

Introduction:

LEA: Wonderful College Prep Academy (formerly Paramount Academy) Contact: Ricardo Esquivel, Executive Director, ricardo.esquivel@wonderfulcollegeprep.org; 661-454-3010 LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>January 6, 2016 – Student Data Review Session with Faculty January 14, 2016- Town Hall Meeting for Parents of Middle School Students January 25, 2016 – Town Hall Meeting for Parents of High School Students January 27, 2016 – Achievement Data Presented to WCPA Board February 8, 2016 –DELAC Meeting February 11, 2016 – School Site Council Meeting February 12, 2016 – Faculty Survey on the 8 State Priorities for LCAP February 22, 2016 – Faith and Education Summit February 23, 2016 –Updates on LCAP Goals Presented to WCPA Board February 24, 2016 – Parent/Community Informational Meeting February 29, 2016 – Student Survey on School Climate/Culture March 7, 2016 – ELAC Meeting to Review Parent Engagement Policy March 11, 2016 – Parent Survey on School Climate/Culture March 29, 2016 Updates on LCAP Goals Presented to WCPA Board April 14, 2016 – Student Interviews April 29, 2016 – Kern County Superintendent of Schools Oversight Visit and Debrief with Faculty to review alignment of recommendations to LCAP May 24, 2016 – Faculty Meeting for School Climate/School Culture May 27, 2016- School Site Council Meeting to Review Survey Results June 14, 2016 – Public Hearing for Comment on LCAP June 21, 2016- Board Meeting to Review and Approve LCAP</p>	<p>A wide range of qualitative and quantitative data was presented to all stakeholder groups in the development of the WCPA LCAP. The district compiled and summarized the input from all stakeholder meetings and surveys. No comments required written response from the Executive Director. The following recommendations were made:</p> <ul style="list-style-type: none"> Enrich Early College Pathway Address various components of School Climate/Culture to ensure safety and promote a culture of achievement Hire fully credentialed teachers in all content areas Improve student attendance Add faculty to support school focus around college and career preparation Address students entering WCPA below grade level in Math and ELA Include soft skill training for all students Increase the number of Parent Nights Provide PIQE training opportunities for all parents Provide additional planning time for faculty to plan instructional improvements Schedule college field trips for every student at the Academy <p>These recommendations were considered in the revision of the WCPA LCAP. Revision to the goals was made as a result of this input.</p>
<p>Annual Update: March 31, 2016 – LCAP Budget Review Meeting April 27, 2016 – School Site Council Meeting June 18, 2016 - School Site Council Meeting June 21, 2016 – Board Meeting</p>	<p>Annual Update: Based on information gathered from stakeholder groups, we determined greater emphasis was needed on student achievement, intervention/support, staff development, curriculum and resources for unduplicated pupils, and parent/student engagement, particularly in middle school. We have adjusted our goals and corresponding budget accordingly.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL: 1	Establish a collective commitment to improve systems to ensure every student receives instruction and support that is rigorous, relevant, coherent, and articulated in order to reach their full potential while maintaining high expectations for all. All high school students will have access to early college dual enrollment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Current CAASP assessment data show that 73% of students are not meeting or exceeding standard in English Language Arts, and 75% of students are not meeting or exceeding standard in Mathematics. While 100% of WCPA seniors do graduate and 79% attend college immediately after high school, not all are able to remain academically competitive in college. Additionally, our low EAP rates further indicate a need to add staff to support full college and career readiness.	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	School-wide All pupils, including all subgroups (EL, SED, and Foster Youth)

LCAP Year 1: 2016-2017

Expected
Annual
Measurable
Outcomes:

Priority 1: Basic

- A. Appropriately assigned and fully credentialed teachers – Target is to hire 100% fully credentialed teachers.
- B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target: maintain sufficient supply of textbooks and materials.
- C. School facilities maintained in good repair – Current rating: Good. Target – maintain Good rating

Priority 2: Implementation of State Standards

- A. Academic content and performance standards – Target: 100% implementation as measured by Action Plans, Scope and Sequence, Unit Plans, Lesson Plans, and teacher surveys. Designated and Integrated ELD will be provided for identified ELLs in both middle and high school.

Priority 4: Pupil Achievement:

- A. Statewide assessments – 2014-15 CASSPP Overall ELA: 27% Meet or Exceed Standard; Overall Mathematics: 25% Meet or Exceed Standard. Target: To increase the number of students Meeting or Exceeding Standard by at least 10% (to 37% and 35% respectively).
- B. API – Weighted 3-year average-NA
- C. UC/CSU/Technical Education/a-g requirements: Preliminary 2015-16 data: 9th: 55%; 10th: 58%; 11th: 60%; 12th: 71% have completed the requirements. Target: 20% increase at each grade level will meet a-g requirements.
- D. CELDT Progress –2014-15: 87% Target: 95% of students will increase one proficiency level per year.
- E. EL Reclassification Rate –2014-15 25% are being reclassified. Target is 45%
- F. Advanced Placement Examination – 2014-15 No participation, Target: No participation
- G. Early Assessment Program – Preliminary 2015-16: 33% of 11th have scored Advanced on SBAC ELA and 3% have scored Advanced on SBAC Mathematics. Target: 43% for Advanced ELA and 15% Advanced for Mathematics.

Priority 7: Course Access:

- A. Broad course of study: All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.
- B. Programs and services provided to unduplicated pupils (ELs, SED, and foster youth): Refined system of supports and intervention for ELLs and SED students.
- C. For students with exceptional needs: In addition to core subjects, students at the Academy are offered a broad course of study, including courses in Spanish, Shakespearian Literature, Science, Music, Art, Digital Media, and an array of Bakersfield College classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Recruit and hire fully credentialed teachers in every content area and maintain small class size in order to maximize student learning.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Certificated Salaries and Benefits/Intervention Teachers 5 FTE English 1110: \$300,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT 4 FTE Mathematics 1110: \$240,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1B. Provide sufficient supply of textbooks and materials for all courses offered and update classroom libraries to support a culture of literacy and academic rigor.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Books and Supplies 4210: \$4,100 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Approved Textbooks and Core Curriculum Materials Inside Textbook series for ELD courses, Level B 4110: \$50,362 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1C. Department Chairs will collaborate to develop training material and assessment that supports the academic achievement of all students as aligned with school-wide achievement goals and focus.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Teachers' Salaries-Stipend/Extra Duty Department Chair Stipends 1175: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>1D. English Language Arts teachers will engage in Readers and Writers Workshop professional development to improve literacy rates and instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Travel and Conferences 5200: \$24,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1E. Teachers will create assessments, data analysis tools, and tracking system for student performance data during Academic Conferences which will be held in cycles.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Teachers' Salaries/Substitute 1170: \$20,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1F. Hire a Math Director to support Teach To One: Math implementation.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Certificated Salary and Benefits 1200: \$85,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1G. Hire 3 Teach To One: Math Instructional Assistants for Mathematics</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Classified/Instructional Aides Salary and Benefits 2100: \$85,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1H. Hire two CORE coaches for additional coaching supports for teachers in English Language Arts and Mathematics.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Non Instructional Consultants 5850: \$37,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

1I. Hire two Literacy Coaches/Teachers	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1200: \$187,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1J. Provide Saturday School Intervention/Enrichment	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary/Extra Duty/Stipends 1175: \$54,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1K. Purchase college textbooks for Early College Pathway	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Approved Textbooks and Core Curricular Materials 4110: \$25,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1L. Hire an Early College Instructor	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$105,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1M. Hire an Early College Support Teacher	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$64,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>1N. Purchase Common Core-aligned supplementary instructional materials for core content areas.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Approved Textbooks and Core Curricular Materials 4110: \$17,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Priority 1: Basic

- A. Appropriately assigned and fully credentialed teachers – Target is to hire 100% fully credentialed teachers.
- B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target: maintain sufficient supply of textbooks and materials.
- C. School facilities maintained in good repair – Current rating: Good. Target – maintain Good rating

Priority 2: Implementation of State Standards

- A. Academic content and performance standards – Target: 100% implementation as measured by Action Plans, Scope and Sequence, Unit Plans, Lesson Plans, and teacher surveys. Designated and Integrated ELD will be provided for identified ELLs in both middle and high school.

Priority 4: Pupil Achievement:

- A. Statewide assessments – 2014-15 CAASPP Overall ELA: 27% Meet or Exceed Standard; Overall Mathematics: 25% Meet or Exceed Standard. Target: To increase the number of students Meeting or Exceeding Standard by at least 20% (to 37% and 35% respectively).
- B. API – Weighted 3-year average-NA
- C. UC/CSU/Technical Education/a-g requirements: Preliminary 2015-16 data: 9th: 55%; 10th: 58%; 11th: 60%; 12th: 71% have completed the requirements. Target: 30% increase at each grade level will meet a-g requirements.
- D. CELDT Progress –2014-15: 87 % are at Intermediate or above levels. Target: 95% at Intermediate or above.
- E. EL Reclassification Rate –2014-15 25% are being reclassified. Target is 55%
- F. Advanced Placement Examination – 2014-15: No participation, Target: No participation
- G. Early Assessment Program – Preliminary 2015-16: 33% of 11th have scored Advanced on SBAC ELA and 3% have scored Advanced on SBAC Mathematics. Target: 53% for Advanced ELA and 25% for Advanced Mathematics.

Priority 7: Course Access:

- A. Broad course of study: All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.
- B. Programs and services provided to unduplicated pupils (ELs, SED, and foster youth) Refined system of supports and intervention for ELLs and SED students
- C. For students with exceptional needs: In additional to core subjects, students at the Academy are offered a broad course of study, including courses in Spanish, Shakespearian Literature, Science, Music, Art, Digital Media, and an array of Bakersfield College classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Maintain fully credentialed teachers in all content area and maintain small class size in order to maximize student learning.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries and Benefits/Intervention Teachers 5 FTE English 1110: \$300,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT 4 FTE Mathematics 1110: \$240,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1B. Provide sufficient supply of textbooks and materials for all courses offered and update classroom libraries to support a culture of reading and academic rigor.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies 4210: \$4,100 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Approved Textbooks and Core Curriculum Materials Inside Textbook series for ELD courses, Level B 4110: \$50,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1C. Department Chairs will collaborate to develop training material and assessment that supports the academic achievement of all students.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries/Extra Duty Stipend Department Chair Stipends 1175: \$14,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1D. English Language Arts teachers, including K-2 teachers, will engage in Readers and Writers Workshop professional development to improve instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Travel and Conferences 5200: \$72,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

1E. Teachers will create assessments, data analysis tools, and tracking system for student performance data during Academic Conferences which will be held in 6-week cycles.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries/Extra Duty Stipends 1175: \$30,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1F. Maintain a Math Director to support Teach to One: Math implementation	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1200: \$90,000 LCFF SUPPLMENTAL AND CONCENTRATION GRANT
1G. Maintain 3 Teach To One: Math Instructional Assistants for Mathematics	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Classified Salary and Benefits/Instructional Aides Salary 2100: \$90,000 LCFF SUPPLMENTAL AND CONCENTRATION GRANT
1H. Maintain two CORE coaches for additional coaching supports for teachers in English Language Arts and Mathematics.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional Consultants 5800: \$37,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1I. Maintain two Literacy Coaches/Teachers	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1200: \$152,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

1J. Provide Saturday School Intervention/Enrichment	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Teachers' Salaries/Extra Duty Stipends 1175: \$60,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1K. Purchase college textbooks for Early College Pathway (additional courses)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Approved Textbooks and Core Curricular Materials 4110: \$35,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1L. Maintain an Early College Instructor	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$110,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1M. Maintain an Early College Support Teacher	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$69,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1N. Purchase additional Common Core-aligned supplementary instructional materials for core content areas.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Approved Textbooks and Core Curricular Materials 4110: \$27,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>1O. Hire an innovation coach to research innovative programs and strategies in order to enhance the instructional program provided to all students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Certificated Salary and Benefits 1200: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1P. Purchase coding software</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Student Materials 4310: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1Q. Purchase project based learning/STEM software/materials</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Students Materials 4310: \$30,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

LCAP Year 3: 2018-2019

Expected Annual
Measurable Outcomes:

Priority 1: Basic

- A. Appropriately assigned and fully credentialed teachers – Target is to hire 100% fully credentialed teachers.
- B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target: maintain sufficient supply of textbooks and materials.
- C. School facilities maintained in good repair – Current rating: Good. Target – maintain Good rating

Priority 2: Implementation of State Standards

- A. Academic content and performance standards – Target: 100% implementation as measured by Action Plans, Scope and Sequence, Unit Plans, Lesson Plans, and teacher surveys. Designated and Integrated ELD will be provided for identified ELLs in both middle and high school.

Priority 4: Pupil Achievement:

- A. Statewide assessments – 2014-15 CAASPP Overall ELA: 27% Meet or Exceed Standard; Overall Mathematics: 25% Meet or Exceed Standard. Target: To increase the number of students Meeting or Exceeding Standard by at least 30% (to 37% and 35% respectively).
- B. API – Weighted 3-year average-NA
- C. UC/CSU/Technical Education/a-g requirements: Preliminary 2015-16 data: 9th: 55%; 10th: 58%; 11th: 60%; 12th: 71% have completed the requirements. Target: 30% increase at each grade level will meet a-g requirements.
- D. CELDT Progress –2014-15: 87 % at Intermediate or above levels. Target: 95% of students will increase one proficiency level.
- E. EL Reclassification Rate –2014-15 25% are being reclassified. Target is 55%
- F. Advanced Placement Examination – 2014-15: No participation Target: No participation
- G. Early Assessment Program – Preliminary 2015-16: 33% of 11th have scored Advanced on SBAC ELA and 3% have scored Advanced on SBAC Mathematics. Target: 63% for Advanced ELA and 35% for Advanced Mathematics.

Priority 7: Course Access:

- A. Broad course of study: All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.
- B. Programs and services provided to unduplicated pupils (ELs, SED, and foster youth)
- C. For students with exceptional needs: In additional to core subjects, students at the Academy are offered a broad course of study, including courses in Spanish, Shakespearian Literature, Science, Music, Art, Digital Media, and an array of Bakersfield College classes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1A. Recruit and hire fully credentialed teachers in every content area and maintain small class size in order to maximize student learning.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Teachers' Salaries and Benefits/Intervention Teachers 6 FTE English 1110: \$360,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT 5 FTE Mathematics 1110: \$300,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1B. Provide sufficient supply of textbooks and materials for all courses offered and update classroom libraries to support a culture of reading and academic rigor.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Books and Supplies 4210: \$4,100 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Approved Textbooks and Core Curriculum</p>
<p>1C. Department Chairs will collaborate to develop training material and assessment that supports the academic achievement of all students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Inside Textbook series for ELD courses, Level B 4110: \$12,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Teachers' Salaries/Extra Duty Stipend Department Chair Stipends 1175: \$20,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

<p>1D. English Language Arts teachers, including 3rd grade teachers, will engage in Readers and Writers Workshop professional development to improve instructional delivery that is rigorous, coherent, and articulated as evidenced by fully updated scope and sequences, unit plans, and lesson plans.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Travel and Conference 5200: \$30,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1E. Teachers will create assessments, data analysis tools, and tracking system for student performance data during Academic Conferences which will be held in 6-week cycles.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Teachers' Salaries/Extra Duty Stipends 1175: \$30,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1F. Maintain a Math Director to support Teach To One: Math implementation</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Certificated Salary and Benefits 1200: \$100,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1G. Maintain 3 Teach To One: Math Instructional Assistants for Mathematics</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Classified/Instructional Aides Salary and Benefits 2110: \$95,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1H. Maintain two CORE coaches for additional coaching supports for teachers in English Language Arts and Mathematics.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Instructional Consultants 5800: \$45,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

1I. Maintain two Literacy Coaches/Teachers	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1200: \$162,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1J. Provide Saturday School Intervention/Enrichment	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries/Extra Duty Stipends 1175: \$64,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1K. Purchase college textbooks for Early College Pathway (additional courses)	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Approved Textbooks and Core Curricular Materials 4110: \$45,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1L. Maintain an Early College Instructor and hire 2 additional instructors	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$340,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1M. Maintain an Early College Support Teacher	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1110: \$74,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

1N. Purchase additional Common Core-aligned supplementary instructional materials for core content areas.	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Approved Textbooks and Core Curricular Materials 4110: \$37,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1O. Maintain an innovation coach to research innovative programs and strategies in order to enhance the instructional program provided to all students.	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary and Benefits 1200: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1P. Purchase coding software	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Student Materials 4310: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1Q. Purchase project based learning/STEM software/materials	School-wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Students Materials 4310: \$50,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

GOAL: 2	Ensure a school culture that is relationship-centered, safe, healthy, and secure thereby enhancing academic, personal, and professional development for all students, parents, and employees.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	While WCPA has made extensive efforts to create a safe and positive school culture which increases student learning, there is a need to continue improvement efforts. Current data shows P2 attendance rate is 96% for 2016. There is a need to increase daily attendance, as well as to reduce tardy arrivals and chronic absenteeism.	
Goal Applies to:	Schools: School-wide Applicable Pupil Subgroups:	All pupils, including all subgroups (EL, SED, and Foster Youth)
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:	<u>State Priority 5: Pupil Engagement</u>	
	a. Attendance rate: 2015-16: 95.78% ; Target: 97% b. Chronic absenteeism rate: 12% (9% increase from 2014-15; Target: Less than 5%) c. Middle school dropout rate: 0; Target: Maintain 0% d. 2015-16 High school dropout rate: 0%; Target: Maintain 0% e. 2015-16 High school graduation rate: 100% ; Target: Maintain 100%	
	<u>State Priority 6: School Climate</u>	
	a. Pupil suspension rate: 2015-2016 (N36/747) 4.8 %; Target: 3% b. Pupil expulsion rate: 2015-2016 (N0/747) 0%; Target: 0% c. Parent and student survey results regarding safety and culture: 2016: Parents were surveyed using the California Healthy Kids Survey, school climate module. 95% of the returned surveys indicating parents strongly agree that WCPA has a positive school climate. Target: At least 95%	
<u>State Priority 8: Other Pupil Outcomes/Spring 2016</u>		
a. Foreign Language: 154/154 students received passing grades in Spanish I and II. Target: Maintain 100% b. History/Social Science: 81/83 students received passing grades in 11 th Grade. Target: Increase to 100% c. Physical Education: 430/430 students received a passing grade. Target: Maintain 100%		

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Hire a College Success Director to improve the support services to high school students and to enhance the success rate of college-going students.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Supervisor/Administrator Salary 2300: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2B. Hire two campus supervisors to ensure a safe and healthy learning environment.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$65,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2C. Hire a School Psychologist Intern to provide socio-emotional support.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$90,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2D. Hire a Student Success Coordinator	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$70,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>2E. Students will receive incentives based on performance and improvement to foster a greater school academic culture.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Other Supplies 4390: \$34,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>2F. Provide technology as a tool to create a school culture that values innovation and academic excellence.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Student Materials Contracts for search engine licensing to facilitate student research 4310: \$3,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>2G. Adopt Teach To One; Math an innovative approach to middle school Mathematic instruction in order to enhance the academic achievement by building relationships and providing individualized instruction.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Non Capitalized Equipment Site License fee 4400: \$135,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Non Capitalized Equipment Five interactive whiteboards/projectors 4400: \$4,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Non Capitalized Equipment Student Chrome books 4400: \$60,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

LCAP Year 2: 2017-2018

Expected Annual
Measurable Outcomes:

State Priority 5: Pupil Engagement

- f. Attendance rate: 2015-16: 95.78% ; Target: 97%
- g. Chronic absenteeism rate: 12% (9% increase from 2014-15; Target: Less than 5%
- h. Middle school dropout rate: 0; Target: Maintain 0%
- i. 2015-16 High school dropout rate: 0%; Target: Maintain 0%
- j. 2015-16 High school graduation rate: 100% ; Target: Maintain 100%

State Priority 6: School Climate

- d. Pupil suspension rate: 2015-2016 (N36/747) 4.8 %; Target: 3%
- e. Pupil expulsion rate: 2015-2016 (N0/747) 0%; Target: 0%
- f. Parent and student survey results regarding safety and culture: 2016: Parents were surveyed using the California Healthy Kids Survey, school climate module. 95% of the returned surveys indicating parents strongly agree that WCPA has a positive school climate. Target: At least 95%

State Priority 8: Other Pupil Outcomes/Spring 2017

- d. Foreign Language: 154/154 students received passing grades in Spanish I and II. Target: Maintain 100%
- e. History/Social Science: 81/83 students received passing grades in 11th Grade. Target: Increase to 100%
- a. Physical Education: 430/430 students received a passing grade. Target: Maintain 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Maintain a College Success Director to improve the support services to high school students and to enhance the success rate of college-going students.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Certificated Salary 1200: \$95,450 LCFF SUPPLEMENTAL AND CONNTRATION GRANT
2B. Maintain two campus supervisors to ensure a safe and healthy learning environment.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$54,983 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2C. Hire a full-time School Psychologist to provide socio-emotional support.	School wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$95,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2D. Hire a Student Support Coordinator for K-2 and 6-8.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Classified Salary 2200: \$75,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2E. Students will receive incentives based on performance and improvement to foster a greater school academic culture.	School-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Other Supplies 4390: \$34,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>2F. Provide technology as a tool to create a school culture that values innovation and academic excellence.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Student Materials Contracts for search engine licensing to facilitate student research 4310: \$3,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>2G. Continue to implement Teach To One: Math, an innovative approach to middle school Mathematic instruction in order to enhance the academic achievement by building relationships and providing individualized instruction.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Non Capitalized Equipment Site License fee 4400: \$135,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Non Capitalized Equipment Student Chrome books 4400: \$60,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>2H. Provide field trips to elementary and middle school students to increase college going awareness.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ -</p>	<p>Operating Services/Field Trips 5812: \$35,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p><u>State Priority 5: Pupil Engagement</u></p> <ul style="list-style-type: none"> a. Attendance rate: 2015-16: 95.78% ; Target: 97% b. Chronic absenteeism rate: 12% (9% increase from 2014-15; Target: Less than 5% c. Middle school dropout rate: 0; Target: Maintain 0% d. 2015-16 High school dropout rate: 0%; Target: Maintain 0% e. 2015-16 High school graduation rate: 100% ; Target: Maintain 100%
	<p><u>State Priority 6: School Climate</u></p> <ul style="list-style-type: none"> a. Pupil suspension rate: 2015-2016 (N36/747) 4.8 %; Target: 3% b. Pupil expulsion rate: 2015-2016 (N0/747) 0%; Target: 0% c. Parent and student survey results regarding safety and culture: 2016: Parents were surveyed using the California Healthy Kids Survey, school climate module. 95% of the returned surveys indicating parents strongly agree that WCPA has a positive school climate. Target: At least 95%
	<p><u>State Priority 8: Other Pupil Outcomes/Spring 2018</u></p> <ul style="list-style-type: none"> a. Foreign Language: 154/154 students received passing grades in Spanish I and II. Target: Maintain 100% b. History/Social Science: 81/83 students received passing grades in 11th Grade. Target: Increase to 100% c. Physical Education: 430/430 students received a passing grade. Target: Maintain 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Maintain a College Success Director to improve the support services to high school students and to enhance the success rate of college-going students.	School wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Certificated Salary 1200: 100,450 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2B. Maintain two campus supervisors to ensure a safe and healthy learning environment.	School wide	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Classified Salary 2200: \$56,983 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

2C. Maintain a School Psychologist to provide socio-emotional support.	School wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salary 2200: \$100,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2D. Maintain a Student Support Coordinator.	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salary 2200: \$75,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRA
2E. Students will receive incentives based on performance and improvement to foster a greater school academic culture.	School-wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Other Supplies 4390: \$34,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
2F. Provide technology as a tool to create a school culture that values innovation and academic excellence.	School wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Student Materials Contracts for search engine licensing to facilitate student research 4310: \$3,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>2G. Refine the implementation of Teach To One: Math, an innovative approach to middle school Mathematic instruction in order to enhance the academic achievement by building relationships and providing individualized instruction.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Non Capitalized Equipment Site License fee 4400: \$135,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Non Capitalized Equipment Student Chrome books 4400: \$51,150 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>2H. Provide field trips to elementary and middle school students to increase college going awareness.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Operating Services/Field Trips 5812: \$40,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

GOAL: 3	Ensure that all parents and community members have an opportunity to meaningfully participate in the decision-making processes and the educational programs of students attending WCPA.		Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	WCPA parents and community stakeholders currently participate in School Site Council, District English Learning Committee, and an Athletic Booster Club. Few parents attend the events at the school, in part due to transportation as students are bused from various surrounding communities beyond Delano.		
Goal Applies to:	Schools:	School-wide	
	Applicable Pupil Subgroups:	All pupils, including all subgroups (EL, SED, and Foster Youth)	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<u>State Priority #3: Parental Involvement</u> A. Efforts to seek parent input: Target: Administrators, Department Chairs, and other staff will collaborate to create a Parent Engagement Plan to present to guiding coalition by August 2016. B. Promotion of parental participation: Target: 20% increase participation at school events as measured by sign in sheets and surveys. C. Promotion of parental participation for individuals with exceptional needs: Target: 20% increase in participation as measured by sign in sheets and surveys.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A. Administrators, Department Chairs, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of the work our parents engage in, we know that December and January are the best months to schedule parent training sessions.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Other Supplies/Parent Engagement 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>3B. Provide parent training to build capacity of parents and families to support student learning.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Non-instructional Consultants: PIQE (Parent Institute for Quality Education) 5850: \$6,000 services LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>3C. Increase communication with parents and families by producing a monthly parent newsletter.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Advertising/Recruitment 5830: \$1,000 printing LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

3D.Hire a Parent Liaison to increase services to parents and families and to recruit students.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salary and Benefits 2200: \$45,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Supplies for Student Recruitment 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3E. Parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplies 4000: \$2,000 Operating Services 5000: \$2,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	State Priority #3: Parental Involvement
	A. Efforts to seek parent input: Target: Administrators, Department Chairs, and other staff will collaborate to create a Parent Engagement Plan to present to guiding coalition by August 2017. B. Promotion of parental participation: Target: At least 20% increase participation at school events as measured by sign in sheets and surveys. C. Promotion of parental participation for individuals with exceptional needs: Target: At least 20% increase in participation as measured by sign in sheets and surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Administrators, Department Chairs, and other staff will collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of the work our parents engage in, we know that December and January are the best months to schedule parent training sessions.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Other Supplies 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3B. Continue to provide parent training to build capacity of parents and families to support student learning.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Non-instructional Consultants: PIQE 5850: \$8,000 services LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3C. Continue to increase communication with parents and families by producing a monthly parent newsletter.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Advertisement/Recruitment 5830: \$1,000 printing LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3D. Maintain a Parent Liaison to increase services to parents and families and to recruit students.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salary and Benefits 2200: \$47,584 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Other Supplies 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

<p>3E. Continue to provide parent/family engagement for students with special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs</p>	<p>Sc ho ol- wi de</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____ _____</p>	<p>Supplies 4000: \$2,000 Operating Services 5000: \$2,000 LCFF SUPPLEME NTAL AND CONCENTR ATION GRANT</p>
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LCAP Year 3: 2018-2019

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>State Priority #3: Parental Involvement</p> <p>A. Efforts to seek parent input: Target: Administrators, Department Chairs, and other staff will collaborate to create a Parent Engagement Plan to present to guiding coalition by August 2018.</p> <p>B. Promotion of parental participation: Target: 20% increase participation at school events as measured by sign in sheets and surveys.</p> <p>C. Promotion of parental participation for individuals with exceptional needs: Target: 20% increase in participation as measured by sign in sheets and surveys.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3A. Administrators, Department Chairs, and other staff will continue to collaborate to create a family engagement plan. The guiding coalition will provide input as to the best practices and methods to seek parental input in our community. Due to the seasonal nature of the work our parents engage in, we know that December and January are the best months to schedule parent training sessions.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Other Supplies 4390: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

3B. Continue to provide parent training to build capacity of parents and families to support student learning.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Non-instructional Consultants: PIQE 5850: \$15,000 services LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3C. Continue to increase communication with parents and families by producing a monthly parent newsletter.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Advertisement/Recruitment 5830: \$5,000 printing LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3D. Maintain a Parent Liaison to increase services to parents and families and to recruit students.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salary and Benefits 2200: \$50,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Other Supplies 4390: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3E. Continue to provide parent/family engagement for students with	School-	<input checked="" type="checkbox"/> ALL	Supplies

special needs will be differentiated by having separate sessions, in addition to all of the regularly scheduled session, specifically addressing the parenting needs of students with special needs	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4000: \$2,000 Operating Services 5000: \$2,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
3F. Parent College Institute	School wide	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ -	Non-instructional consultants 5850: \$50,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: Through the implementation of a vertically-articulated, state and national standards-based instructional program, WCPA students will be proficient in all core content areas, or make annual growth targets school-wide and in all significant subgroups (EL, SpEd, SED).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: School-wide Applicable Pupil Subgroups:	All pupils, including all subgroups (EL, SED, and Foster Youth)
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Increase performance rates on the ELA and math SBAC assessments. 2) Increase or maintain passing and proficiency rates on the ELA and math portion of the CAHSEE. 3) Increase reading grade level proficiency (Lexile) levels as measured on the NWEA. 4) Increase math proficiency as measured on the NWEA. 5) Increase writing proficiency levels as measured by standards-based rubrics. 6) Increase math and ELA proficiency rates interim assessments. 7) Increase science and social science proficiency rates on the available CST/NGSS CAASPP assessments if available. 8) Increase the Science and Social Science proficiency levels as measured by standards-based locally created assessments. 9) Increase Early Assessment 10) Increase attendance rates. 11) Expand and improve IT support for curriculum, instruction and assessment. 	Actual Annual Measurable Outcomes:	<p>State Priority 1: Basic Services</p> <ol style="list-style-type: none"> a. 100% of teachers of core content areas are appropriately assigned and credentialed in the subject areas as verified by the 2016 annual oversight review of the Kern County Superintendent of Schools. b. 100% of pupils at WCPA are provided access to standards-aligned instructional materials, as verified by the 2016 annual oversight review of the Kern County Superintendent of Schools. c. WCPA facilities are maintained in good repair, as verified by the 2016 annual oversight review of the Kern County Superintendent of Schools. <p>State Priority 2: Implementation of State Standards</p> <ol style="list-style-type: none"> a. WCPA implements the academic content and performance standards adopted by the state board, as verified by the 2016 annual oversight review of the Kern County Superintendent of Schools. The school administration reports monthly to the Board of Directors regarding implementation and student academic progress toward mastery of the state standards.
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- b. The instructional program and services of WCPA enable English learners to access the CCSS and the ELD standards. Designated and Integrated ELD is provided for identified ELLs in high school. Identified ELLs at the middle school are currently receiving Integrated ELD and L1s & 2s are also receiving Designated ELD.

All CELDT level 1-3 ELD high school students at WCPA are provided a period of ELA Core and a period of ELD daily. WCPA invested in a CCSS-aligned ELD textbook series titled *Inside*, as well as online personalized learning software for all students identified as ELLs 1-3. High school students at CELDT levels 4 and 5 are provided a period of ELA Core and a period of Academic Support for ELA daily. The Academic Support classes are leveled, meaning students are grouped by academic ability as determined by CELDT level, NWEA scores, and course grades. Students are provided access to a variety of online support programs (Lexia, Reading Plus, etc.) for language development as well as direct instruction and small group support.

State Priority 4: Pupil Achievement

- a. Statewide assessments:

2014-2015 SBAC ELA- Standard Met: 19%; Standard Exceeded 8%.

Middle School:

High School:

2014-2015 SBAC MATH- Standard Met: 20%; Standard Exceeded 5%

Middle School:

High School:

2015-2016 SBAC ELA: Preliminary Data

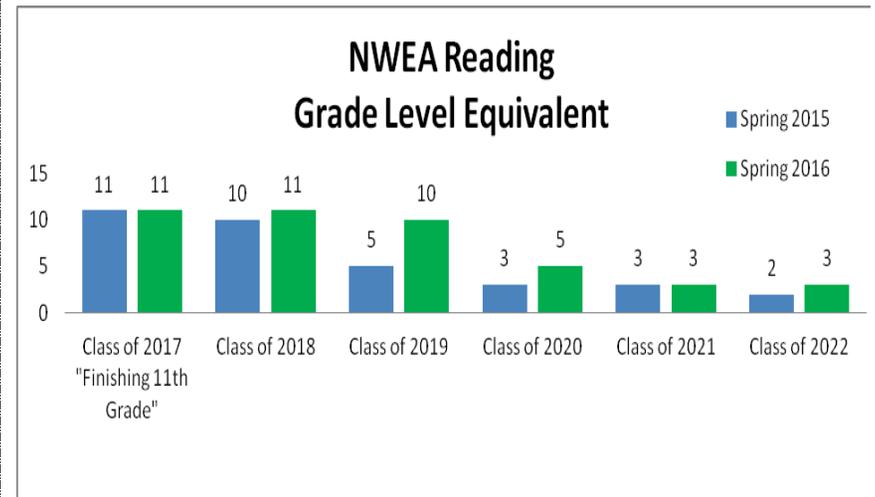
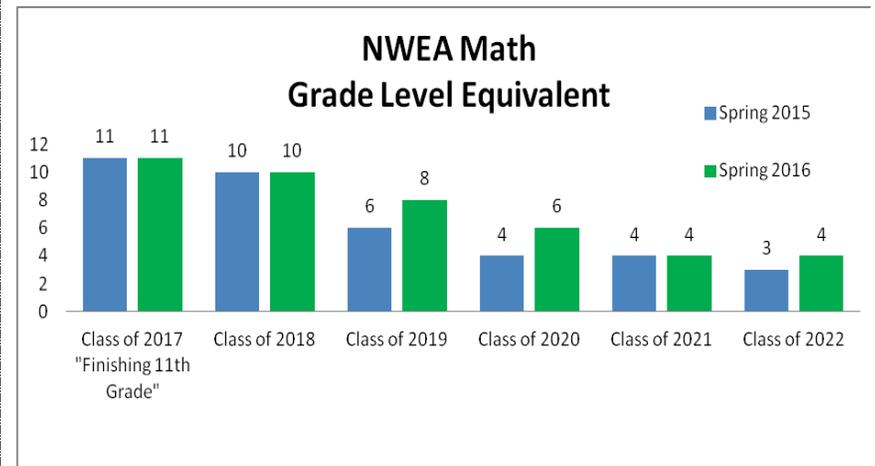
6th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	1	5	1	2
Met	19	9	12	8

7th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	1	3	0	3
Met	17	14	16	15

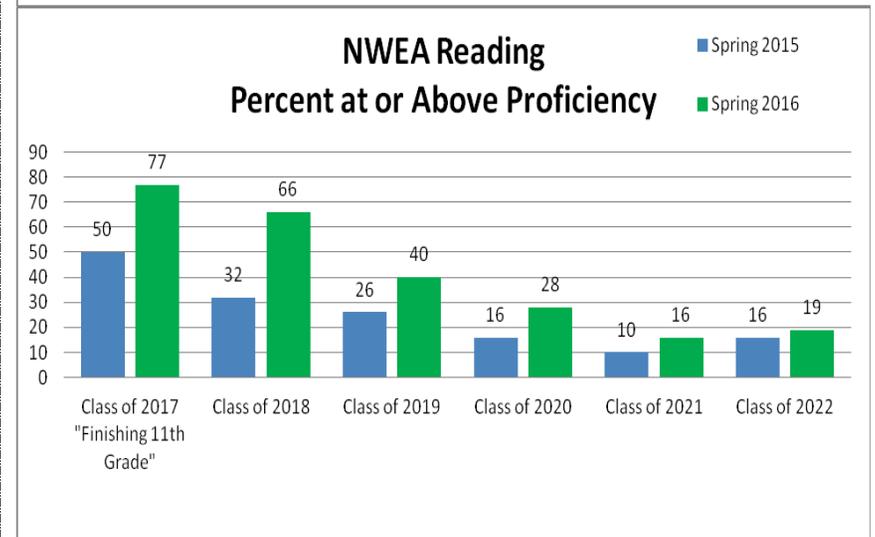
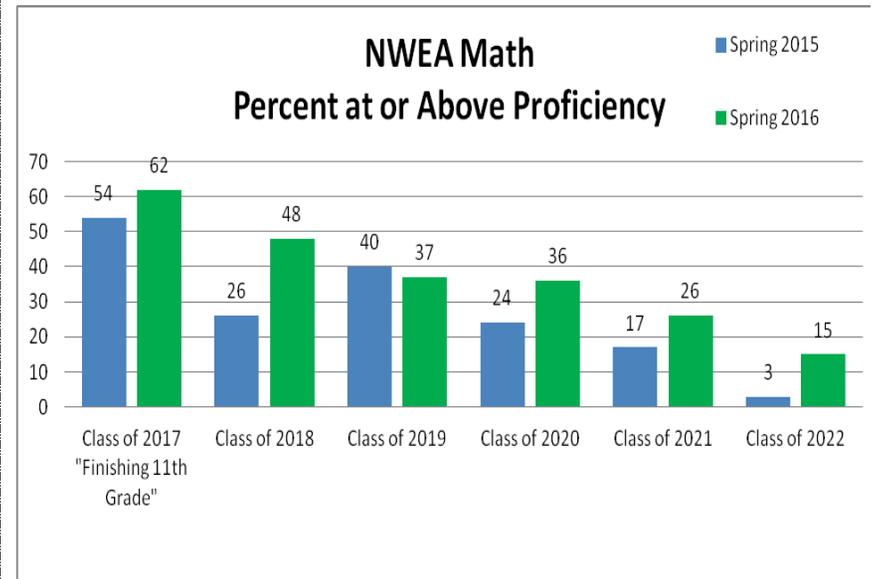
8th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	2	3	4	12
Met	21	25	16	28

11th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	38	15	33	3
Met	39	27	35	29

2015 – 2016 NWEA Grade Level Equivalency:



2015-2016 NWEA Percent Proficient:



2015-2016 CST Science: Pending

Current data from the October 2015 CELDT administration

AMAO 1: 54.5% of students have increased one or more levels on the CELDT.

AMAO 2. 59% of WCPA tested students scored Early Advanced or Advanced.

- a. EL reclassification rate: 2015-2016: 25%
- b. EAP and/or College course completion rates: No participation

2015-2016 Concurrent Enrollment with Bakersfield College

Term	Course	Number of Pupils	Pass Rate
Fall 2015	AgBs B6	57	95%
Fall 2015	Poli Sci	27	100%
Fall 2015	Psych 1A	26	97%
Fall 2015	Communications B1	31	100%
Fall 2015	Nutrition	33	98%
Fall 2015	History B1	29	100%
Fall 2015	History B17B	32	100%
Spring 2016	AgBs B2	21	100%
Spring 2016	History B1	60	85%
Spring 2016	History B18	31	100%
Spring 2016	Microsoft Office	62	96%
Spring 2016	Art B1	30	100%

- b. Academic Performance Index: NA
- c. 2015-2016 A-G Completion Rate by Grade:
 - 9th : 55%
 - 10th: 58%
 - 11th: 60%
 - 12th: 71%

- d. Current data from the October 2015 CELDT administration
 - AMAO 1: 54.5% of students have increased one or more levels on the CELDT.
 - AMAO 2. 59% of WCPA tested students scored Early Advanced or Advanced.

State Priority 5: Pupil Engagement

- a) Attendance rate: 2015-16: 95.78%
- b) Chronic absenteeism rate: 12% (9% increase from 2014-15.)
- c) Middle school dropout rate: 0
- d) 2015-16 High school dropout rate: 0%
- e) 2015-16 High school graduation rate: 100%

State Priority 7: Course Access

- a. Broad course of study:

All courses in Education Code 51210 and 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.

- b. Programs and services provided to unduplicated pupils (ELs, SED, and foster youth):

In addition to having access to the full range of courses offered on the WCPA campus, unduplicated pupils are also provided opportunities to participate in ELD support classes, on-site tutoring programs, and Intense Intervention Classes at multiple times during the instructional day. Enrichment Saturday School was also provided for 8th and 10th graders.

- c. Programs and services provided to individuals with exceptional needs:

WCPA provides individuals with exceptional needs the least restrictive learning environment, which allows access to the full range of courses offered on the WCPA campus. Individuals with exceptional needs are also provided opportunities to utilize personalized learning software such as System 44, RAZ Kids,

and ALEKS, Reading Plus, and LEXIA.

State Priority 8: Other Pupil Outcomes/Spring 2016

- a. Foreign Language: 154/154 students received passing grades in Spanish I and II.
- b. History/Social Science: 81/83 students received passing grades in 11th Grade.
- c. Physical Education: 430/430 students received a passing grade.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1A. Provide standards-based curriculum, assessments, and high quality instruction in ELA and Mathematics to ensure students are making progress towards proficiency.</p> <p>1A.1: Offer on-going professional learning including on-site collaboration and job embedded instructional coaching as a means to support the implementation of the CCSS and student proficiency.</p>	<p>Professional Development for teachers during summer and ongoing over school breaks – extra duty stipends for teachers (10 days/teacher) \$28,000</p> <p>Math and English department chair stipends – \$2,000 – ELA \$2,000 Math 1175: \$4,000 (total) LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Focus Group Chair stipends –</p>	<p>Paid stipends for extra time to Mathematics and English teachers participate in content-specific professional development to collaboratively create standards-aligned curriculum and assessments.</p> <p>Focus Group did not meet this year.</p>	<p>Stipend for Math and ELA Curriculum Development 1175: \$16,313 LCFF Supplemental & Concentration Grant</p>

<p>1A.2: Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS ELA and Math implementation and CAHSEE preparation.</p> <p>1A.3: Develop and implement a robust literacy</p>	<p>\$1,000 - Chair \$500 - Curriculum \$500 - Instruction \$500 - 1175: \$2,500 (total) LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Advanced Degree stipends for high quality instruction in math and English – 1175: \$14,000 LACP SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Class sets of fiction works (7 grades, 1/qtr) - \$8,300</p> <p>1A.3 Additional</p>	<p>Teachers with advanced degrees were paid a stipend.</p> <p>a) Purchased supplemental novels to support literacy instruction.</p> <p>b) Purchased leveled libraries for all English Language Arts classrooms</p> <p>Personalized learning software was purchased.</p>	<p>No cost.</p> <p>Certificated Salary/Stipend Advanced Degree 1175: \$14,500 LACP SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Books and Other Reference Materials Amazon – supplemental novels 4210: \$7,000</p>
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<p>program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.</p> <p>1A.4: Provide additional sections of EL intervention courses.</p> <p>1A.5: Provide a broad range of standards-aligned supplemental resources for EL students.</p>	<p>personalized learning software/licenses for ELA and Math (i.e. ALEKS, Compass Learning, Lexia, Revolution, RAZkids, etc.) 4310: \$50,000</p> <p>EL instruction – 50% of salary of 2 ELA teachers to be devoted to ELD instruction 1110: \$65,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Accelerated Reader w/Star assessments 4310: \$13,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p><i>Inside</i> textbook series for ELD courses – Level B 4110: \$12,000</p>	<p>1A.4: Two additional course sections were added to the master schedule.</p> <p>1A.5: Supplemental resources for ELs were purchased.</p> <p>Accelerated Reader site license was purchased</p>	<p>LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>a) Fountas & Pinnell Leveled Libraries for ELA classrooms 4110: \$30,600 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Student Materials 4310: \$19,129 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Certificated Teacher Salary</p>
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<p>For students with Disabilities: Identify and adopt curricular resources for students with Moderate disabilities so that they can access Common Core instruction and provide professional development to Special Education teachers.</p>	<p>LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>Special Education teachers were provided with release time to plan for strategies to provide access to CCSS.</p>	<p>and Benefits EL instruction – 50% of salary of 2 ELA teachers to be devoted to ELD instruction 1110: \$58,000 LCFF SUPPLEMENTAL AND CONCENTRATION</p> <p>Books and Other Reference Material Amazon-supplemental novels/high interest-low readability for English Learners 4210: \$2,130 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Student Materials 1A.5 Reading Plus 4310: \$12,700 LCFF SUPPLEMENTAL AND CONCENTRATION</p>
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			<p>ATION GRANT</p> <p>Approved Textbooks and Core Curriculum Material <i>Inside</i> textbook series for ELD courses – Level B –</p> <p>4110: \$12,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Teacher Salary-Substitute 1170: \$2,425 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
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Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
1B: Provide a variety of learning supports	Credentialed		2 additional FTE teachers were hired to	Certificated Teacher	

<p>including differentiated instructions and interventions for all students as needed to increase and expand the learning opportunities such as outside and within the instructional day interventions, enrichment programs, and summer programs.</p>	<p>Intervention Teachers to support 12 daily periods of targeted intervention (2 FTE) - \$128,000</p> <p>Additional daily advisory period for all students, campus wide - \$263,645</p>	<p>provide targeted intervention.</p> <p>100% of students had access to an Advisory Period was added to provide students with access to a designated teacher to provide support, enrichment, and progress checks. There was no extra cost as the duty day was not extended</p> <p>Purchased Revolution K12 for SAT, ACT, and math instruction. Purchased Lexia and Reading Plus online licenses for literacy intervention.</p> <p>Edmentum Credit Recovery software was purchase to provide additional opportunities for students who have failed a core class.</p> <p>Summer Camp staff was provided with a professional development session to support</p>	<p>Salary and Benefits Credentialed intervention teachers to support 12 daily periods of targeted intervention (2FTE) 1110: \$105,246 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>No Cost.</p> <p>Student Materials Revolution K-12 Software SAT/ACT 4310: No cost LCFF Supplemental & Concentration Grant</p> <p>Learning Software 4310: See page 38 LCFF Supplemental & Concentration Grant</p>
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		the norms of behavior for all students.	<p>Student Materials Edmentum-software 4310: \$8,250 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Certificated Salary/Stipend/Extra Duty Professional Development for Summer Camp 1175: \$1,400 SUMMER CAMP GRANT</p>
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	
1C: Develop an infrastructure for ongoing analysis of student performance and progress and provide teacher release time for collaborative learning.	Teacher release time for ELA & Math PLC's - \$23,800	Professional Development sessions were provided for all content area teachers to collaborate, analyze data, engage in error analysis, group students strategically based upon data, and create a differentiated action plan to address the learning needs of all students.	<p>Certificated Teacher Salary/Substitute 1170: \$10,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Mathematics PD Certificated Teacher Salary/Substitute: 1170: \$10,500 LCFF</p>

<p>1C.1: Implement a comprehensive assessment system comprised of screening, diagnostics, and progress monitoring tools.</p>	<p>Contract/EADMS/Measured of Academic Progress \$19,200</p>		<p>SUPPLEMENTAL AND CONCENTRATION GRANT Fine Arts, & Physical Education PD Certificated Salary/Substitute 1170: \$2,800 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Student Materials EADMS/Measured Academic Progress/(NWEA) 4310: No cost LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>1D: Provide standards-based curriculum, assessments, and high quality instruction in Science and Social Science to ensure students are making progress towards proficiency.</p> <p>1D.1: Offer on-going professional learning including on-site collaboration and job embedded instructional coaching as a means to support the implementation of the CST/NGSS standards.</p>	<p>Professional Development - science and social studies teachers substitute costs for release time (8days/teacher) 1170: \$11,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>Science and Social Science teachers were provided with release time to develop assessments and plan for the delivery of high quality instruction.</p>	<p>Certificated Salary/Substitute NGSS PD 5200:\$ 5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Certificated Salary/Substitute 1170 \$2,500</p>

Scope of service:	School-wide		Scope of service: School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1E: Develop an infrastructure for ongoing analysis of student performance and progress and provide teachers with release time for collaborative learning. 1E1. Implement a comprehensive assessment system comprised of screening, diagnostics, and progress monitoring tools.	Teacher release time for Science and Social Science PLCs-sub time for 5 release days x 9 1170: \$6,750 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	Science and Social Science teachers were provided with release time to develop an assessment system.	Teacher release time for Science and Social Science PLCs-sub time for 5 release days x 9 1170: \$6,750 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT
1F. Implement a comprehensive daily attendance tracking and reporting system.	50% of registrar's salary to implement new attendance tracking and reporting system Classified Salary 2400: \$21,500 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	Attendance clerk, rather than registrar, implemented a new attendance tracking and reporting system.	Classified Clerical Technical Office Salary and Benefits 2400: \$34,200 LCFF SUPPLEMENTAL AND CONCENTRATION FUNDS

1G.1 Expand and improve IT support for curriculum, instruction, and assessment.	Non instructional consultant 5850: \$120,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT	IT support was expanded and improved to support curriculum, instruction, and assessment.	Non Instructional Consultant 5850: \$154,492 LCFF SUPPLEMENTAL AND CONCENTRATION FUNDS
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Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After a careful analysis of the CAASPP outcome data which shows few of our middle school students are meeting the standard and only half of our English Learners, both middle and high school, meeting standard, an evaluation of the effectiveness of this goal and its associated action steps, WCPA will make the following changes: include more teacher release time, greater emphasis on data analysis and instructional planning in 6-week units of study. Additional expenditures were incurred Readers and Writers Workshop and Teach To One: Math, for certificated release time, software training to support data analysis, and materials to align instruction with diagnosed student academic needs. Planned expenditures were not met as limited Science and Social Science material was purchased due to awaiting the NGSS-aligned textbooks. History Department will be updating course offerings and will then select material. There was no expense in 2015-16 for Focus Chair stipends as they served only the previous year for the purpose of WASC preparation. There will be changes to the goal in Section 2 to more closely align with the mission and vision of WCPA.
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Original GOAL from prior year LCAP:	<p>Goal 2: Paramount Academy/Wonderful College Prep Academy students will complete a comprehensive college readiness program, including an Early College or Ag STEM-based college and career course sequence by the end of their 12th grade year in addition to earning their high school diploma.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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Goal Applies to:	Schools: Applicable Pupil Subgroups:	School-wide All pupils, including all subgroups (EL, SED, and Foster Youth)
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<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increase the number of high school students taking and passing dual-credit courses. 2. Increase the number of high school students who satisfy UC/CSU a-g requirements. 3. Increase the number of 12th grade students who are admitted to a 4-year university. 4. Increase the number of 12th grade students earning college admissible SAT/ACT scores. 5. Ensure graduation rates are 90% or above. 6. Increase the number of students participating in work-based learning and/or internships. 	<p>Actual Annual Measurable Outcomes:</p>	<p>State Priority 1: Basic Services</p> <ol style="list-style-type: none"> a. All teachers of core content areas are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching at Paramount Academy, as verified by the 2016 annual audit of the Kern County Superintendent of Schools. b. Every pupil at the Academy is provided access to standards-aligned instructional materials, as verified by the 2016 annual audit of the Kern County Superintendent of Schools. c. Academy facilities are maintained in good repair as verified by the 2016 annual audit of the Kern County Superintendent of Schools. <p>State Priority 2: Implementation of State Standards</p> <ol style="list-style-type: none"> a. The Academy implements the academic content and performance standards adopted by the state board, as verified by the 2016 annual audit of the Kern County Superintendent of Schools. The school administration reports regularly to the Board of Directors regarding implementation and student progress toward mastery of the state standards. b. The instructional program and services of the Academy enable English learners to access the CCSS and the ELD standards. 100% of the Academy's identified EL students are provided a second period of language development support within their daily schedule. <p>State Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> a. Statewide assessments: <p>2014-2015 SBAC ELA- Standard Met: 19%; Standard Exceeded 8%.</p> <p style="padding-left: 100px;">Middle School: High School:</p> <p>2014-2015 SBAC MATH- Standard Met: 20%; Standard Exceeded 5%</p>
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Middle School:
High School:

2015-2016 SBAC ELA: Preliminary Data

6th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	1	5	1	2
Met	19	9	12	8

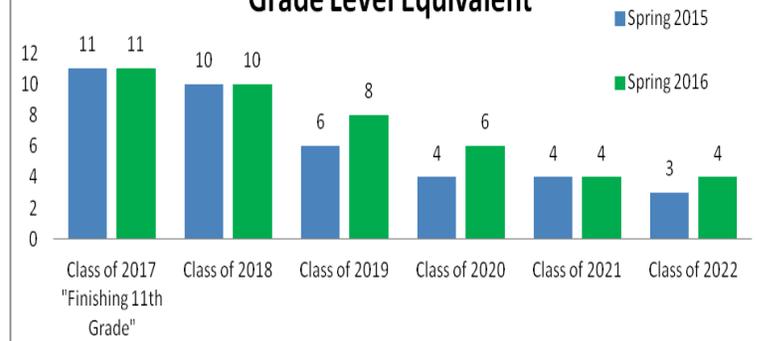
7th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	1	3	0	3
Met	17	14	16	15

8th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	2	3	4	12
Met	21	25	16	28

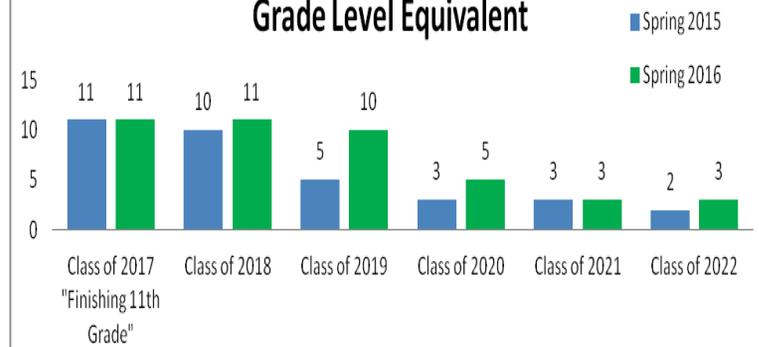
11th Grade	2016		2015	
	ELA %	Math %	ELA %	Math %
Exceeded	38	15	33	3
Met	39	27	35	29

2015 – 2016 NWEA Grade Level Equivalency:

NWEA Math Grade Level Equivalent

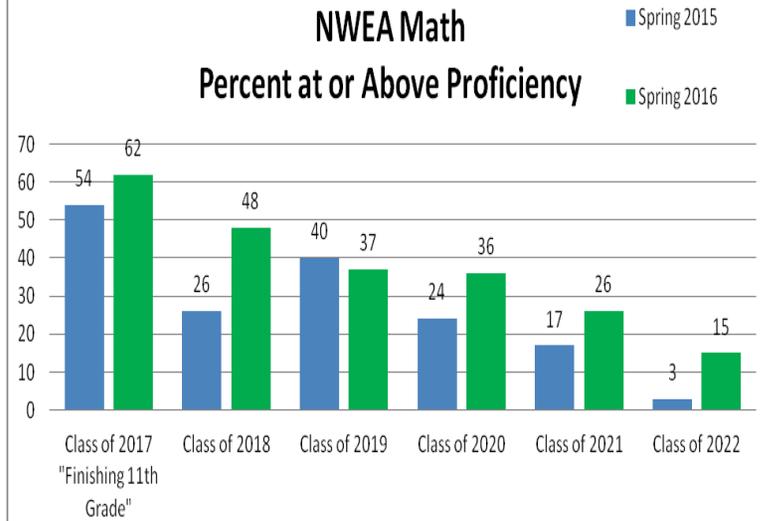


NWEA Reading Grade Level Equivalent

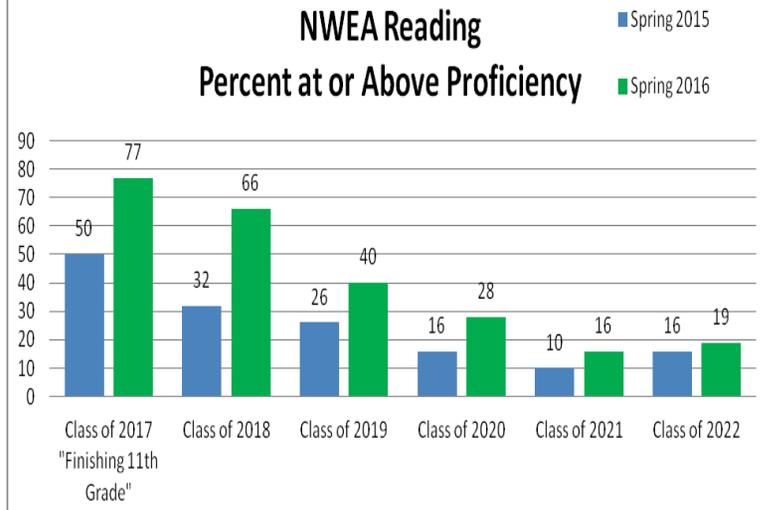


2015-2016 NWEA Percent Proficient:

NWEA Math Percent at or Above Proficiency



NWEA Reading Percent at or Above Proficiency



2015-2016 Science: Pending

- b. Academic Performance Index: NA
- c. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to UC/CSU.

2015-2016 Concurrent Enrollment with Bakersfield College

Term	Course	Number of Pupils	Pass Rate
Fall 2015	AgBs B6	57	95%
Fall 2015	Poli Sci	27	100%
Fall 2015	Psych 1A	26	97%
Fall 2015	Communications B1	31	100%
Fall 2015	Nutrition	33	98%
Fall 2015	History B1	29	100%
Fall 2015	History B17B	32	100%
Spring 2016	AgBs B2	21	100%
Spring 2016	History B1	60	85%
Spring 2016	History B18	31	100%
Spring 2016	Microsoft Office	62	96%
Spring 2016	Art B1	30	100%

2015-2016 A-G Completion Rate by Grade:

9th : 55%
10th: 58%
11th: 60%
12th: 71%

- d. Current data from the October 2015 CELDT administration:
AMA0 1: 54.5% of students have increased one or more levels on the CELDT.
AMA0 2. 59% of WCPA tested students scored Early Advanced or Advanced.

- e. EL reclassification rate: 2015-2016: 25%
- f. Advanced Placement Exam – students did not take this exam.
- g. EAP and/or College course completion rates:

Current – 33% of 11th graders have scored advanced on SBAC ELA and 3% have scored advanced on SBAC Mathematics

State Priority 7: Course Access

- a. Broad course of study:

.All courses in Education Code 51220 are offered to students at Wonderful College Prep Academy. In addition the following courses are offered: Spanish, Music, Art, Digital Media, and a wide array of Bakersfield College courses offered WCPA students without charge.

State Priority 8: Other Pupil Outcomes

- a. Foreign Language: 154/154 students received passing grades in Spanish I and II.
- b. History/Social Science: 81/83 students received passing grades in 11th Grade.
Physical Education: 430/430 students received a passing grade.

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>2A. Paramount Academy will provide varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended co-curricular and expanded learning program involvement.</p> <p>2A.1: Library/media materials and staff assist with research and project-based learning.</p>		<p>Classified Salary/Technical 2400: \$35,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Classified Salary 2200: \$24,700 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Contracts for search engine licensing to facilitate student research 4310: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION</p>	<p>Technology Position incorporated into Technology Contract and not part of LCFF funding.</p> <p>School Librarian was hired</p> <p>This purchase will be made from the 2016-2017 fiscal year</p>		<p>No cost</p> <p>Classified Salary 2400: \$28,000</p> <p>No cost.</p>

<p>2A.2: Computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p>	<p>GRANT</p> <p>Chrome book carts for 8 ELA and Math classrooms utilizing Google for Education platform. 4400: \$80,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Teacher laptop/workstations 4400: \$10,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Five interactive whiteboards/projectors \$10,000 4400: LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Computer lab partial upgrade 4400: \$20,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>budget.</p> <p>Carts were not purchased.</p> <p>Laptops were purposed.</p> <p>This expense moved to alternate funding source (non-LCFF).</p>	<p>No cost.</p> <p>Non Capitalized Equipment 4400: \$10,000</p> <p>No cost.</p>
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<p>2B: Develop an infrastructure for ongoing analysis of student performance and progress and provide teacher release time for collaborative learning.</p> <p>2B.1: Provide instructional assistants, academic and career counseling to support students.</p> <p>2B.2: Offer on-going professional learning</p>	<p>College/Career High School (1 FTE) 1200: \$50,000</p> <p>Advisory period curriculum (high school) 4310: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>This expense moved to alternate funding source (non-LCFF).</p> <p>Teachers were given release time for a collaborative training to develop protocols and worksheets for ongoing analysis of student performance and progress.</p>	<p>No cost.</p> <p>Materials and Supplies 4310: \$5,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Certificated Teacher Salary/Substitute 1170: \$1,350 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Conference and Travel NGSS Conference</p>
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<p>including on-site collaboration and job embedded instructional coaching as a means to support the college-career pathway implementation and student progress and success.</p>			<p>Attendance 5200: \$3,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Conference and Travel Historical Thinking Conference 5200: \$3,200 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
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<p>Scope of service:</p>	<p>School-wide</p>		<p>Scope of service:</p>	<p>School-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>			<p>OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based upon the ongoing evaluation of effectiveness after an in-depth analysis of outcome data showing that AMAO 1 data and A-G completion rates did improve, a continue focus on middle school and English Learners is needed as EA{ rates are not at target level. WCPA made the following changes: an increase focus on Literacy and Writing in every content area. Science and Social Studies/History teachers were included in the data analysis PD rounds. Additionally, teachers from all content areas attended a content area-specific conference at the local, state, or national level, including English and Mathematics Instructional Coaches. A change for next year will be a formal protocol for sharing among content/grade level teams of the information learned at conferences. A greater emphasis will be placed on the system-wide use of research-based instructional strategies that enable all pupils, and especially English Learners, to access core content in a meaningful way. Students will be expected to participate in demonstrations of their knowledge and teachers will work in grade level teams to backwards map the instructional moves necessary to prepare students for such demonstrations. Greater emphasis on team work will result in greater fiscal expenditures for teacher release time, extra duty, and planning and preparing materials. Planned expenditures were not fully met due to focus on building capacity rather than extending into areas not yet trained for. Goal 2 in Section 2 was changed to better reflect the current vision and mission of WCPA.</p>
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Original GOAL from prior year LCAP:	Goal 3: Paramount Academy/Wonderful College Prep Academy will fully engage all stakeholder groups to create a positive learning environment for all students.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: School-wide Applicable Pupil Subgroups:	All pupils, including all subgroups (EL, SED, and Foster Youth)
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Track and increase parent and student attendance and participation rates in various school meetings, committees, & presentations. 2. Track and increase student involvement in ADB, FFA, Athletics, and other school sponsored club-based leadership. 3. Track and increase parent participation in parent education and support groups. 4. Track and increase student behavior services. 	Actual Annual Measurable Outcomes:	<p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> a. Climate: Monthly newsletter sharing information regarding attendance goals and progress towards the goal. California Health kids survey completed by parents. b. Equity: All parent will receive quarterly updates regarding student academic progress via grade reports and parent conferences c. Family and Community: Monthly meeting called “Coffee with Executive Director” provide an opportunity to increase parent participation. <p>State Priority 6: School Climate</p> <ol style="list-style-type: none"> a. Pupil suspension rate: 2015-2016 (N36/747) 4.8 % b. Pupil expulsion rate: 2015-2016 (N0/747) 0% c. Parent and student survey results regarding safety and culture:
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			2016: Parents were surveyed using the California Healthy Kids Survey, school climate module. Ninety-Five percent of the returned surveys indicate that parents strongly agree that WCPA has a positive school climate.
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LCAP Year: 2015 - 16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3A: Stakeholders will have improved opportunities to participate in school activities that increase their skills as partners in education.</p> <p>3A.1: Parent participation in parent education and Support group(s).</p> <p>3A.2: Services to support parents in attending parent education, informational meetings, school events and volunteering at the school.</p>	<p>Program(s) to support and educate 100 parents</p> <p>4000: \$10,000 supplies 5000: \$10,000 services LCFF SUPPLEMENTAL AND CONCENTRATION GRANT Childcare and translation services to support Parent involvement</p> <p>5000: \$4,800 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Focus Group Chair stipend 1175: \$500 – School Culture and Support LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>The PIQE program was not implemented in 2015-16.</p> <p>Translation services and childcare were provided for school events.</p> <p>Focus Group Chair did not serve this year. (This was part of WASC Review process previously completed)</p>	<p>No cost.</p> <p>Non Instructional Consultant Translation Services 5850: \$1,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>No cost.</p>
<p>3B: Stakeholders will received improved school communications, including translation and interpretation services.</p>	<p>Monthly newsletter, published 10 months/year, Mailed to all students &</p>	<p>Monthly newsletters were mailed to parents.</p>	<p>Advertising/Recruitment 5830: \$5,100 printing Communications</p>

<p>3B.1: Paramount Academy will communicate regularly with parent or guardians through website, phone outreach, mailings, and meetings.</p>	<p>families 5830: \$5,100 printing 5930: \$5,100 postage LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>		<p>5930: \$5,100 postage LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>3C: Students will receive incentives based on performance and improvement to foster a greater school academic culture.</p>	<p>Student INCENTIVES 4390: \$50,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>Incentives were provided for students who scored proficient on the SBAC and on the NWEA assessments.</p>	<p>Other Supplies/Student INCENTIVES 4390: \$10,431 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>3D: Students will receive expanded extracurricular services via athletics and ASB.</p>	<p>Extracurricular services stipends: ASB Director 1175: \$1,000 LCFF SUPPLEMENTAL AND CONCENTRAION GRANT</p> <p>Athletic Director 1175: \$2,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Athletic Coaches 1175: \$41,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>		<p>Teacher Salary/Extra Duty/ Stipends: ASB Director 1175: \$1,000 LCFF SUPPLEMENTAL AND CONCENTRAION GRANT</p> <p>Teacher Salary/Extra Duty/Stipend Athletic Director 1175: \$2,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Teacher Salary/Extra Duty/Stipend Athletic Coaches 1175: \$41,900 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>

<p>3E. Students will receive expanded behavior support services.</p>	<p>Student behavior support services provider salary 2200: \$61,800 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>2 campus supervisor salaries 2200: \$50,983 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>	<p>Support Services to improve student behavior were provided.</p> <p>2 Campus Supervisors did support improved student behavior.</p>	<p>Student behavior support services provider salary 2300: \$85,000 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p> <p>Classified Support Salary 2 campus supervisors 2200: \$70,566 LCFF SUPPLEMENTAL AND CONCENTRATION GRANT</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing the past progress for this goal, and noting that while we were able to complete several of the action steps for this goal, the parent training component was not accomplished, and the planned expenditure did not occur. Therefore, we will be rewriting the parent/family engagement goal to fully reflect our belief that families and the community at large must play an integral decision-making role at the Academy. We will be forming a guiding coalition composed of parents, students, teachers, classified staff, administrators and community members to inform the decisions made regarding LCAP, as well as other state and local plans. A year-long calendar of meetings will be shared with the coalition in August so as to maintain 100% attendance in order to successfully share data, update the group regarding progress towards goal, and pose implementation issues to the group for brainstorming solutions. Parent training will be provided as requested by SSC and ELAC parents. Structured opportunities for various types of family engagement as outlined by Dr. Joyce Epstein's framework will be explored and scheduled for the 2016-17 SY. These actions will incur additional expenses to be fully determined by August/September 2016. The goal was changed in Section 2 to better align with the vision and mission of WCPA.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ 1,896,128
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School-wide services: 90% of students enrolled in the Academy are unduplicated pupils. The Academy will use the allocated funds in the following manner:

Approximately 90% of the Academy's pupils are identified as low-income, English learner, and/or foster youth. The Academy has principally directed its supplemental and concentration funds for these subgroups and is providing increased and improved services to these students on a school-wide basis. The Academy's goals and action steps focus on collective commitment, school culture/climate, professional development, and meaningful family engagement in the decision-making process. Wonderful College Prep Academy believes that maintaining small class sizes and providing support for core classes will provide the conditions for maximum gains for unduplicated pupils. The Academy has determined that two initiatives will anchor the use of allocated funds: 1) Balanced Literacy; and 2) Teach To One Mathematics Model. We believe that targeting literacy across all disciplines will result in equitable classroom practices. We will emphasize a strong focus on vocabulary instruction while establishing instructional routines to increase student engagement. Leveled classroom libraries will provide students with choice reading material at their appropriate level. Teachers will attend Balanced Literacy training in the greater Los Angeles area and at Columbia University with Lucy Calkins. The Teach To One model will include individual playlists of instructional needs for every student in middle school (with a pilot planned for 9th grade). Teachers will work in grade level teams to plan instruction, diagnose assessment results, re-teach and/or extend lessons daily using a bank of curated mathematics materials. Training will be provided on-site by developers of the program. Clear, system-wide articulation of our three goals, along with diligent implementation and monitoring of the two initiatives will create the conditions to increase and improve services to all of the Academy's pupils, thereby developing 21st century learners who can take their rightful place as fully-participating citizens in a democratic society.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

28.05	%
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Wonderful College Prep Academy is required to utilize at least 28.05% of its Local Control Funding in the 2016-17 academic year to increase or improve services for unduplicated pupils. The expenditures for services below meet these requirements:

- Continue to provide small class sizes 6th – 12th Grade
- Improve attendance rates
- Increase the services provided to English Learners by implementing Balanced Literacy, Teach To One Mathematics, and a more articulated ELD program.
- Increase professional development content to include: CCSS, ELD, NGSS, Data Analysis, Backwards Mapping Instructional Design, Balanced Literacy, Teach To One Mathematics Model, School Culture/Climate, Restorative Justice, and Classroom Management.
- Increase the number of leveled libraries in each classroom.
- Improve school culture/climate in order to ensure that all students can focus on academic achievement.
- Upgrade technological devices to improve instructional options.
- Increase the personalized learning software options available to all unduplicated pupils.
- Implement community circle as a protocol to reduce the number of referrals for student misbehavior.
- Increase alternatives to suspension by hiring a school psychologist to provide small group interventions.
- Increase the number of students given access to STEM project-based learning.

- Improve school-wide assessment system using EADMS and NWEA systems.
- Improve communication with parents and community via monthly newsletters in English and Spanish to include data dashboard.
- Develop a parent education program to promote literacy, numeracy, Common Core, and parent involvement.
- Increase services to unduplicated pupils by providing additional library hours and access to a resource technology teacher.
- Expand Summer Camp to include credit for PE, credit recovery via Cyber High or Plato software, and access to BC classes for all high school students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).