Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

When the pandemic first occurred, Wonderful College Prep Academy ("WCPA") took steps to ensure that rigorous academic programming and student services were met. School leaders focused on providing daily engagement around synchronous and asynchronous learning, food distribution, and individualized wrap-around services to continue our focus on student health and wellness.

Prior to the school closure, WCPA had 96.26% of average daily attendance. During the school closures we were able to successfully maintain over 90% average daily engagement with multiple daily touch points for all students with school staff. This included a tiered system of support ranging from daily phone calls to parents and students, additional specialized instructional support for unduplicated students, community food distribution, access to technology and remote Wi-Fi support, and referrals to our School Wellness Center for mental health and medical services. Special Education services including speech were continued to be offered to all students with disabilities without a breakdown of instructional service minutes. In addition, thirteen (13) home visits were completed to make sure 100% of the student body was actively participating in distance learning. WCPA leveraged a holistic approach to support families and have thus created stronger bonds and increased student support services to prepare for the upcoming school year.

By recognizing how critical the in-person school environment is to the well-being of students, staff, and our communities, Wonderful College Prep Academy has focused on charting a path to safely and responsibly reopen the school. WCPA convened a cross-functional task force of individuals with instructional, operational and medical expertise to develop a plan to bring students and staff back to campus.

WCPA remains committed to working with the County Department of Public Health and the Kern County Superintendent of Schools to ensure we will reopen its schools only if it is safe to do so. In tandem with creating a Safe Return to School plan, WCPA has diligently worked on an enhanced distance learning platform, which WCPA has efficiently and seamlessly implemented during the required closure of the school for in-person instruction.

Stakeholder Engagement

WCPA sought recommendations and comments from members of the public regarding specific actions and expenditures to be included on the Learning Continuity and Attendance Plan. Members of the public were notified of the opportunity to submit written comments regarding specific actions and expenditures to be included in the Learning Continuity and Attendance Plan, on September 15th by attending our public School Site Council with additional time to review and provide any feedback for an additional five days. Notifications were made through ParentSquare online communication platform (98% parent engagement) and our WCPA website.

Additionally, WCPA collected input during the school closure from May 2020 through April 2020 from students and families regarding programming, access to community meals, technology and IT support, and medical and/or mental health services. WCPA will continue to provide students and families with additional opportunities for engagement and feedback throughout the 2020-2021 school year beginning in the fall. WCPA Teachers, Principals, Administrators, and School Personnel were provided an opportunity to provide feedback on the services offered to students through participation in our School Site Council meetings and through multiple professional development opportunities. Stakeholder feedback was incorporated into the Learning Continuity and Attendance Plan and presented to the Parent Advisory Committee (School Site Council) and the English Learner Advisory Committee (ELAC) on September 15, 2020 separately for review and comment. The Learning Continuity and Attendance Plan was presented at a public hearing of WCPA's governing board on August 25, 2020. WCPA's governing Board of Directors reviewed and approved the plan on September 22, 2020.

The final plan was adopted by 9/30/2020 and filed with the Kern County Superintendent of Schools within five days.

All public meetings and the public hearing were held in a Zoom virtual meeting with the option to dial-in via phone or access via video conference that was open to the public. The draft version of the Learning Continuity and Attendance Plan along with information on how to attend either via virtually or by phone were posted on the WCPA website beginning on August 22, 2020. WCPA also distributed information via ParentSquare platform to ensure all parents had access to participate in the review and discussion.

WCPA received feedback regarding from regarding programming, ensuring that students had synchronous schedules to allow for joint breaks regardless of student grade. Access to community meals, technology and IT support was the biggest source of feedback from our families. WCPA adjusted meal and IT support locations and hours to help accommodate family schedules to ensure we were lessoning the burden to our families and students. Our medical and/or mental health services remained open to allow for additional support services and medical care for our students in response to the need during the COVID-19 pandemic.

Our WCPA School Site Council and English Learner Advisory Council actively participates in the review and approval of annual key documents including, but not limited to, the Local Control Accountability Plan (LCAP), English Learner Master Plan, School-Parent Compact, and Comprehensive School Safety Plan. They were given the opportunity to provide additional comment at the public meeting and additionally were provide two additional days to provide feedback.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The main component of feedback that was considered in the Learning Continuity Plan was the consideration of the distance learning platform (Canvas) and the importance of keeping our curriculum and model for delivery of instruction to be as consistent for students. Additionally, the need for a quick and seamless transition from in-person instruction to distance learning for students and staff based off of feedback and experiences from the previous transition to virtual learning. Our other significant updates and inclusions were the needs of families in order to provide additional services to their students in the case of virtual learning, including but not limited to, multiple meal distribution, technical and IT support locations and the addition of multiple time offerings at our school campus.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

WCPA is committed to returning all student at our school to a five-day-a-week, in-person instructional model with multi-layered health and safety strategies. These strategies include: social distancing measures, personal protective equipment provided by WCPA to all students and staff, the redesign of campus facilities and classrooms, the installation of plexi-glass dividers to separate students, temperature checks and wellness screenings for anyone entering campus, enhanced cleaning and sanitation measures, and free testing for students and staff at WCPA's partner health clinics.

For the 2020-2021 school year, WCPA implemented a new enhanced distance learning platform, Canvas, which allow for the quick and seamless transition from remote learning to in-person instruction. In addition, we will adjust its daily school schedules to allow for staggered arrival and dismissal times for elementary, middle school and high school cohorts. This staggered start to daily instruction allows for school buses to make multiple bus trips to ensure physical distancing can be maintained on each bus route and ensures sufficient time for WCPA to conduct a daily temperature and wellness screening of each student before entering the campus.

We will maintain a lower teacher-to-student ratio and practice social distancing, students will be scheduled in cohorts to minimize transitions, teachers will travel to classrooms, students and staff will remain at their respective school sites, and we will expand our health and wellness services via our on-site Wellness Clinic. School sites will continue tracking daily student attendance and engagement. We will continue to provide students with daily Social Emotional Learning (SEL).

We will continue to institute safety protocols to ensure that when students resume physically on campus we are able to provide regular in-person opportunities that include High School college and career trips, K-12 field trips, school events, CIF sanctioned athletics, academic school and testing supplies. For students this also includes student leadership-led activities including yearbook, student awards, dances, and other ASB-related activities. For staff, on-going professional development, access to materials and office supplies, program expenses related to core and supplemental materials, access to IT support, and staff incentive opportunities will continue without disruption. In the event that WCPA is unable to offer in-person instruction for the 2020-2021 school year, a concerted effort will be made to offer similar opportunities in the virtual learning environment.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
College and Career Trips/ Services	$73,200	Yes
Professional Development	$215,989	Yes
Office Supplies	$93,750	Yes
Field Trips	$153,894	Yes
School Events	$134,632	Yes
Uniforms & Student Incentives	$31,900	Yes
Athletics	$398,856	Yes

Description	Total Funds	Contributing
Yearbook	$19,184	Yes
Student Awards Programming	$35,996	Yes
Staff Incentives/ Collaboration Activities	$7,650	Yes
Misc. Program Expenses	$48,017	Yes
Core textbooks, curricular materials	$430,342	Yes
Contracted IT support	$108,392	Yes
Testing	$153,350	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

WCPA is committed to providing quality virtual instruction to all students and as such implemented a new enhanced learning management system, Canvas, for the 2020-2021 school year. This platform will allow for the efficient and seamless transition between virtual learning to

in-person instruction as needed. As such, all virtual learning offered at WCPA must meet and adhere to the five district priorities for online learning:

Priority #1: Emphasizing Knowledge and Skill Driven
Priority #2: Balancing of Time-Based and Performance-Based Priority #3: Planning Engaging Learning Experiences
Priority #4: Providing High-Quality Feedback
Priority #5: Improving Personalized Supports for All Learners

The Canvas learning management system includes all curricular materials for all courses offered at WCPA regardless of in-person or a remote learning environment. Teachers have access to over 400 educational applications to enhance and supplement instruction. WCPA teachers also have access to a variety of curated instructional materials via our participation in the KCSOS Canvas Consortium. Teachers are able to assign work and provide student feedback within Canvas without interruption to daily instruction. During virtual learning it is important to maintain interventions for students who are already at-risk and struggling with literacy and numeracy skills and standards. These students require a different approach to make sure we continue to close gaps throughout remote learning. We will continue our data focus on MTSS/RtI Intervention Tiers using previously available NWEA Map data. Our intervention system is imperative to help mitigate learning losses experienced during previous remote learning. NWEA Map serves as the district's Universal Screener for grade level readiness in skills. Using the most recent available data, leaders will group students into the appropriate tiers. Additionally, all students were provided with either an assigned iPad (grades TK-1) or a Chromebook (grades 2-12) to ensure they have access to all assigned content regardless of the method of instruction.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All WCPA students have been provided with either a Chromebook (Grades 2-12) or iPad (Grades TK-1) to ensure all students have equal access to the online materials provided by their instructors. Additionally, all students and their families were surveyed to ensure all students had reliable access to internet regardless of location or family income. WCPA provided families in need of reliable internet access with a mobile hot spot and also access to remote technology support at our WCPA campus and our three off-site meal distribution locations: Wasco, McFarland, and Earlimart.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In order to comply with guidance and constrictions of SB-98, all WCPA classes will follow the attendance guidance below. In developing this plan we worked from several key guidelines:

1. Follow SB-98 guidance, separating in-person from distance learning

2. Align all remote learning school data in the same data warehouse

3. Create efficiencies in reviewing data

4. Ensure students and parents access attendance data

Attendance will be recorded daily at prescribed times in either Aeries (in-person instruction) or through Roll Call in the Canvas learning management system (remote instruction) as follows:
- High School (Grades 9-12): Attendance will be recorded daily during the afternoon advisory block
- Daily Instructional Minutes: 405 minutes
- Middle School (Grades 6-8): Attendance will be recorded daily during the final 10 minutes of the first class block in the Middle School schedule.
- Daily Instructional Minutes: 315 minutes
- Elementary School (Grades TK-5): Attendance will be recorded daily during Morning Motivation using Roll Call in Canvas.
- Daily Instructional Minutes: Grades TK-Kindergarten (190 minutes); Grades 1-2 (240 minutes); Grades 3-5 (275 minutes)

In addition, we are also verifying asynchronous learning times using our online student platforms as an additional layer of attendance tracking.

Attendance under distance learning will include instructional minutes based on the time value of assignments as determined by a certificated teacher. Under a hybrid instructional model (both in-person and virtual learning) the daily instructional minutes calculation will be a combination of time value of assignments and time under the direct physical supervision of a certificated teacher. Per SB 98-Education Trailer Bill, WCPA exceeds the minimum number of instructional minutes for all grades from Transitional Kindergarten (TK) through 12th grade.

WCPA's minimum student daily attendance goal will remain at 100% regardless of whether students are on campus for in-person instruction or through remote learning. Understanding how students and performing academically and socially-emotionally is essential during remote learning. WCPA has worked to centralize student data reporting to expedite support services and responsiveness. To unify and align our data practices, all WCPA will house all student performance data in Canvas, which will push the necessary data into Aeries. This is the central instructional platform for all families, thus reducing the amount of learning management system platforms for students and families to get accustomed to using. Continued success for students at WCPA will depend upon each student attending daily live learning sessions, including presentations, discussions, and explanations, and timely completing all daily distance learning assignments. Regular attendance and student participation are important for the following reasons:
- Teaching students' responsibility and accountability.
- Encouraging students to stay in school.
- Helping students understand that they can change, grow, and contribute within a community of learners.
- Assuring students that with regular attendance, good effort, and a positive attitude, they will attain their goals.
- Helping all students understand that a good citizen is involved and engaged in the community.

We modified our grading policy to reflect use of Canvas and to be adaptive and measure performance in a virtual learning environment. A student unable to participate in daily live virtual learning or able to complete daily distance learning assignments as a result of an excused absence will be allowed to complete missed assignments and tests (within reasonable limits) and will be given full credit upon satisfactory completion. The teacher will determine what assignments students will make up and in what time period. The tests and assignments will be equivalent but not necessarily identical to the tests and assignments that the student missed.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

WCPA emphasizes a skills-driven and performance-based approach to remote learning. Additionally, WCPA structured student learning and advancement in terms of experiential learning instead of singular teacher-student lessons. Finally, our experiences work on providing high-quality feedback through single point rubrics to provide opportunities to revise and resubmit assignments. All WCPA teachers will submit lesson plans each week prior to 4PM on Thursdays for review and support provided by teammates, coaches, and administrators. This planning timeline also allows for the posting of grade level remote learning plans.

Instructional staff received virtual, strategic professional development in appropriate content areas, as well as a series of virtual Canvas professional development trainings to acclimate to our new learning management system. School leaders participated in a series of virtual Canvas professional development trainings and received both professional development and real-time coaching around effective implementation of virtual coaching structures and virtual instructional feedback. School leaders participated in virtual leadership coaching sessions via Navigator. School leaders at our Delano and Lost Hills middle schools, along with staff, participated in a series of virtual professional development sessions with Turnaround for Children (TFC) to strengthen restorative practices. Teachers and coaches are receiving data-driven instructional support through our partnership with ANET. In addition, WCPA joined the county-wide KCSOS Canvas Consortium – a network of local school districts that are using the Canvas Learning Management System, along with access to resources and focus on best practices.

WCPA non-instructional staff have been provided with enhanced health and safety protocols and personal protective equipment including gloves, face masks, and face shields while on campus. Food service and meal distribution teams participate in daily safety meetings to ensure all staff are adhering to our health and safety protocols and are adapting their practices based off of current safety guidelines from the local Department of Public Health. All staff must adhere to clearly defined protocols related to potential COVID-19 exposure and travel guidelines to ensure the health and safety of all staff on our school sites.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

WCPA has adapted how instruction is delivered in response to the COVID-19 pandemic. All instructional staff are working remotely and meeting virtually for professional development and virtual student instruction. Administrative and operations staff have continued working

onsite but with enhanced health and safety protocols in place. All staff are committed to be highly adaptive as new sets of responses will be addressed. Roles may not change but responsibilities may vary based on essential need as situations arise.

Instructional staff are using a new Remote Learning planning template while also having increased departmental and collaborative planning times. Additionally, staff upload and maintain a digital classroom in Canvas to best mirror the rigor and expectations from our in-person classrooms. Our instructional staff are also increasing their communication home with parents and students during this remote learning time using ParentSquare.

The Literacy Director collaborated with ANet and NWEA MAP to organize a remote assessment team with leaders from each school. Teachers, SGIs, and IAs were essential in the setup and facilitation of remote testing in our district to get close to 100% completion and document any loss relative to both the summer months and Covid-19 changes in the Spring.

Our leaders also created a weekly check-in survey for both teachers and students. Our teachers complete a bi-weekly survey to monitor their stress, happiness, feelings of effectiveness, etc. Teachers also use the survey to identify areas of improvement and suggest possible changes to best meet the needs of all. Some of our leaders perform weekly check-ins with teachers who require additional support. Also, teachers and leaders monitor student well-being on a weekly basis through a survey to collect similar data points and address additional SEL needs of our students. We approach this as a collective, all-hands on deck approach to monitoring the well-being of our students and families.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

WCPA will continue to offer additional supports for pupils with unique needs. Students with Disabilities will participate in all general education courses in addition to accommodations outlined in each pupils Individual Education Plan (IEP). Case managers will continue to work on goal development and support individualized instruction. Special Education educators will be included in the planning process or the execution of the educational plan. Principals and Assistant Principals will ensure that all IEP and 504 components are implemented with fidelity as the instructional leaders of their academic programs. General Education teachers are partners in implementing the student's IEP or 504 plans.

In addition to the multiple layers of intervention and student support available at WCPA, the Director of Special Education and Student Supports will be working with Foster and Homeless Youth, students in a home hospital academic program or an approved Independent Study program to ensure students are receiving appropriate levels of additional support and resources.

English Language Learners will continue to receive integrated and designated ELD as mandated by Title III requirements and the WCPA EL Master plan unless otherwise indicated by any revisions from the California Department of Education due to the COVID-19 pandemic. Moving forward, students will receive an initial ELPAC test and required family notification letters for students that will need an EL assessment. Quarter and Semester monitoring will continue for all RFEP and active EL students using WCPA Board approved forms and

processes. The WCPA EL literacy team will continue to ensure students receive integrated ELD supports and learning in any class with an EL student along with all other required assessments and notifications. WCPA intends to follow the current plan but will adjust as needed based off of guidance from the County Department of Public Health or Kern County Superintendent of Schools.

WCPA has contracted services with multiple engagement programs to support individual student access to learning. Furthermore, additional technology was purchased in order to ensure WCPA's goal of 1:1 for all grades with TK-2 grades receiving iPads and grades 3-12 each being assigned a chromebook.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Technology	$873,258	Yes
Additional Technology	$182,043	Yes
Educational Software Licenses	$87,324	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Understanding how students are performing academically and socially-emotionally is essential during remote learning. WCPA has centralized data reporting to expedite support services and responsiveness based on need and to ensure all students including English Learners, students from low-income families, homeless and foster youth, and Students with Disabilities are receiving the supports needed. To unify and align WCPA data practices, all schools house their student performance data and completed coursework results in Canvas, a new learning management system. Canvas is the central instructional platform for all families and students. WCPA teams will be better able to identify and respond to any students that may be considered at-risk. In order to continuously enhance student's academic engagement, school leaders will meet weekly to monitor student performance. WCPA will leverage ongoing communication with parents and families to ensure a continued partnership between the school and our families. Additionally, WCPA has developed strategies of tier-based interventions

of support to ensure escalation of at-risk students in a remote learning environment. The tiers of support will help identify and prioritize contacts to ensure additional resources are provided including learning feedback, synchronous videos, etc in our standard structures. Through the use of universal screening, WCPA will identify at-risk in a timely manner.

In order to better understand our students and their needs, especially following possible losses in previous months, WCPA will leverage NWEA Map for Reading and Math. This assessment provides detailed information on student skill attainment in K-12 for literacy and numeracy, which will be used to help build out intervention systems and provide support systems within content classes. Additionally, NWEA Map provides research-based proven percentiles, which allow educators to determine student growth needs over the coming weeks and months. Administration of the NWEA Map Assessment will be a partnership between families and the schools to ensure an equitable and efficient assessment of our students. All WCPA students in grades TK-11th grade will complete the NWEA MAP assessment in both reading and math. Data gathered from MAP testing will provide teachers, students, and parents with baseline data points for students starting the 2020-2021 school year. It will also provide insight into their growth over the course of the school year as they continue to take the assessment in Winter and Spring. Testing for each assessment will take place of classes during administration. Day 1 students will complete the reading assessment, Day 2 students complete the math assessment, and Day 3 will be designated for make-ups. During this time, teachers will be reaching out to students to reflect on testing and support with monitoring completion. Please note, all Students with Disabilities or 504 students will receive accommodations as outlined in their IEP or 504 plans respectively to provide appropriate data.

Running Records Fluency Assessments will measure student reading fluency which is a crucial indicator of student achievement in all grade levels and in all subject areas. As students progress in increasing their word, phrasal, sentence, and paragraph fluency, the more content will become independently accessible to students It is important to systematically assess student fluency throughout the year. WCPA has developed frameworks to ensure uniform implementation during remote learning.

To help monitor all literacy and the reading development of our Active and Redesignated EL students, we are implementing Running Records to determine appropriate reading levels and identify effective practices for instruction. For Designated ELD and the monitoring of all Title III cohorts, we use a multitude of assessments to better understand our students: NWEA MAP Fall, Winter, Spring; Fluency Running Records; and curriculum-based measures. Both of our ELD curricula, EL Achieves and Launch/Link to Literacy, feature diagnostic and ongoing monitoring.

In addition to our school-wide assessments used to diagnose incoming student learning levels and monitor progress of fundamental literacy and numeracy skills. WCPA will also leverage the Achievement Network (ANet) to benchmark standards, knowledge, and skills. ANet assessments in English Language Arts and Math will help determine student progress at checkpoints throughout the year. These assessments will be given within class periods to determine programmatic changes and supports needed for school sites, grade levels, and individual teachers.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

WCPA will provide student assessments to all students regardless of in-person or distance learning. A school-wide assessment calendar has been developed that will follow an abbreviated academic calendar. Students will complete these assessments at home (in a distance learning environment) during the testing window. These assessments will include:

Quarter 1
- NWEA Fall Reading and Math Map - All students (9/9, 9/10, 9/11)
- Running Records Fluency Assessments - TK-5 All Students and 6-12 Active EL -(9/18) Quarter 2
- Running Records Fluency Assessments - TK-5 All Students and 6-12 Active EL - (Date: TBD)

Quarter 3
- NWEA Winter Reading and Math - All students (Date: TBD)
- Running Records Fluency Assessments - TK-5 All Students and 6-12 Active EL - (Date: TBD)

Quarter 4
- Running Records Fluency Assessments - TK-5 All Students and 6-12 Active EL - (Date: TBD)
- NWEA Spring Reading and Math - All students (Date: TBD)

In addition, WCPA offers a multi-tiered intervention system, incorporates Child Find guidelines, and leverages parent referrals for additional services in order to ensure all students remain engaged and present in the learning. Please note, during the time of closure, student study teams have been held virtually but special education related assessment has been put on hold by the Kern County SELPA until students return physically to campus. IEP's, 30-day IEP's for new enrollees, and addendums will only be held if there is sufficient data to update goals and service minutes with parent permission in a virtual environment.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

WCPA will communicate formal progress of district benchmark assessments using mailed letters and informal progress using both Canvas and Aeries access. Progress relative to Special Education and Title III ELL Programming will be communicated following their respective federal and state guidelines. Assessments will also inform WCPA teams to determine student growth needs over the school year. Administration of NWEA assessments will be a partnership between families and the schools to ensure an equitable and efficient assessment of our students. WCPA is prioritizing remote administration of NWEA Map Reading and Math to identify percentiles and RIT scores for individual students. This data will be used to group students into the three tier model from RtI and MTSS based on the work of Fuchs and Fuchs, as well as other peer-reviewed research articles. We will strategically address needs in literacy and numeracy as foundational knowledge skills for all other subjects. Planned intervention time will be used to accelerate learners based on their tiered

grouping. These tiers will include intensive monitoring of student progress to determine any changes in pacing and intensity to best accelerate progress. WCPA will leverage research-based programs and published best practices in order to address learner needs. We will also leverage internal curricula resources from our district partners via our participation in the Canvas KCSOS Consortium.

WCPA will utilize our EL and Special Education teams to ensure all students with unique needs are receiving the required supports and that parent engagement feedback will be used to inform our efforts to ensure academic access for all students. To help address EL Pupil Learning Loss, we made several advancements and expansions for Title III implementation. We expanded our partnership with Ellevation to further provide remote, secure access to all of our EL records and processes, allowing leaders, teachers, and parents to conduct meetings and obtain signatures remotely.

To gain more community support, we renormed and trained leaders on ELAC implementation. In support of this and other topics, our EL Coordinator also learned using video editing software to produce videos for Title III in both English and Spanish. We are now sharing regular updates to our community via videos and ParentSquare. Also, we've provided our EL Coordinator with a dedicated phone number for all staff, students, and parents to contact regularly. Our EL Coordinator position is also conducting walkthroughs and observations to guide school leaders and teachers in strengthening ELD, both Designated and Integrated.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
English Language Learners Support Services	$44,733	Yes
Special Education Support Services	$124,234	Yes
English Language Learners/Special Education Staff Salaries	$965,614	Yes
English Language Learners/Special Education Staff Benefits	$275,588	Yes

Mental Health and Social and Emotional Well-Being

WCPA will be surveying students weekly during remote instruction as part of our tiered systems of intervention and support. The surveys will provide WCPA leadership teams with data sets depicting students who are struggling with academic or social-emotional learning. Additionally parents and teachers will be able to flag students and provide WCPA leadership teams with students who are of more concerns in our school community to provide them with additional resources.

The levels of intervention support are broken out into three Tiers: I - Sustained Ongoing Communication, II - At-Risk Intervention, and III - Student Support Service Intervention. The components and resources available are as follows:

Tier I - Sustained Ongoing Communication
- Teachers will hold Social and Emotional Learning (SEL) sessions during selected times daily by each campus
- School Leaders will use text and at least one weekly video sent on Mondays to review upcoming events; present avenues of supports with parents; create moments of energy and excitement about the digital campus; and address whole- school issues directly

Tier II - At-Risk Intervention
- Teachers and Counselors will use Canvas Conferencing, Zoom Rooms, or phone calls to the parent or guardian, unless the student is 18 years or older to discover why a students missed class without notification, why a student did not turn in two days of assignments, why a student has been non-participatory or distant during recent discussions or sessions
- School Leaders will respond to TK-12 Screener Survey Data and Academic Data from Canvas to discover why a student missed three school days or 60% of instructional days in a week; leaders design a plan to reengage the student and family; why a student missed a significant number of assignments for the week; why a student did not attend two or more live synchronous sessions without notification; why a student recorded an at-risk response or asked for contact in their weekly screener (survey); why an educator flagged the student for administration contact

Tier III - Student Support Service Intervention
- Principals begin the Student Support Team process by contacting Student Support Staff Team
- Chronic Absenteeism, if repeated contacts are unsuccessful, home visits will be made
- Educators and staff may also request counseling services, which is directed by our Student Supports Team

All WCPA staff have received their annual trainings on Student Mental Health, Youth Suicide: Awareness, Prevention, and Postvention, and how to refer a student to the available WCPA Mental Health Services through or Student Wellness Centers. Both Delano and Lost Hills middle school are continuing with Year 2 of a partnership with Turnaround for Children (TFC) to strengthen restorative practices and foster nurturing relationships. In addition, a new Student Support Coordinator was added to the team to support an increase in response to individual student needs.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

WCPA will utilize our comprehensive tiered systems of intervention and support to ensure pupil engagement during remote learning. Students will receive weekly surveys of which the results will be provided to WCPA leadership teams to review and identify any students who are struggling with academic or social-emotional learning. As with WCPA social and emotional well-being indicators, parents and teachers will be able to flag students and provide WCPA leadership teams with students who are of more concern in the school to provide them with additional resources and support.

The three Tiers: I - Sustained Ongoing Communication, II - At-Risk Intervention, and III - Student Support Service Intervention. The components and resources available are as follows:

Tier I - Sustained Ongoing Communication
- Teachers will hold Social and Emotional Learning (SEL) sessions during selected times daily by each campus
- School Leaders will use text and at least one weekly video sent on Mondays to review upcoming events; present avenues of supports with parents; create moments of energy and excitement about the digital campus; and address whole- school issues directly

Tier II - At-Risk Intervention
- Teachers and Counselors will use Canvas Conferencing, Zoom Rooms, or phone calls to the parent or guardian, unless the student is 18 years or older to discover why a students missed class without notification, why a student did not turn in two days of assignments, why a student has been non-participatory or distant during recent discussions or sessions
- School Leaders will respond to TK-12 Screener Survey Data and Academic Data from Canvas to discover why a student missed three school days or 60% of instructional days in a week; leaders design a plan to reengage the student and family; why a student missed a significant number of assignments for the week; why a student did not attend two or more live synchronous sessions without notification; why a student recorded an at-risk response or asked for contact in their weekly screener (survey); why an educator flagged the student for administration contact

Tier III - Student Support Service Intervention
- Principals begin the Student Support Team process by contacting Student Support Staff Team
- Chronic Absenteeism, if repeated contacts are unsuccessful, home visits will be made

- Educators and staff may also request counseling services, which is directed by our Student Supports Team

All interventions with parents or guardians will be made in their preferred language of communication. WCPA has launched a new parent communication portal that allows school leaders to connect directly with families in their preferred language. Additionally our Student Support Services Team is available to meet with families either virtually or through socially distanced home visits that include COVID-19 related health and safety protocols for staff and families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Wonderful College Prep Academy will continue offering daily healthy and nutritious meals to our students beginning throughout the school year free of charge regardless of whether the students are learning in-person or virtually. During remote learning, WCPA offers meals daily from Monday – Friday at our two campus locations in Delano and Lost Hills campus from 10:00am - 1:00pm, and our off-site community locations of Wasco (8:00-9:00am), McFarland (9:30-10:30am), and Earlimart (11:30am -12:30pm).

When WCPA returns to in-person learning, several safety protocols are in place to ensure students safety during mealtimes. Elementary students will be offered meals in their classrooms to ensure they remain socially distanced throughout the day. Middle School and High School students will be offered individually packaged to-go meals during staggered times and using social distance protocols. Additionally, the following precautions and changes will be implemented:
- Eliminated buffet style meals
- Meal times by student cohort group
- Partitioned campus with physical barriers to maintain cohorts
- Physical Distancing measures in place that included 6' markers
- Enhanced cleaning and sanitizing measures for all spaces throughout campus with an emphasis on high touch areas
- Installation of portable hand washing stations throughout the campus
- Increased Hand Sanitizing stations throughout campus
- Signage throughout the campus that reinforces face covering, physical distancing and hand sanitizing requirements
- Increased Safety and Health training and development for WCPA support staff
- Defined entry and exit points for cohorts

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	Classified Staff and Certificated Staff Salaries	$15,582,449	Yes
Distance Learning Program (Continuity of Instruction)	External Contracts	$3,453,891	Yes
N/A	Building and Operational Expenses	$6,443,000	Yes
N/A	Depreciation and Interest	$431,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.37%	$4,856,419

Required Descriptions

Over 85% of Wonderful College Prep Academy students have been identified as either low income, English Learner, homeless and foster youth, or students with a disability. As these students are proportionally enrolled in our K-12 programs, WCPA determined the most effective use of available funds to enhance services to each of these students school wide. WCPA's objective is to provide an environment that is focused on literacy across subject matters that models strong academic language, rigorous standards-based instruction regardless of in-person or virtual learning environment.

All Unduplicated Students

Wonderful College Prep Academy will use available funding to expand evidence-based curricular materials specific to language and literacy development for unduplicated students. Curricular materials will be used as a supplement to accelerate student growth by providing proven assessments to identify growth and gaps in language development as well as materials specifically designed to the stages of language acquisition. Funding will also be used to facilitate and provide high-quality professional development when planning and implementing math and literacy

curricular resources to ensure the needs of unduplicated pupils are met. Depending on need, all students identified will have access to additional the Student Wellness Center will be highly encouraged to ensure all they receive any medical or health supports needed in either an in-person or virtual setting.

Homeless Children and Foster Youth
- Identifying students through the McKinney Vento Homeless Act that lack fixed, regular and adequate nighttime residency.
- Provide assurances to parents/guardians regarding enrollment due to a lack of academic records, immunizations, and proof of residency
- Provide assurances around school placement whether the local school or school of origin
- Receive transportation to and from school if getting to school is a hardship
- Receive automatic free lunch from school
- Enroll, attend class and participate fully in school activities while the school gathers records
- Receive priority registration in our ASES after school program.
- Foster Youth will work with designated staff for additional services and information regarding specific graduation requirements

English Learners

The Academy will also provide further resources to increase student achievement programs so that unduplicated pupils receive

additional services. For example, Wonderful College Prep Academy will use funding to collaborate with a nationally recognized and

evidence-based institution in providing professional development for leaders and educators K-12 in all content areas. Base knowledge

and skill development will accelerate educator development in designated and integrated ELD instruction across all subjects. The

partnership will be a yearlong initiative, not a standalone development event, aimed to advance and upgrade our practices in

supporting ELD students in:
- Developing metacognitive and metalinguistic knowledge in support of academic literacies
- Designing high-challenge, high-support instruction through scaffolding and multiple entry points
- Engaging students in text-oriented talk about the language in complex texts
- Creating positive and culturally responsive learning environments
- Increasing quality interactions that promote language development, problem solving, and collaboration

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

Due to an ongoing identification process, all students that may benefit from additional unduplicated student support, will receive academic, offering medical and social-emotional services, providing all special education services to students with disabilities, in addition to no-cost access to meals and enhanced access to on-campus and remote IT support and WiFi.

APPENDIX A: Core Curriculum

Grade Levels	Program	Description	Impact
TK-5	Great Minds Wit & Wisdom	Wit & Wisdom is an English curriculum developed by teachers in collaboration with Great Minds. Teachers and students experience the joy of reading, writing, and speaking about excellent texts while meeting the rigor of the students. Wit & Wisdom's learning design is based on the premise that texts lead and standards follow.	Through this curriculum, our students will read complex, engaging grade-level texts to build knowledge and develop essential reading, writing, speaking, listening, grammar, and vocabulary skills. Since its launch in 2016, numerous positive student outcomes have been reported. Students have engaged in rich academic discourse in the classroom. Students regularly support ideas and opinions in writing and speaking with evidence from texts. In addition, students, regardless of their reading level or learning challenges read the same texts, learn the same content, and develop the same skills.
	Great Minds Eureka	Eureka Math, a Common Core-aligned curriculum published by the non-profit Great Minds Inc., equates mathematical concepts to stories, with the aim of developing conceptual understanding. Like Common Core, it encourages students to use various mental strategies to solve problems, and to focus on	Eureka Math is the most widely used math curriculum in the United States, according to a study released by the RAND Corporation. It is also the only curriculum found by EdReports.org to align fully with the Common Core State Standards for all grades, K–8. Additionally, over a dozen lessons from Eureka Math were rated to be EQuIP exemplars by Achieve.

		the process instead of the answer.	
	Studies Weekly	Studies Weekly is a hands-on, interactive curriculum where they can highlight, take notes, and complete learning tasks right on the publication. Every student has access to a robust online platform, where they delve deeper into history through 100k+ primary source images and videos. Students also enjoy an audio reader, highlighting tools and rewards system.	Studies Weekly is a customized, standards-based curriculum founded on deep learning strategies that increase student knowledge, skills, and dispositions for well-being.
	STEMscopes	STEMscopes™, created by Accelerate Learning Inc., is an award-winning, research-based national leader in PreK-12 STEM curriculum. Used by over 4.5M students across all 50 states and internationally, STEMscopes provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth.	STEMscopes provides students with the opportunities to read, interpret, and communicate information in the science classroom. Teachers guide students through rich scientific discourse through modeling, questioning, and feedback, while probing for deeper responses that help students explore their ideas more thoroughly. Early Explorers is specifically designed to meet the needs of early learners.

	Launch/Link to Literacy	Launch to Literacy is a comprehensive English Language Development (ELD) program for English learners of any age who have little or no English proficiency or for native English speakers just learning to read. These learners are systematically taught how to read using the following elements of reading: Phonemic Awareness, Phonics, Spelling, Vocabulary, Comprehension Skills, Writing, and Language Skills. The phonetic elements are integrated throughout the program.	Launch/Link to Literacy is a viable curriculum that meets the educational needs of English Learners and closes the achievement gap. It fulfills State and Federal legal requirements for educating English Learners as well as a comprehensive plan that encompasses both short term and long term goals in our elementary schools.
6-12	DBQ	The DBQ Project is a Social Science program that was founded in 2000 to support teachers and students in learning to read smart, think straight, and write more clearly. Provides all students develop high-level critical thinking skills if	DBQ is designed to get students to read, write, and think critically about historical questions. This program takes the process of historical inquiry and analysis and breaks it down into six manageable steps for students to engage students at all levels.

		they have consistent instruction and a chance to practice.	
	Math - Carnegie	Carnegie Learning curriculum is used by math teachers to implement effective instructional practices that cater to the students' specific learning needs. This program is designed to ensure students are able to build the foundational skills they need to experience ongoing growth in mathematics including: mathematical coherence, mathematical habits of mind, multiple representations, and transfer.	Carnegie Learning combines cognitive and learning science with instruction and research to help students understand what they are learning about math at a deeper level. The instructional approach strives to push the students' curiosity and encourage them to develop their own ideas and share what they learn. This program not only supports language development through the communication strategies utilized but teaches students that math is also a language that can be communicated.

	STEMscopes	STEMscopes offers easy delivery of science lessons. We offer teachers numerous resources per unit (to which we refer as a «scope/module») built around a 5E or UPs model (dependent on which program you select). ... STEMscopes is also available in print, kit, and app formats to function in all classroom types.	STEMscopes is engaging for students and simple for teachers to use. More importantly, it is highly effective. Regardless of English proficiency, economic status, or geographic location, STEMscopes positively impacts diverse student populations.
	E.L. Achieves	Systematic ELD – Instruction in the English language as its own subject of study designed to grow students' proficiency in English. This is also referred to as *dedicated* or *designated ELD*.	Systematic ELD provides a time for English learners to learn and practice language they need in order to navigate rigorous content instruction and a myriad of adult and peer interactions, such as discussions and collaborative work. It fulfills State and Federal legal requirements for educating English Learners as well as a comprehensive plan that encompasses both short term and long term goals in our secondary schools.

APPENDIX B: Supplemental Engagement

Grade Levels	Program	Description	Impact
TK-5	Lexia Core5 Reading	Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5.	Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

	Zearn	Zearn Math is a curriculum developed originally through EngageNY which created Common Core Standards and are used in the State of California under the standard called Eureka Math. It personalizes teaching and math content which are aligned to Common Core standards and grade level. It is developed to each individual grade level assigned by the teacher. Each student is working toward bettering their mathematical knowledge, not working toward a grade score. The program is designed to help students' math fluency.	Zearn Math is designed to provide daily differentiation and engagement for all students. Students are able to engage with digital content at their own pace to meet their individual needs.

| K-12 | Canvas | Canvas is a Learning Management System implemented by thousands of schools and universities across America. This allows schools to create and collaborate in virtual classroom settings as well as providing more integration of third-party curriculum applications and other programs. This creates a transferable learning environment for all students and streamlines communication by providing language translation features. Students interact, collaborate, and submit their work in Canvas. | This provides a holistic virtual learning experience so students feel more like going to a learning institution. The use of Canvas opens instructional opportunities to widen the amount of collaboration and live discourse with their peers. Additionally, students and families have more tracking capability which allow the school to provide more support to families. |

	Near Pod	Nearpod is a student engagement platform that can be used to amazing effect in the classroom. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons	Gives every student a chance to show what they know. Add real-time checks for understanding that have built-in accessibility features, like audio responses and Microsoft Immersive Reader.
	Beanstack	Beanstack is a web and mobile application used to track independent reading time and help build a culture of reading in school and at home. ... The system is based on milestone badging for reading and/or activity based goals. As students read, they earn virtual badges.	Beanstack challenges and motivates students to read more with a wide collection of various genres. Students find joy in reading and earning rewards as they make progress in the reading challenges. Beanstack helps students foster a love for reading and allows students to share book reviews with peers.
6-12	Mathia	It is designed for teachers who will be teaching a blended curriculum, using Carnegie Learning textbooks and adaptive MATHia® software.	MATHia employs mastery learning. For each knowledge component, students need to demonstrate mastery before they can proceed to the next topic. Therefore, students are able to set their own pace through the curriculum. MATHia selects problems for each student in order to maximize the time students spend on knowledge components that they have not yet mastered and

			minimize the time spent on components they have already mastered.
	Lexia Power Up	Lexia PowerUp Literacy™ is a program for non-proficient readers in grades 6 and above that accelerates the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths.	Lexia PowerUp Literacy is designed to enhance core ELA instruction for struggling readers in 6-12. This evidence-based intervention blends personalized student-driven instruction with offline teacher-delivered lessons and activities.