student needs.

Implementation Challenges: WCPA has encountered significant challenges in identifying and creating a comprehensive menu of interventions tailored to specific student needs across academics, behavior, and attendance. The complexity of aligning appropriate interventions with varying student needs has required careful consideration of available resources and a balanced approach to addressing unique student circumstances.

Overall Assessment: This action has been fully implemented but only moderately effective at this stage. While structural components like athletic programs, extracurricular activities, and initial survey data collection are operational, the Early Warning System remains under development. The effectiveness cannot be fully determined until the spring Panorama survey provides comparative data to measure growth in school climate perceptions. The ongoing challenges in developing a comprehensive intervention menu and the incomplete Early Warning System suggest that while progress is being made, the action has not yet achieved its full potential in creating a data-driven, responsive support system for whole child development.

Action 4: This action has been partially effective in making progress toward goal #3.

Areas of Implementation: The action has been fully implemented with WCPA continuing to seek parent input through ELAC/DELAC meetings and the Parent Advisory Committee (PAC). WCPA maintains these committee structures with translation and interpreter services available at each convening, demonstrating commitment to inclusive participation.

Parent Engagement Quality: Parents who have attended meetings have been very engaged in the topics and the opportunity to provide input. This high level of engagement from participating parents indicates that the structure and content of the meetings are meaningful and relevant to those who attend.

Implementation Challenges: WCPA has faced significant challenges in increasing parent involvement for both ELAC/DELAC and Parent Advisory Committee meetings. Low attendance rates limit the breadth of parent perspectives incorporated into decision-making processes, potentially affecting the representativeness of input received.

Impact on LCAP Development: Despite attendance challenges, the parent input and perspectives shared during ELAC/DELAC and PAC meetings have been engaging and informative in helping create WCPA's LCAP. This indicates that while participation is limited, the quality of input from engaged parents is valuable and constructive.

Alignment with Priority 3 Self-Reflection Tool: The school's self-reflection ratings for parent input in decision-making remain at level 4 (Full Implementation) for most indicators, with no change from the previous year. This suggests that while structures are fully in place, the effectiveness in terms of broad parent participation has not improved.

Overall Assessment: This action has been fully implemented but only partially effective in achieving its goal of parent empowerment in decision-making. While the committee structures function well and participating parents provide valuable input, the persistent challenge of low attendance significantly limits the action's effectiveness. The goal of shifting from parent involvement to parent empowerment through accountability ("rendir cuentas") for taxpayer funds remains unrealized due to limited participation. WCPA needs to explore alternative strategies to increase parent attendance and participation to truly achieve the empowerment model envisioned in this action.

Action 5: This action has been partially effective in making progress toward goal #3.

Areas of Implementation: The action has been fully implemented with multiple engagement opportunities including Coffee with the Principal, parent workshops, ILP Nights, Orientations & Back to School Nights, Town Halls, and regular communication through ParentSquare, Aeries, and SchoolMint. The Family & Community Engagement staff provides translation services and facilitates these various engagement opportunities.

Technology-Based Outreach Success: Parent outreach through technology has helped keep parents informed about WCPA. The school has expanded its outreach methods to include ParentSquare updates, marketing campaigns, and surveying, demonstrating adaptability in communication strategies.

Implementation Challenges: WCPA has faced significant challenges with parent attendance at event times. Despite offering multiple engagement opportunities and expanding outreach methods, physical attendance at events remains low. This suggests that while communication channels are effective in keeping parents informed, they have not translated into increased in-person participation.

Survey and Feedback Efforts: The school conducts annual family surveys with results reported in the LCAP, parent meetings, and staff-wide. Through these outreach and surveying efforts, WCPA hopes to achieve more parent engagement and community involvement.

Priority 3 Self-Reflection Ratings: Parent participation in programs for unduplicated pupils and SWD shows mixed results, with ratings ranging from 3 to 5 on the implementation scale. Notably, one indicator declined from 4 to 3, suggesting some regression in parent participation effectiveness.

Overall Assessment: This action has been fully implemented but only partially effective in achieving meaningful parent engagement and empowerment. While the infrastructure for parent engagement is comprehensive and technology-based communication has successfully kept parents informed, this has not translated into the desired level of active participation in school events and activities.

The disparity between information dissemination success and actual parent participation indicates that barriers beyond communication exist. The partial effectiveness suggests that while WCPA has created numerous opportunities and maintains regular communication, additional strategies are needed to convert informed parents into actively engaged partners in their children's education. The school may need to explore alternative engagement formats, timing, or incentives to overcome the persistent challenge of low event attendance.

Action 6: This action has been partially effective in making progress toward goal #3.

Areas of Implementation: The action has been partially implemented with WCPA continuing to maintain excellent facilities with carbon water filtration systems and air monitoring systems. The operations and facilities team has worked to improve operating procedures and campus upgrades to ensure a welcoming and safe environment for students and staff. The school achieved an "Exemplary" rating on the Facility Inspection Tool (FIT) for 2024-25, maintaining this high standard from the previous year.

Implementation Success: WCPA has successfully maintained impeccable spaces and facilities, demonstrating strong operational management. The facilities team's proactive approach to improvements and maintenance has created an environment that supports student learning and well-being.

Implementation Challenges: The campus perimeter monitoring system evaluation and enhancement has taken more time than originally anticipated. This delay represents the primary reason for the partial implementation status, as this security component remains under review while other facility aspects are fully operational.

Impact on Learning Environment: The effectiveness of maintaining state-of-the-art facilities extends beyond basic maintenance to creating an environment where students can focus on academics and whole child development. The welcoming and safe environment supports the broader goal of promoting positive school climate and student engagement.

Overall Assessment: This action has been partially implemented and moderately effective in achieving its objectives. While core facility maintenance and improvements have been successful, as evidenced by the Exemplary FIT rating and well-maintained learning spaces, the incomplete campus perimeter monitoring system prevents full implementation. The partial effectiveness stems from the delayed security enhancement rather than any failure in routine maintenance or facility quality. Once the perimeter monitoring system evaluation is complete, this action is positioned to be fully effective in providing the comprehensive safe and clean environment intended. The strong foundation of facility maintenance and the proactive approach of the operations team suggest that full effectiveness will be achieved once all components, including security systems, are fully implemented.

No changes were made to Goal 3 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 continues to 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 remains enhanced by social and emotional targeted interventions, robust family engagement and empowerment, and the maintenance of state-of-the-art facilities.

All six actions from the previous year are preserved, including Addressing Social-Emotional & Behavioral Student Needs Through Tiered Interventions, Promoting a College-Going Culture, Promote 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. The same metrics continue to be used, including facility inspection scores, parent engagement measures, student achievement indicators, attendance and chronic absenteeism rates, and school climate survey data.

This continuity allows WCPA to build upon established whole child support systems while maintaining the flexibility to adapt strategies based on ongoing assessment of student social-emotional needs and community engagement outcomes.

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 INTERVENTIONS**	WCPA received a RED performance level on the Suspension Rate Indicator for Students with Disabilities on the 2023 CA School Dashboard. On the 2024 CA School Dashboard, the Students with Disabilities student group improved to a yellow performance level for the suspension rate indicator due to declining suspension rates. However, the Long-term English Learner student group received a RED performance level on the 2024 CA School Dashboard for Chronic Absenteeism, ELA, and Math 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, family	$2,443,640	Y

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.

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
- 2 Social Workers
- 3 School Psychologist
- School Psychologist Intern
- 2 Student Incident Response Coordinators
- Field trips & special activities
- School Nurse
- Nursing services
- 1 Assistant Principals
- Family & Community Counselor
- Care Solace software
- MTSS consultants

| 2 | **PROMOTING A COLLEGE-GOING CULTURE** | WCPA received a RED Performance level on the CCI for English Learners, as a result the following improved services will be provided to improve English Learners college and career readiness.

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. | $526,113 | N |

		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: • STD Development Teacher Counselor • Naviance software • DESS Manger & Trajectory Assistant • 5 Dual Enrollment Support Specialists • College & University visits • 5 Campus Supervisors		
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:	$1,019,205	N

		- Panorama Surveys - Student incentives - Student Council, student clubs - Sports equipment and staff - 7 Campus Supervisors - Athletic Director - Athletic Specialist - Athletic team supplies and event fees		
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.	$8,700	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.	$529,954	N

		The Family & Community Engagement staff will communicate with families, facilitate workshops, provide interpreter services, and translate materials (Spanish/English) for families/caregivers. 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 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 • 12 Transportation staff • Facilities repairs and maintenance • Campus security • Campus operations and communications	$4,514,497	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
$7,595,172	$956,246

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
37.99%	0%	$0	37.99%

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 2	Need for High-Quality, Differentiated Professional Learning to Serve Diverse Student Populations 1. **Low Achievement Rates Among Vulnerable Students**: Only 32% of students are meeting Math standards and 44% are meeting ELA standards, with significantly lower results among Students with Disabilities (SWD) and English Learners (EL). 2. **Lack of Coherent Professional Learning Framework**: WCPA has not yet fully defined and implemented a high-quality	This action must be provided schoolwide because systemic instructional improvement requires consistent leadership and implementation across all classrooms and grade levels. The identified need is not isolated to specific teachers or departments—it's an organizational capacity issue affecting the entire school's ability to serve unduplicated pupils effectively. 1. **Instructional Coherence**: The Chief Academic Officer and Assistant Principals provide the leadership infrastructure necessary to ensure consistent	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
	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. 3. **Need for Culturally Responsive Teaching**: To better meet the needs of diverse student populations, WCPA requires culturally responsive professional learning to increase student outcomes for all students, especially for Students with Disabilities and English Learner students. 4. **Gap in Differentiated Instruction Capacity**: Teachers need enhanced skills in delivering instruction that meets each student where they are in learning the curriculum, with instructional activities that build on students' prior knowledge and are relevant and differentiated. 5. **Impact of Teacher Quality on Student Achievement**: The document notes that "the quality of the instruction teachers deliver has a striking impact on student achievement," particularly when instruction is differentiated to accommodate students' learning styles, backgrounds, perspectives, and cultural identities. This action is designed to provide sustained, research-based professional learning that will result in high-quality, tier-one instruction within a multi-tiered system of supports, with particular emphasis on serving Students with Disabilities and English Learners more effectively.	implementation of high-quality instructional practices across all classrooms, preventing fragmented approaches that would leave gaps in serving unduplicated students. 2. **Coaching and Support Delivery**: These leaders directly provide "instructional coaching and support" to teachers, as stated in the action. Without schoolwide leadership involvement, professional learning would lack the ongoing reinforcement and feedback cycles necessary for sustainable change. 3. **Systematic Implementation**: The document emphasizes the need for a "coherent professional learning model"—this requires administrative leadership to coordinate, monitor, and adjust implementation across the entire school system rather than leaving it to individual teacher discretion. 4. **Equity Focus**: Since unduplicated pupils (English Learners, Students with Disabilities, socioeconomically disadvantaged) are distributed across all grade levels and classrooms, schoolwide leadership ensures that culturally responsive and differentiated instruction reaches all students who need it, preventing some classrooms from being overlooked. The schoolwide approach with strong administrative leadership ensures that improved instructional practices benefit all unduplicated students regardless of which classroom they're assigned 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
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 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-	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 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)	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
	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.	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 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 1. **Persistent Performance Gaps Among Unduplicated Pupils**: Student data from the 2023 California School Dashboard shows "the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and English Learner (EL) students." 2. **Systemic Inequities**: "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."	This action must be provided schoolwide because systematic multi-tiered interventions require coordinated implementation across all classrooms, grade levels, and support systems to effectively address the persistent achievement gaps among unduplicated pupils. 1. **Systematic MTSS Framework**: The action emphasizes creating "an effective Multi-Tiered System of Supports (MTSS)" which by definition requires consistent implementation across the entire school. Partial implementation would create gaps where struggling unduplicated students might not receive appropriate interventions based on their classroom or grade level placement.	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
	3. **Need for Formal Data-Based Decision Making**: 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." 4. **Inadequate Current Support Systems**: The need to "refine existing processes and implement a disciplined Data-Based Decision-Making (DBDM) process" that will result in "an effective Multi-Tiered System of Supports (MTSS)." 5. **Addressing Barriers Through Tiered Supports**: The need for a system that 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." 6. **Strengthening Tier 1 Foundation**: The need 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." 7. **Targeted Interventions for Struggling Students**: When students struggle even after high-quality Tier 1 instruction, they need "tiered, small group instruction" (Tier 2) and "more individualized targeted instruction" (Tier 3) based on their unique needs.	2. **Data-Based Decision Making Coordination**: The "formal data-based decision-making process" requires all staff to consistently collect, analyze, and act on student data. Without schoolwide participation, the data would be incomplete and intervention decisions inconsistent, potentially leaving some unduplicated students without needed support. 3. **Strongest Tier 1 Foundation**: The document states the need to "create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction." This requires every classroom to provide high-quality core instruction—unduplicated pupils cannot be subjected to inconsistent Tier 1 quality based on their teacher assignment. 4. **Seamless Tiered Support**: Students need to move fluidly between Tier 1, Tier 2, and Tier 3 supports based on their needs. This requires coordination across all staff—general education teachers, intervention specialists, counselors, and support staff—to ensure interventions are "timely, directive, diagnostic, and systematic." 5. **Equity Across All Settings**: Since unduplicated pupils are distributed throughout the school, schoolwide implementation ensures that "culturally sustaining" and appropriate interventions reach all students who need them, preventing some from falling through cracks due to inconsistent implementation.	

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
	This action addresses the fundamental need to move from ad hoc interventions to a systematic, data-driven approach that ensures all students, particularly unduplicated pupils, receive appropriate levels of academic support.	6. **Early Warning System Integration**: The comprehensive monitoring described requires all staff to identify and refer struggling students, making this a collective responsibility rather than individual teacher discretion. The schoolwide approach ensures no unduplicated student is denied access to appropriate interventions due to gaps in implementation.	
Goal 2, Action 3	Need for Comprehensive Assessment and Data Systems to Drive Targeted Interventions 1. **Essential Assessment Infrastructure for MTSS**: The need 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." 2. **Integration of Assessment and Decision-Making**: The need for "standards-aligned assessments and an effective DBDM process" to be "tightly integrated by design to effectively serve students" within the "academic side of the MTSS pyramid." 3. **Systematic Student Progress Monitoring**: The need to use "interim assessments to identify when students are not demonstrating mastery of standards at any given point of the academic year" so that "site teams will then use those results to make informed decisions about the necessary interventions for specific groups of students."	This action must be provided schoolwide because comprehensive assessment and data systems require consistent implementation across all classrooms and grade levels to effectively identify needs and drive interventions for unduplicated pupils. 1. **Integrated MTSS Data System**: The action emphasizes that "standards-aligned assessments and an effective DBDM process should be tightly integrated by design to effectively serve students." This integration cannot function with partial implementation—all teachers must participate in the assessment cycle to create complete data profiles for intervention decisions. 2. **Guaranteed and Viable Curriculum**: The need to ensure "each student, at every school, is provided with high-quality Tier 1 instruction" requires consistent assessment across all classrooms. Without schoolwide participation, some unduplicated students could receive inconsistent assessment and	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

	4. **Data-Driven Intervention Deployment**: The need for assessment results that enable teams to make "informed decisions about the necessary interventions for specific groups of students" through "differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3)."
	 5. **Comprehensive Progress Tracking**: The need for multiple assessment points including:
	     ○ NWEA MAP Reading and Math assessments three times annually
	     ○ DIBELS assessments for grades TK-6
	     ○ Common Formative Assessments using Edulastic four times annually
	 6. **High-Quality Tier 1 Support**: The need to ensure "each student, at every school, is provided with high-quality Tier 1 instruction" through a "guaranteed and viable curriculum" supported by ongoing assessment data.
	 7. **Actionable Data for Teachers**: The need for assessment systems that 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."
	 This action addresses the fundamental need for robust data collection and analysis systems that can identify student needs and inform the tiered intervention decisions critical to closing achievement gaps for unduplicated pupils.
		miss identification for needed interventions.
		 3. **Systematic Progress Monitoring**: The goal of administering "NWEA MAP Reading and Math assessments three times annually" and "Common Formative Assessments using Edulastic four times annually" requires all teachers to participate. Gaps in assessment would create blind spots where struggling unduplicated students might not be identified for interventions.
		 4. **Data-Driven Decision Making**: The action requires "site teams to use results to make informed decisions about the necessary interventions for specific groups of students." This collaborative decision-making process needs complete data from all classrooms to make accurate intervention assignments for Tier 2 and Tier 3 supports.
		 5. **Early Identification System**: The assessment system is designed to "identify when students are not demonstrating mastery of standards at any given point of the academic year." Since unduplicated pupils are distributed across all grade levels and classrooms, schoolwide implementation ensures no student is missed due to inconsistent assessment practices.
		 6. **Coordinated Intervention Deployment**: The data collected must inform "differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3)" across all settings	

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
		where unduplicated students receive instruction. The schoolwide approach ensures comprehensive data collection that can accurately identify and support all unduplicated students who need interventions, regardless of their classroom assignment.	
Goal 3, Action 1	Need for Comprehensive Social-Emotional and Behavioral Interventions to Address Mental Health and Attendance Challenges 1. **RED Performance Level for Students with Disabilities**: WCPA "received a RED performance level on the Suspension Rate Indicator for Students with Disabilities on the 2023 CA School Dashboard," though it improved to yellow in 2024 due to declining suspension rates. 2. **Critical Need for Long-Term English Learner Support**: "Long-term English Learner student group received a RED performance level on the 2024 CA School Dashboard for Chronic Absenteeism, ELA, and Math Academic Indicators, demonstrating the critical need for comprehensive, targeted interventions." 3. **Post-Pandemic Learning Loss and Trauma**: "Post-pandemic WCPA's students have experienced significant learning loss, exacerbated by trauma due to the pandemic." 4. **Chronic Absenteeism Challenge**: "Despite numerous efforts to address learning loss and trauma, improving daily attendance	This action must be provided schoolwide because social-emotional and behavioral challenges affect unduplicated pupils across all grade levels and settings, requiring comprehensive, coordinated support systems throughout the entire school environment. 1. **Trauma and Mental Health are Pervasive**: The document notes that "post-pandemic WCPA's students have experienced significant learning loss, exacerbated by trauma due to the pandemic." Since trauma impacts learning across all classrooms, every teacher and staff member needs training and support to recognize and respond to trauma-affected students. 2. **Chronic Absenteeism Requires Comprehensive Response**: The "multi-year challenge" of chronic absenteeism cannot be addressed by individual teachers alone—it requires coordinated efforts including "Student Attendance Team," "Student Incident Response Coordinators," home visits, and wraparound services that span the entire school system. 3. **PBIS Implementation Needs School Culture Shift**: The action emphasizes "strengthen its implementation of PBIS,	The metrics that will be used to monitor effectiveness: • #20: Attendance Rate • #21: Chronic Absenteeism Rates • #26: 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
	(reducing chronic absenteeism rates) has been a multi-year challenge." 5. **Mental Health and Social-Emotional Needs**: The need to "address the mental health needs of our students" through "social-emotional and behavioral emotional supports." 6. **Attendance Barriers and Family Challenges**: The need to address "barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students." 7. **Greatest Need Among Foster Youth**: "Our foster youth students show the greatest need for these additional supports." 8. **Need for Multi-Tiered Interventions**: The requirement for "multi-tiered interventions addressing both academic and behavioral needs" specifically for Long-Term English Learners. 9. **Wraparound Services Access**: The need for comprehensive support through "wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker." This action addresses the critical need to provide systematic social-emotional and behavioral supports that can improve attendance, reduce suspensions, and address the complex trauma and mental health challenges that barrier student academic success, particularly for the most vulnerable student populations.	host PBIS celebrations and incentives." PBIS (Positive Behavioral Interventions and Supports) is by design a schoolwide framework that requires consistent expectations, procedures, and responses across all settings—classrooms, hallways, cafeteria, playground, etc. 4. **Suspension Prevention Requires All Staff**: Since the goal is reducing suspension rates, particularly for Students with Disabilities, all staff who interact with students need alternative discipline strategies and de-escalation techniques. Inconsistent approaches would undermine progress. 5. **Early Warning System Coordination**: The comprehensive monitoring through "Aeries student information system and the Kern Integrated Data System (KiDS)" requires all staff to consistently identify and refer at-risk students, making this a collective responsibility. 6. **Vulnerable Populations are Distributed**: Since unduplicated pupils (including "foster youth students [who] show the greatest need") are found across all classrooms and grade levels, schoolwide implementation ensures these students receive consistent support regardless of their class assignment. 7. **Morning Culture Building**: The action includes "welcoming morning announcements, celebration of academic goals, culture building" which creates a positive school climate that benefits all students but is particularly crucial for trauma-affected unduplicated pupils.	

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
		The schoolwide approach ensures that social-emotional and behavioral supports create a consistent, therapeutic environment that reaches all unduplicated students who need these critical interventions.	

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	Need for Comprehensive English Learner Support System Due to Persistent Performance Gaps and Differentiated Assistance Designation 1. **Persistent Achievement Gaps**: "Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among English Learners (EL)" with the need to "expand tiered interventions to increase the number of students performing at grade level." 2. **Differentiated Assistance Designation**: WCPA has been identified for Differentiated Assistance, requiring enhanced support systems specifically for English Learners due to their continued underperformance on state indicators. 3. **Need for Updated Master Plan Framework**: The need for "updating the English Learner	This action is specifically designed to address English Learner needs through a comprehensive, systematic approach that targets the root causes of EL underperformance identified through Differentiated Assistance: **1. Comprehensive Master Plan Framework:** The action creates an "English Learner Master Plan" that provides a systematic "road map" addressing all aspects of EL support from identification through reclassification, ensuring no gaps in service delivery that previously contributed to persistent achievement gaps. **2. Specialized EL Instruction and Environment:** • Language-Rich Learning Environment: Creates "language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction"	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

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

	Master Plan that seeks to identify, confront, and interrupt inequities so that all students can reach their full potential" to create "a road map to provide English Learners the support they need to become proficient speakers and writers."
	
	4. **Comprehensive EL Programming Gaps**: The need for systematic approaches across multiple areas:
	   o Early Learner Identification and Assessment
	   o English Language Development Programming
	   o Monitoring and Reclassification procedures
	   o Designated and Integrated ELD Instruction
	   o Access to Core Curriculum
	   o Staffing and Professional Development
	   o Standards, Assessment, and Accountability
	   o Parent Involvement and Engagement
	5. **Language-Rich Environment Development**: The need to "create a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction."
	6. **Tiered Intervention System**: Recognition that "there must be built-in opportunities for differentiated and small group instruction through Tier 1 and Tier 2 interventions" with "Tier 3 supports calling for individualized student intervention."
	7. **Family Engagement in EL Success**: The need to "engage parents and families to ensure
		• Designated ELD Programming: Provides focused language development through "Designated ELD teachers...to focus on providing a language-rich learning environment to accelerate English language proficiency"
		• Integrated ELD Training: Ensures all teachers receive "extensive integrated ELD training" so ELs receive language support across all content areas, not just during designated time
		
		3. Tiered Intervention System Specifically for ELs: The action recognizes that ELs need differentiated support through "Tier 1 and Tier 2 interventions" with "Tier 3 supports calling for individualized student intervention" based on "triangulated data" - addressing the reality that language acquisition needs vary significantly among EL students.
		
		4. Specialized Staffing and Leadership:
		• EL Coordinator: Provides dedicated leadership to "lead the EL Program schoolwide, facilitate, and lead professional learning"
		• Specialized Teachers: Employs "Designated ELD teachers" with specific expertise in language development
		• Professional Development: Includes "5-day EL Achieve training" for comprehensive EL support strategies
		
		5. Family Engagement Tailored to EL Families: Addresses the unique needs of EL families by "engaging parents and families to ensure that learning continues at home while respecting and encouraging traditions and beliefs of every English Learner household" - recognizing that EL families	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that learning continues at home while respecting and encouraging traditions and beliefs of every English Learner household." 8. **Professional Development for EL Instruction**: The need for "extensive integrated ELD training for teachers throughout the year" and specialized EL coordinator leadership. This action addresses the critical need to systematically support English Learners through comprehensive programming that spans identification, instruction, assessment, family engagement, and staff development—essential given WCPA's Differentiated Assistance status for this student group.	may face language barriers and cultural differences in school engagement. 6. **Data-Driven EL Monitoring:** Implements "Ellevation software program" as a specialized "management platform that organizes all EL student data, supports critical meeting and monitoring processes" specifically designed for tracking EL progress and reclassification readiness. 7. **Culturally and Linguistically Responsive Resources:** Provides "Spanish novels," "expansion of classroom ELD libraries," and "Spanish Eureka Math resources" that honor students' home languages while building English proficiency. This comprehensive design directly addresses the systemic gaps that led to WCPA's Differentiated Assistance designation by ensuring ELs receive specialized, coordinated support across all aspects of their educational experience.	
Goal 2, Action 8	Need for Specialized Long-Term English Learner Support System Due to RED Performance Levels and Differentiated Assistance Designation 1. **Critical Performance Crisis**: "The long-term English Learner (LTEL) student group received a RED performance level on the 2024 CA School Dashboard for Chronic Absenteeism, ELA, and Math Academic Indicators, demonstrating the critical need for comprehensive, targeted interventions." 2. **Differentiated Assistance Designation**: WCPA has been identified for Differentiated Assistance specifically for the Long-Term English Learner student group due to their RED performance levels across multiple	This action is specifically designed to address LTEL needs through intensive, specialized interventions that recognize the unique challenges of students who have been learning English for six or more years without achieving proficiency: **1. Specialized ELD Instruction for Experienced Learners:** • Advanced ELD Credentialed Teachers: Deploys "additional specialized ELD credentialed teachers who will provide tiered intervention using ELD standards within language-rich learning environments" - recognizing that LTELs need more intensive, expert instruction than traditional EL programming	The metrics that will be used to monitor effectiveness: • #7: % EL who made progress towards English 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
	indicators, requiring intensive, specialized interventions. 3. **Unique LTEL Academic Challenges**: LTELs face distinct needs as "experienced multilingual learners" who have been in English Learner programs for six or more years without achieving proficiency, requiring specialized approaches different from newer English Learners. 4. **Comprehensive Multi-Domain Support Needs**: The action recognizes that LTELs need support that "accelerate English language proficiency and academic achievement" while also addressing "both academic and behavioral needs" including chronic absenteeism. 5. **Specialized Instruction Requirements**: The need for "additional specialized ELD credentialed teachers who will provide tiered intervention using ELD standards within language-rich learning environments" specifically designed for students who have not succeeded with traditional EL programming. 6. **Enhanced Professional Development Focus**: The need for "extensive integrated ELD training that begins in the summer and continues through data talk days throughout the school year" with particular emphasis on LTEL-specific strategies and challenges. 7. **Family Engagement for LTEL Families**: Recognition that LTEL families need specialized outreach including "quarterly updates to families in their native language regarding student performance and progress" and education about "their	• Experienced Multilingual Approach: Provides "additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners" that address the complex language profiles of students who have partial English development **2. Intensive Academic Acceleration:** • Priority Intervention Access: LTELs "will be prioritized for additional tutoring through afterschool, intersession, and summer programming to accelerate both language acquisition and academic achievement" • Dual Focus: Simultaneously addresses both language development and academic content gaps that have accumulated over years of unsuccessful programming **3. Multi-Tiered Systems Specifically for LTEL Challenges:** • Comprehensive MTSS: Implements "Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement" - addressing the RED performance in chronic absenteeism specific to LTELs • Behavioral Integration: Recognizes that LTELs' academic struggles often manifest as behavioral and attendance issues requiring coordinated intervention **4. Enhanced Professional Development Targeting LTEL Needs:** • Sustained Training: Provides "extensive integrated ELD training that begins in the summer and continues through data talk	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student's LTEL status and all available supports." 8. **Targeted Resource Allocation**: The need for "additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners" that address the unique learning profiles of students who have been learning English for extended periods. 9. **Multi-Tiered Systems Integration**: The need to "implement Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement" specifically for LTELs. This action addresses the critical need to provide intensive, specialized support for Long-Term English Learners who have not succeeded with traditional programming, as evidenced by their RED performance levels that triggered WCPA's Differentiated Assistance designation for this specific student group.	days throughout the school year" with LTEL-specific focus • Collaborative Coaching: Includes "Assistant Principals receive specialized coaching across all content areas with a specific focus on English Learner strategies" to ensure leadership understands LTEL complexities **5. Specialized Family Engagement for LTEL Families:** • LTEL Status Education: Establishes "dedicated student services team to facilitate regular family collaboration meetings, providing quarterly updates to families in their native language regarding student performance and progress" • Status Awareness: Ensures families understand "their student's LTEL status and all available supports" - many LTEL families may not realize their child's classification or its implications **6. Coordinated Leadership Support:** • Systematic Coordination: Ensures "coordinators will collaborate regularly with APs and principals to ensure alignment of support efforts across the school" - preventing the fragmented services that may have contributed to LTEL status **7. Expected Comprehensive Outcomes:** The action targets the specific RED performance areas by providing "LTELs with the academic, behavioral, and family support necessary to accelerate English language proficiency, improve academic achievement, reduce chronic absenteeism, and increase redesignation opportunities." This comprehensive design directly addresses the systemic failures that led to LTEL students	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		achieving RED performance levels and WCPA's Differentiated Assistance designation by providing intensive, coordinated interventions specifically calibrated for students who have not succeeded with traditional EL programming.	

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 will use additional concentration grant add-on funds to fund Instructional Assistants and Small group Instructors (SGI) to provide tiered academic intervention and supports. (See 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:	$ 32,396,474.00	$ 31,638,554.00

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	$ 7,978,005	$ 7,798,578
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	No	$ 1,244,953	$ 1,286,282
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	No	$ 80,000	$ 757,029
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	Yes	$ 1,916,685	$ 2,105,689
2	1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	No	$ 787,996	$ 690,178
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED	Yes	$ 4,282,033	$ 3,839,281
2	3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF	No	$ 315,275	$ 318,247
2	4	ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING	No	$ 1,229,734	$ 572,389
2	5	BROAD COURSE OF STUDY	No	$ 1,344,334	$ 1,288,970
2	6	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	No	$ 1,997,787	$ 1,805,226
2	7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH	No	$ 192,037	$ 159,564
2	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL) THROUGH	No	$ 180,681	$ 242,374
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH	No	$ 92,473	$ 98,205
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH	Yes	$ 4,066,769	$ 3,701,075
3	2	PROMOTING A COLLEGE-GOING CULTURE	No	$ 543,241	$ 515,917
3	3	PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND	No	$ 1,315,398	$ 1,246,606
3	4	PARENT INPUT IN DECISION-MAKING	No	$ 15,580	$ 12,188
3	5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	No	$ 729,306	$ 725,207
3	6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	No	$ 4,084,187	$ 4,475,549

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)
$ 7,263,264	$ 7,401,439	$ 7,263,264	$ 138,175	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	$ 1,916,685	$ 2,105,689.00	0.000%	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	Yes	$ 1,417,985	$ 1,456,500.00	0.000%	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	Yes	$ 4,066,769	$ 3,701,075.00	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)
$ 19,479,803	$ 7,263,264	0.000%	37.286%	$ 7,263,264	0.000%	37.286%	$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	$ 19,994,289	$ 7,595,172	37.987%	0.000%	37.987%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 25,743,627	$ 2,956,611	$ -	$ 1,280,004	$ 29,980,242.00	$ 22,401,840	$ 7,578,402

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					$ 8,443,064	$ 5,250	$ 8,448,314	$ -	$ -	$ -	$ 8,448,314	0.000%
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	WCPA	2025-26	$ 532,722	$ 68,773	$ 532,722	$ -	$ -	$ 68,773	$ 601,495	0.000%
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	All	No					$ 12,950	$ 364,244	$ 367,194	$ 10,000	$ -	$ -	$ 377,194	0.000%
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	WCPA	2025-26	$ 2,284,115	$ 56,500	$ 2,340,615	$ -	$ -	$ -	$ 2,340,615	0.000%
2	1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	All	No					$ -	$ 1,518,077	$ 1,066,927	$ 451,150	$ -	$ -	$ 1,518,077	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	All	Yes	Schoolwide	All	WCPA	2025-26	$ 3,028,260	$ 118,976	$ 1,650,489	$ 719,372	$ -	$ 777,375	$ 3,147,236	0.000%
2	3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING	All	Yes	Schoolwide	All	WCPA	2025-26	$ 238,413	$ 51,706	$ 290,119	$ -	$ -	$ -	$ 290,119	0.000%
2	4	ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING	All	No					$ 209,590	$ 867,737	$ 797,327	$ 280,000	$ -	$ -	$ 1,077,327	0.000%
2	5	BROAD COURSE OF STUDY	All	No					$ 1,225,134	$ 27,000	$ 958,398	$ 293,736	$ -	$ -	$ 1,252,134	0.000%
2	6	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	SWD	No					$ 1,366,624	$ 112,611	$ -	$ 1,114,179	$ -	$ 365,056	$ 1,479,235	0.000%
2	7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION	EL	Yes	Limited	English Learners	WCPA	2025-26	$ 144,372	$ 94,951	$ 170,523	$ -	$ -	$ 68,800	$ 239,323	0.000%
2	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL) THROUGH LANGUAGE ACQUISITION	EL	Yes	Limited	English Learners	WCPA	2025-26	$ 167,064	$ -	$ 167,064	$ -	$ -	$ -	$ 167,064	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	All	Yes	Schoolwide	All	WCPA	2025-26	$ 2,008,234	$ 435,406	$ 2,443,640	$ -	$ -	$ -	$ 2,443,640	0.000%
3	2	PROMOTING A COLLEGE-GOING CULTURE	All	No					$ 488,593	$ 37,520	$ 526,113	$ -	$ -	$ -	$ 526,113	0.000%
3	3	PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT	All	No					$ 513,114	$ 506,091	$ 1,019,205	$ -	$ -	$ -	$ 1,019,205	0.000%
3	4	PARENT INPUT IN DECISION-MAKING	All	No					$ -	$ 8,700	$ 8,700	$ -	$ -	$ -	$ 8,700	0.000%
3	5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	All	No					$ 427,979	$ 101,975	$ 529,954	$ -	$ -	$ -	$ 529,954	0.000%
3	6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	All	No					$ 1,311,612	$ 3,202,885	$ 4,426,323	$ 88,174	$ -	$ -	$ 4,514,497	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
$ 19,994,289	$ 7,595,172	37.987%	0.000%	37.987%	$ 7,595,172	0.000%	37.987%	**Total:**	$ 7,595,172
								LEA-wide Total:	$ -
								Limited Total:	$ 337,587
								Schoolwide Total:	$ 7,257,585

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	2	SUSTAINED RESEARCH-BASED PROFE	Yes	Schoolwide	All	WCPA	$ 532,722	0.000%
1	3	DIFFERENTIATED PROFESSIONAL LEAF	Yes	Schoolwide	All	WCPA	$ 2,340,615	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THRO	Yes	Schoolwide	All	WCPA	$ 1,650,489	0.000%
2	3	MONITORING STUDENT PROGRESS TH	Yes	Schoolwide	All	WCPA	$ 290,119	0.000%
2	7	SERVICES TO SUPPORT EMERGENT BI	Yes	Limited	English Learners	WCPA	$ 170,523	0.000%
2	8	SERVICES TO SUPPORT LONG-TERM E	Yes	Limited	English Learners	WCPA	$ 167,064	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	WCPA	$ 2,443,640	0.000%

Local Control and Accountability Plan Instructions

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

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC Section 32526(c)(2)*; and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC Section 32526(d)*.

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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.

  o 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.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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- 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.

- 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.

- 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.

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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).

  o **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.

  o **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.

  o 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).

California Department of Education
November 2024