

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wonderful College Prep Academy

CDS Code: 15 10157 0119669

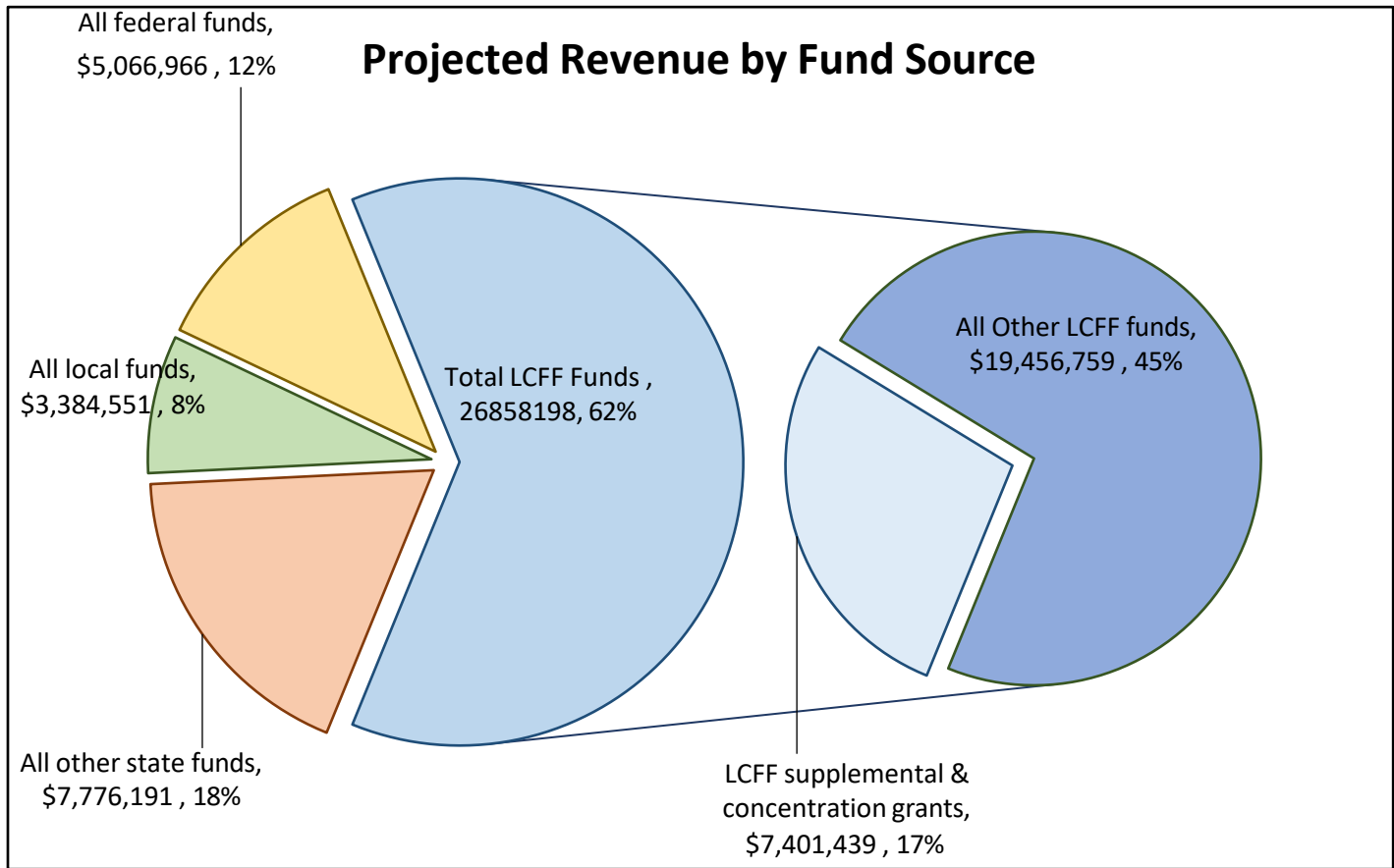
School Year: 2024 - 25

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

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

Budget Overview for the 2024 - 25 School Year

Projected Revenue by Fund Source

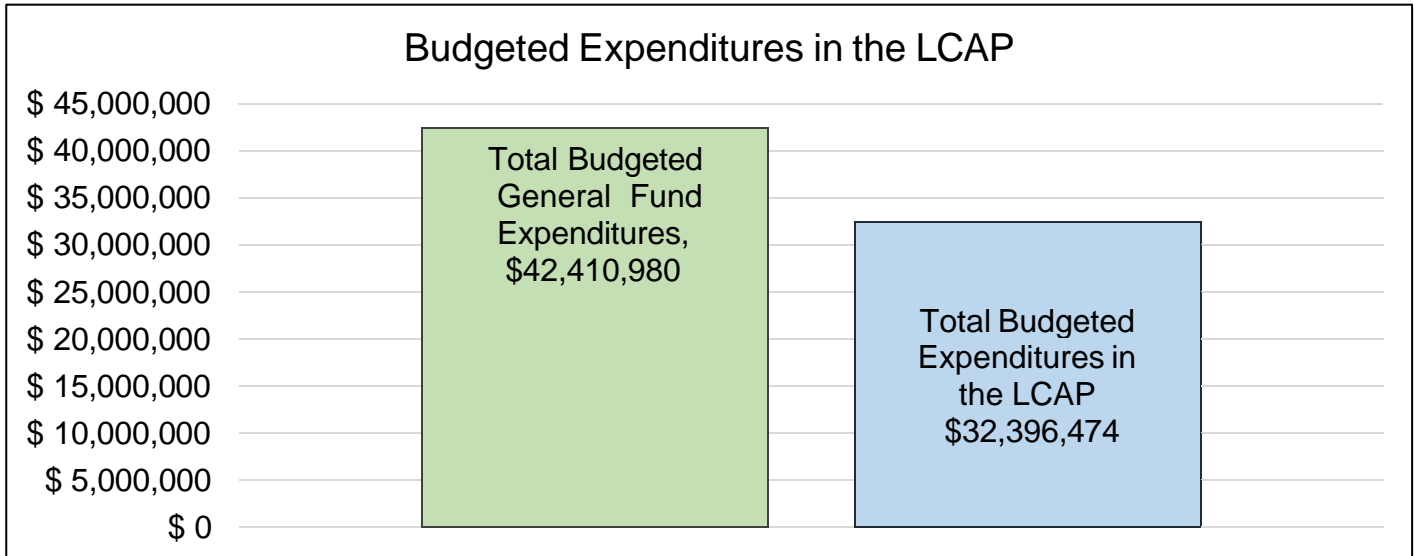


This chart shows the total general purpose revenue Wonderful College Prep Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wonderful College Prep Academy is \$43,085,906.00, of which \$26,858,198.00 is Local Control Funding Formula (LCFF), \$7,776,191.00 is other state funds, \$3,384,551.00 is local funds, and \$5,066,966.00 is federal funds. Of the \$26,858,198.00 in LCFF Funds, \$7,401,439.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Wonderful College Prep Academy plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Wonderful College Prep Academy plans to spend \$42,410,980.00 for the 2024 - 25 school year. Of that amount, \$32,396,474.00 is tied to actions/services in the LCAP and \$10,014,506.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

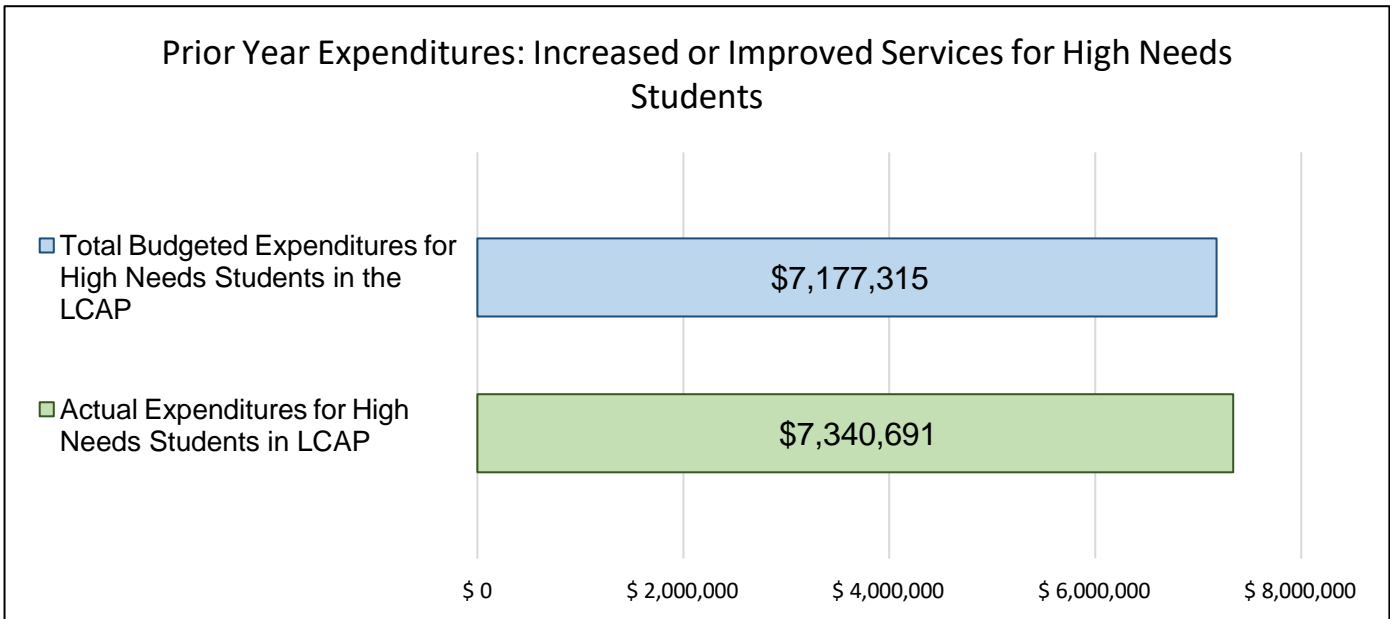
Budgeted General Fund Expenditures not included in the 2024-25 Local Control and Accountability Plan include student meal services, operating and administrative expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Wonderful College Prep Academy is projecting it will receive \$7,401,439.00 based on the enrollment of foster youth, English learner, and low-income students. Wonderful College Prep Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Wonderful College Prep Academy plans to spend \$7,401,439.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023 - 24



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

The text description of the above chart is as follows: In 2023 - 24, Wonderful College Prep Academy's LCAP budgeted \$7,177,315.00 for planned actions to increase or improve services for high needs students. Wonderful College Prep Academy actually spent \$7,340,691.00 for actions to increase or improve services for high needs students in 2023 - 24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous standards-aligned focused educational program to ensure all students are College and Career Ready (CCR). Continue to provide a robust evidence-based professional learning & coaching opportunities for all educators, administrators, and instructional support staff to build capacity, retain staff, and ensure rigorous and engaging instructional strategies to ensure the diverse learning needs of all students are met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2019-20: 84.2%	2020-21: 97%	2021-22: 94%	2022-23: 91.7%	100%
% Of students with access to Standards-aligned materials Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Implementation of the Academic content & performance Standards – measured using CDE’s Self Reflection Tool: Local Indicator Priority 2 (source)	<table border="1"> <thead> <tr><th colspan="2">2020-21: Implementation</th></tr> <tr><th colspan="2">Academic Standards</th></tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2020-21: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4	<table border="1"> <thead> <tr><th colspan="2">2021-22: Implementation</th></tr> <tr><th colspan="2">Academic Standards</th></tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2021-22: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4	<table border="1"> <thead> <tr><th colspan="2">2022-23 Implementation</th></tr> <tr><th colspan="2">Academic Standards</th></tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>4</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>4</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2022-23 Implementation		Academic Standards		ELA	5	ELD	4	Math	5	NGSS	4	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4	<table border="1"> <thead> <tr><th colspan="2">2023-24: Implementation</th></tr> <tr><th colspan="2">Academic Standards</th></tr> </thead> <tbody> <tr><td>ELA</td><td>5</td></tr> <tr><td>ELD</td><td>5</td></tr> <tr><td>Math</td><td>5</td></tr> <tr><td>NGSS</td><td>5</td></tr> <tr><td>History</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>Health</td><td>4</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>World Language</td><td>4</td></tr> </tbody> </table>	2023-24: Implementation		Academic Standards		ELA	5	ELD	5	Math	5	NGSS	5	History	5	CTE	5	Health	4	PE	5	VAPA	4	World Language	4
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% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study: Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																																															

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All five actions for Goal #1 were fully implemented:

- **Action 1:** Wonderful College Prep Academy - Delano currently employs 3 principals (ES, MS, HS) and credentialed teachers for grades TK-12. We also employ Substitute teachers to maintain the continuity of instruction. Substitute teachers also received additional professional development to train them with strategies around classroom management. All Instructional days, summer professional development, and non-instructional PD days were completed. The following is the updated list of professional development areas of focus for 2023-2024.

-Tntp Teacher Rubric Series

- Culture of Learning
- Essential Content

- Academic Ownership
- Demonstrations of learning
- Science of Reading and Phonics Development
- Curriculum Specific such as Wit & Wisdom, Eureka, and Wilson Language Systems
- Project Based Learning and Differentiated Learning Centers -Data Talks
- Student Data to Lead Instruction
- Supporting Student Progress Mastery of the Standards
- Warm Demanders and Culture of Care
- What is MTSS and Teacher’s role to support

Challenges: Recruiting high quality credentialed teachers in a rural area. After finding the teachers were able to bring in, aligning their credential to offer a broader range of courses.

- **Action 2**: WCPA-Delano provides all educators with robust professional development learning opportunities that starts in the summer and continues during the academic school year. We have also strengthened our instructional coaching this school year by shifting roles in the Curriculum & Instruction team to allow for more content specific support for our teachers. The three Assistant Principals function as instructional coaches with a focus on effective evidence-based pedagogical strategies to support the diverse learning needs of our students; and educators. The Senior Director of Academics (formerly CAO) oversees the C&I Team. To create opportunities for teacher leadership, we have added professional development for school site leaders to attend solution tree workshops on how to design a PLC model.

Challenges: Continuing to align the professional development to the needs of the school as it has evolved over the past three years and making shifts based off the feedback from teachers and leaders.

- **Action 3**: WCPA-Delano provides all students with standards aligned curriculum and instructional materials in all core subject areas. We have worked with companies to make sure materials that are purchased are vertically aligned so they function seamlessly with our TK-12 model.

Challenges: Although we have purchased the materials necessary for all core subject areas, some materials require yearly consumables that must be repurchased and distributed. We have also found that some curriculums come with gaps in their materials, such as Wit & Wisdom and their reading program not coming with decodables and needed to be purchased separately, which we also purchased (Geodes). We still need to purchase a high school history curriculum but had to wait on the state for guidance around the new 2025 graduation requirement of ethnic studies.

- **Action 4:** WCPA has successfully implemented a 1:1 student to device ratio. WIFI hotspots are provided during bus transportation, and to families as needed. The IT and Operations Team has successfully been able to implement all software based instructional materials and assessments.

Challenges: Challenges of making sure technology devices arrive in time for the start of the school year. Making sure students are unable to circumvent Go Guardian and to stay up to date on network wide infrastructure.

- **Action 5:** WCPA-Delano provides all students with access to a broad course of study beyond core subjects (ELA, Math, Science, History/Social Studies, & PE) which include the following: Art (TK-8), Music (TK-8), Music Performance (6-12): Mariachi, Band/Strings, Choir, Guitar; Visual Art (9-12): Digital Art, 3D Art, Calligraphy, Aesthetics; Robotics/STEM (TK-12): Computer Science, Introduction to STEM; Readers Theatre (K-5); and Spanish (8-12).

Challenges: The challenges WCPA has faced is adapting courses at the secondary level to ensure all elective classes adapted are a-g eligible, and that teachers have the right credentials to teach the courses offered. The other challenge is finding adequate space on campus to house new courses.

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

- Action 1: WCPA increased the number of classroom teachers and substitute teachers to maintain continuity of instruction resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- **Action 1**: Retention of school principals and staff for the 2023-2024 school year. Strong professional development series that has directly impacted teacher development and the quality of instruction in the classroom. Limited classroom disruptions with the access to substitute teachers and adding better alignment with substitutes through their own professional development. WCPA's year 3 outcome of 91.7% full credentialed and appropriately assigned teachers increased from our baseline year of 84.2%.

- **Action 2**: In addition to implementing high quality curriculum in all contents, there are now leaders at the district levels that are experts in that content producing professional development at the academy. Assistant principals and curriculum and instruction team members have been developed to provide instructional coaching support as well and content specific. Professional development selected was not only aligned to improving teachers understanding of the content, but a focus on school culture as well. Through WCPA's implementation of the academic content and performance standards measured using the CDE's Self Reflection tool as a metric to measure success.

- **Action 3**: Over the past three years we have been able to not only purchase the curriculum and the materials for students, but ensure the teachers are trained on the materials as well. We are now seeing teachers using the curriculum with fidelity and improvement of instruction. WCPA has had 100% of students including unduplicated pupils and students with disabilities who have access to broad course of study.

- **Action 4**: IT team has been able to fully implement all instructional software and technology devices for students and staff. Through our internal inventory tracking system WCPA is able to assure all students and staff have a device to access instructional software.

- **Action 5**: As the course sequence has grown, there has been a positive impact on student culture. Students have provided feedback as well as families around wanting to see more of these classes, and teachers have been excited to design and continue to build out the program. WCPA has had 100% of students including unduplicated pupils and students with disabilities who have access to broad course of study.

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

For the 2024-25 LCAP, Goal #1 was revised as the school implements a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports. Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially English Learners (EL) and Student with Disabilities (SWD), will improve.

Goal #1 will focus on State Priority 1 and 2, and metrics and actions will be revised. Based on feedback from our educational partners, for Priority 1: Basic Teachers, we will use the CDE’s Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school’s LCAP.

Additionally, for the 2024-25 LCAP, WCPA will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE’s approved LCAP template instructions.

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

Goal

Goal #	Description
2	Continue to strengthen the Multi-tiered Systems of Supports (MTSS) utilizing multiple forms of data/metrics to identify the academic, social-emotional and/or behavioral needs of our students; including schoolwide needs, to make informed data-driven decisions, that will impact student outcomes. Continue to cultivate partnerships with Institutions of Higher Education to streamline and prepare its graduate for college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 44.39% Met or Exceeded Standard	2020-21: 41.68% Met or Exceeded Standard	2021-22: 42.89% Met or Exceeded Standard	2022-23: 44.39% Met or exceeded standard	45%
CAASPP Math Source: CDE	2018-19: 31.8% Met or Exceeded Standard	2020-21: 27.1% Met or Exceeded Standard	2021-22: 26.67% Met or Exceeded Standard	2022-23: 31.8% Met or exceeded standard	30%
CA Science Test: Gr 5 Source: CDE	2018-19: 35.29% Met or Exceeded Standard	2020-21: not administered	2021-22: 23.94% Met or Exceeded Standard	2022-23: 21.77% Met or exceeded standard	40%
CA Science Test: Gr 8 Source: CDE	2018-19: 18.23% Met or Exceeded Standard	2020-21: not administered	2021-22: 22.15% Met or Exceeded Standard	2022-23: 27.39% Met or exceeded standard	22%
CA Science Test: Gr 12 Source: CDE	2018-19: 24% Met or Exceeded Standard	2020-21: not administered	2021-22: 25.18% Met or Exceeded Standard	2022-23: 22.14% Met or exceeded standard	30%
% Of Students Prepared for College as measured by EAP ELA Source: CDE	2018-19: 25.62 (Level 4)	2020-21: 27.7% (Level 4)	2021-22: 17.61% (Level 4)	2022-23: 50.67% (Level 4)	30%
% Of Students Prepared for College as measured by EAP Math	2018-19: 11.57% (Level 4)	2020-21: 12.5% (Level 4)	2021-22: 7.8% (Level 4)	2022-23: 16.78% (Level 4)	15%

Source: CDE																																																																										
A-G Completion Rate Source: Dataquest	2019-20: 80%	2020-21: 72%	2021-22: 78.5%	2022-23: 78.5%	90%																																																																					
% Of EL who made progress toward English Proficiency measured by ELPAC	2018-19: 22.22% Proficient	2020-21: 12.38% Proficient	2021-22: 13.19% Proficient	2022-23: 13.19% Proficient	20%																																																																					
Reclassification Rate Source: Dataquest	2019-20: 0.2%	2020-21: 15.8%	2021-22: 28.7%	2022-23: 3.1%	20%																																																																					
% EL with access to CCSS & ELD Standards Source: SARC & Textbook Inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%																																																																					
Attendance Rate Source: Dataquest	2018-19: 95%	2020-21: 96.26%	2021-22: 93%	2022-23: 93.4%	>95%																																																																					
Chronic absenteeism Rate Source: Dataquest	2018-19: 10%	2020-21: 13.9%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>563</td> <td>27.9%</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>14.3%</td> </tr> <tr> <td>Filipino</td> <td>2</td> <td>4.5%</td> </tr> <tr> <td>Hispanic</td> <td>546</td> <td>28.5%</td> </tr> <tr> <td>White</td> <td>8</td> <td>27.6%</td> </tr> <tr> <td>English Learner</td> <td>195</td> <td>29.5%</td> </tr> <tr> <td>Migrant</td> <td>5</td> <td>31.3%</td> </tr> <tr> <td>SWD</td> <td>46</td> <td>31.3%</td> </tr> <tr> <td>SED</td> <td>509</td> <td>29.2%</td> </tr> </tbody> </table>	2021-22 Chronic Absenteeism				Number	Rate	Schoolwide	563	27.9%	Asian	2	14.3%	Filipino	2	4.5%	Hispanic	546	28.5%	White	8	27.6%	English Learner	195	29.5%	Migrant	5	31.3%	SWD	46	31.3%	SED	509	29.2%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 Chronic Absenteeism</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>423</td> <td>22.1%</td> </tr> <tr> <td>Asian</td> <td>2</td> <td>15.4%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>411</td> <td>22.7%</td> </tr> <tr> <td>White</td> <td>9</td> <td>32.1%</td> </tr> <tr> <td>English Learner</td> <td>123</td> <td>21.5%</td> </tr> <tr> <td>Homeless Youth</td> <td>5</td> <td>33.3%</td> </tr> <tr> <td>Migrant</td> <td>3</td> <td>25.0%</td> </tr> <tr> <td>SWD</td> <td>43</td> <td>25.7%</td> </tr> <tr> <td>SED</td> <td>368</td> <td>23.2%</td> </tr> </tbody> </table>	2022-23 Chronic Absenteeism				Number	Rate	Schoolwide	423	22.1%	Asian	2	15.4%	Filipino	0	0.0%	Hispanic	411	22.7%	White	9	32.1%	English Learner	123	21.5%	Homeless Youth	5	33.3%	Migrant	3	25.0%	SWD	43	25.7%	SED	368	23.2%	8%
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Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																																					
HS Dropout Rate Source: Dataquest	2019-20: 3.6%	2020-21: 1.6%	2021-22: 0.7%	2022-23: 0.7%	<2%																																																																					
HS Graduation Rate Source: Dataquest	2019-20: 96.4%	2020-21: 95.9%	2021-22: 99.3%	2022-23: 99.3%	>95%																																																																					

Suspension Rate Source: Dataquest	2019-20: 2.7%	2020-21: 0.6%	2021-22 Suspension		2022-23 Suspension			<1%	
				Number	Rate		Number		Rate
			Schoolwide	90	4.3%	Schoolwide	91	4.7%	
			Asian	0	0.0%	Asian	0	0.0%	
			Filipino	0	0.0%	Filipino	0	0.0%	
			Hispanic	87	4.4%	Hispanic	88	4.8%	
			White	2	6.5%	White	2	6.7%	
			English Learner	39	5.7%	English Learner	41	7.1%	
			SWD	11	7.2%	Homeess Youth	2	13.3%	
			SED	85	4.8%	Migrant	1	8.3%	
						SED	80	5.0%	
						SWD	15	8.9%	
Expulsion Rate Source: Dataquest	2019-20: 0.2%	2020-21: 0%	2021-22: 0%		2022-23: 0%			0%	
Other Pupil Outcomes: State Seal of Biliteracy (Priority 8) Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		2022-23: 0%			5%	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- **Action 1:** This action was fully implemented. NWEA MAP Assessments (verified data) have been administered in Fall and Winter with the last assessment to be administered in Spring 2024. We administer multiple rounds of standards aligned assessments to allow for progress monitoring. In addition to NWEA, in grades TK-6 grade, teachers also follow the NWEA dates to administer DIBELS. District wide assessments are created by the Curriculum and Instruction (C&I) team using the illuminate item bank and testing platform. The position of Director of Assessments was replaced with a Project Coordinator that works with 2 Data Analysts to monitor assessments and provide reports for teachers and Leadership.

We also have implemented Performance Tasks which we've contracted with Marco Learning to review and score them, then create individual student class summaries.

Challenges: A challenge has been creating the common formative assessments with limited item banks. This is why the shift from Edulastic to Illuminate. The shift from Assessment Coordinator to Project Coordinator allowed for not only the assessments to be administered, but also a streamline through what is produced by the data team and supporting classroom teachers. This role has also allowed for direct alignment with which interventions will also be needed to support students based off the data.

- **Action 2:** This action was fully implemented. WCPA-Delano received a YELLOW Performance level for the ELA & Math Academic Indicator on the 2023 CA School Dashboard; RED performance level for both ELA & Math, for the SWD student group. We continue to focus on providing our struggling learners with Tiered Intervention Supports in all core content areas. In the primary classes, intervention is provided in the classroom through differentiated learning centers, as well as designated intervention times. During those times, Small Group Instructors (SGI) push into the classroom to provide differentiated support to students identified as needing Tier 2 support based off district assessments. At the secondary level, intervention is embedded into the core content time for all students, however those that require additional intervention support are placed in an intervention class taught by the intervention teachers. Progress monitoring of these students takes place during weekly Multi-Tiered Systems of Support (MTSS) meetings to assess growth, revision to the academic intervention plan, and next steps.

Challenges: As we developed an MTSS system, it allowed us to identify the needs that students really have in our community. We have done an inventory of our supports we are able to provide both academically and behavioral. It is clear after these audits that highlighted areas where we have gaps and need to provide additional support such as additional reading interventionists.

- **Action 3:** This action was partially implemented due to staff departures, however WCPA increased the amount of teachers to ensure support systems were in place. WCPA-Delano received a YELLOW Performance level for the Chronic Absenteeism Rate Indicator on the 2023 CA School Dashboard. To further reduce chronic absenteeism rate, we hired a Director of Student Supports. During MTSS Meetings we identify students that struggle with academic, SEL, behavioral and attendance; and develop Individualized Learning Plans each semester. The ILPs include academic grades, behavior report and how to best address student needs to support student growth. We collaborate with the Wellness Center and refer students as needed to provide additional services. As a result, there has been an increase in the support provided by the Student Services Team.

Challenges: An inventory of student services we can provide student highlighted gaps in the services we need to provide supports with students.

- **Action 4:** This action was fully implemented. WCPA received a RED Performance level for the ELA & Math Academic Indicator, and Suspension Rate Indicator on the 2023 CA School Dashboard; and an ORANGE Performance Level for Chronic Absenteeism Rate Indicator. This year we've continued with co-teaching, implementing co-teaching lesson plan and during weekly check-ins have provided feedback as well as examples of differentiation being utilized at WCPA. However, we did not hold co-teaching training due to overall concerns with Tier 1 instructional practices. We determined there was a need to focus professional development on Tier 1 practices in lieu of co-teaching professional development to improve the delivery of Tier 1 instructional practices. We officially rolled out the remaining two domains of TNTP: Academic Ownership and Demonstration of Learning. All SpEd staff received training in these areas and provided feedback throughout the semester, as well as through their MOY evaluations. We shifted away from using Seeing Stars curriculum and provided training and development on IMSE by Orton Gillingham. Teachers are now able to leverage both curriculums for lesson development. The Learning Center teachers meet bi-weekly (every other week) to discuss the use of effective instructional strategies. In addition, monthly meetings take place with the school site teams to discuss instructional practices related to feedback on lessons, TNTP/strategies, or curriculum specific. Quarterly meetings take place with Learning Center teachers and TouchMath to clarify any curricular related questions they have in support of students. We did not hire a School Psychologist prior to the 2023-2024 school year, however promoted the School Psychologist Intern as of January 2024. The School

Psychologist participated in virtual professional developments provided by California Association of School Psychologists (CASP) and will be attending the National Association of School Psychologists (NASP) Convention in February 2024 to continue to expand their knowledge of supports related to behavior and mental health. We hired a Speech Language Pathologist and promoted a second from Intern. Currently, WCPA only has 1 full-time virtual SLP to support students. Similarly, WCPA has begun Tier 2 speech intervention focused on articulation deficits that started on January 2024. Our Current Child Find numbers indicate that we now fall within the Average range in comparison to the state of California. The difference of the student population has been significantly changed over the course of the last couple of years due to an improvement with Child Find and transfer procedures. Several SWDs have transferred into WCPA, allowing families more opportunities for more inclusive services for their children. This year we've had successes with the Director of Student Services who develops a re-entry plan (check-in, check-out) to address chronic absenteeism rates. We've also adjusted the bus schedule and drop-offs to ensure student attendance rates improve.

Challenges: -Implementation of co-teaching: unclear guidelines for both administrators and instructional staff, lack of professional development due to competing priorities, teachers new to lesson planning -Volume of transfer students with low incidence disabilities and/or high needs -Lack of a mild/moderate Special Day Class offering -Learning Center teachers learning and implementing lessons for targeting skill deficit when it comes to academics, social/emotional skills, and adaptive or life skills is both an area we have had success and challenges with. Overall, have made many gains, but it takes time to learn so much new content.

- **Action 5:** This action was fully implemented. WCPA received an ORANGE Performance level for the ELPI Indicator; and ORANGE for the Suspension and ELA Indicator. The work our school has done to support English Learners over the past few years was rolled out in phases to ensure all areas of support were being met to address students' needs. As students returned from virtual learning, there was a strong effort to make sure that educators had all the tools needed to support progress monitoring and reclassification. Ellevation is our EL tracking tool and we have built a full TK-12 Designated ELD program using EL Achieves curriculum.

Additional increased academic support for ELs continue to include:

- Advisory courses for newcomers will be re-designed to provide additional language support through onboarding.
- Rosetta Stone supplemental intervention
- Spanish novels for students that can read in Spanish
- Expand classroom ELD libraries
- Lexia PowerUp Literacy

We attribute the decline in EL Student performance in part due to high teacher turnover rates, new teachers to the profession assigned to teach, and not closely monitoring the progress of ELs, type of academic supports provided. This year we hired a EL Coordinator that monitors the progress of each EL/LtEL, ensuring appropriate tiered supports are provided, monitoring academic grades, and referral to MTSS.

Challenges: Areas that have been a challenge is finding teachers and curriculum that is supplemental to supporting our newcomer EL students. There are also not many resources available on the topic offered in Kern County to support newcomers.

- **Action 6:** WCPA has extended its options for students to demonstrate college readiness in alignment with the CA Dashboard recommendations. Counselors at the high school continue to support students with completing their A-G courses to increase their college readiness. WCPA is providing students with additional opportunities which impact the CCI including offering an additional year of Spanish with the opportunity to earn a Seal of Biliteracy; offering career pathway courses to prepare students for the for workforce upon graduation; and have added courses such as community classroom which allows for onsite internships, CTE Pathway in Culinary Arts. We continue to provide A-G approved courses for all students.

Challenges: Some of the challenges that continue to arise are the access to courses and professors offered from Bakersfield College. This has pushed WCPA teachers to go back to school and earn degrees to become WCPA dual enrollment teachers. Again, with more course offerings comes the need for space and materials as well.

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

- Action 2: Due to internal restructuring of how WCPA address academic needs to accelerate learning WCPA has allowed us to streamline processes and eliminate costs by providing services in-house.
- Action 3: There were staff resignations resulting material differences between Budgeted Expenditures and Estimated Actual Expenditures, however this resulted in increased supports for students (See Goal 1, Action 1).

- **Action 1:** The school has continued to utilize NWEA over multiple years with consistency. As the data has had multiple years of data to analyze, we are now able to find trends within our data, including focusing on our subgroups and how to best support students. Data is now being used to drive programming needs and measuring all areas of high-quality instruction. Increased percentages of students meeting or exceeding standard in ELA and Math have shown positive results.

- **Action 2:** As we have been running MTSS meetings we are seeing multiple students receive academic interventions and show growth within the RTI model. Now that the foundations of the system have been built, we continue to explore areas to strengthen the program in alignment to what is already happening in the classroom such as students attending after school. In addition to academic interventions, we are seeing a large impact on our students' social and emotional needs. Through creating the structure for identifying and supporting with chronic absenteeism, we are now seeing those numbers decrease as well. Chronic absenteeism has decreased from 27.9% in the 2021/22 school year to 22.7% for the 2022/23 school year.

- **Action 3:** The MTSS process has gone through the phase of creating a system to analyze the supports need for students and what is currently offered at the academy. This has helped us to go with a data decision making process to ensure that the services provided to students are now working and providing strong outcomes for students. WCPA's leadership team internally tracks the increased supports in the MTSS process.

- **Action 4:** -Strong Child Find procedures-Improved transfer process-Improved behavioral and social/emotional interventions -Overall improved Teacher Quality specific to the TNTP for both general education and special education teachers-Individualized instruction occurring for both push-in services as well as within the Learning Centers to target specific skills deficits -Improved knowledge around ERMHS services and mental health supports for SWD. Through dedicated professional development days targeted for instructional staff to better serve students with disabilities.

- **Action 5:** The successes we have seen are the increase in our reclassification numbers and having a fully built out Designated ELD program aligned to one curriculum. The curriculum also requires be trained and enroll in cohorts to support their development and understanding of the curriculum. DataQuest - 2021/22 school year 47.0% RFEP. 2022/23 school year 50.4% RFEP.

- **Action 6:** WCPA has seen an increase in students eligible for UC or CSU based off their a-g course completion. Having more support from Guidance Counselors has also allowed for direct feedback from the students on what their needs are to be successful. After hearing feedback from students and families, this guided the decision to expand the pathway offerings with a goal that every student has a college and career trajectory after graduating from WCPA. 2022/23 DataQuest numbers show that WCPA had 89.1% graduates meeting UC/CSU requirements compared to 52.4% statewide.

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

For the 2024-25 LCAP, Goal #2 was revised to align to our MTSS with a focus on academic intervention and culturally relevant curriculum. With the return of performance levels on the CA School Dashboard, WCPA's LCAP will use the distance from standard (DFS) measurement for the ELA and Math (CAASPP) Academic Indicators, which serves as accurate measure of student performance. For the 2024-25 LCAP – metrics will include numerically significant student groups as reported in the CA School Dashboard performance level.

Goal #2 will focus on State Priorities 1, 4, 7 & 8 resulting in revised metrics and actions. Based on feedback from our educational partners, for Priority 1: Basic Teachers, we will use the CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, and alignment of the CA School Dashboard Local Indicators with our school's LCAP.

Additionally, for the 2024-25 LCAP, WCPA will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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

Goal

Goal #	Description
3	Partner with parents to cultivate a consistent home-to-school relationship, by providing multiple opportunities for engagement and input in decision-making in schoolwide programs and initiatives. Engage families and students through the implementation of effective strategies that promote a positive school climate, and health and safety practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT Source: SARC & FIT	2020-21: Exemplary	2021-22: Exemplary	2022-23: Exemplary	2023-24: Exemplary	Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 96% Sense of safety 92% School connectedness Source: Internal Survey	2021-22: 94% Sense of safety 92% School connectedness Source: Internal Survey	2022-23: 55% Sense of Safety 69% School Connectedness Source: Internal survey	2023-24: 84% Sense of Safety 84% School Connectedness	>75%
Parent Survey: Sense of safety & school connectedness	2020-21: 96% Sense of safety 94% School connectedness Source: Internal Survey	2021-22: 98% Sense of safety 96% School connectedness Source: Internal Survey	2022-23: 95% Sense of Safety 89% School Connectedness Source: Internal survey	2023-24: 84% Sense of Safety 81% School Connectedness	>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 96% Sense of safety 94% School connectedness Source: Internal Survey	2021-22: 95% Sense of safety 92% School connectedness Source: Internal Survey	2022-23: 88% Sense of Safety 85% School Connectedness Source: Internal survey	2023-24: 80% Sense of Safety 85% School Connectedness	>75%
Parent Input in Decision-making including UP & SWD:	2020-21: CDE’s Self-reflection Tool (Questions 5-8)	2021-22: CDE’s Self-reflection Tool (Questions 5-8)	2022-23: CDE’s Self-reflection Tool (Questions 5-8)	2023-24: CDE’s Self-reflection Tool (Questions 5-8)	Rating of 4+

As measured by CDE's Priority 3: Self-reflection Tool (source)	5. 4 6. 4 7. 4 8. 4	5. 4 6. 4 7. 4 8. 4	5. 4 6. 4 7. 4 8. 4	5. 4 6. 5 7. 5 8. 4	
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 4 4. 5	Rating of 4+

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were fully implemented:

- **Action 1:** This action was fully implemented. WCPA has made great strides focusing on positive student-going culture. Positive Student Culture events listed have taken place schoolwide. Greater efforts have been made to focus on positive culture enrichment opportunities for all students throughout the school year; including quarterly awards assemblies, expanding student club opportunities, and expanding after school club opportunities. The Comprehensive School safety plan was reviewed, revised and presented to staff. Emergency drills take place regularly including protocols to ensure campus safety. The Campus supervisors help build positive relationships with students and administrators to ensure trust and positive school culture.

- Challenges: Students are still not feeling fully engaged and supported at WCPA based on Panorama student survey data. Staff have been very invested in supporting student efficacy and ensuring students have a positive role model and/or supportive adult in their life (either in or outside of the school).

- **Action 2:** This action was fully implemented. WCPA has scheduled ELAC/DLAC committee meetings quarterly and is in the process of restructuring the school's Parent Advisory Committee for a better representation of all families being served by WCPA. The PAC is tasked with providing input with the school's LCAP. Materials are translated to Spanish; and interpreters are present during committee meetings and upon request.

- Challenges: Parent involvement during meetings as been an issue. Redefining PAC. Technology barrier for some parents.

- Action 3: This action was partially implemented. WCPA has provided parents (including those of unduplicated pupils and students with disabilities) opportunities to engage throughout the year on multiple levels. Engagement opportunities have included coffee with the principal, parent workshops on topical issues, regular family electronic newsletters and messaging through ParentSquare, Class Dojo and LiveSchool. We communicate with families on a regular basis in both English and Spanish. We continue to host parent workshops to address specific needs including college-going access and readiness, and Instructional Learning Plan (ILP) Nights which provides families with a snapshot on how their child is performing academically, and strategies they can implement at home to support them. The Parent Engagement & Education Center has not yet been implemented due to logistics and costs. We anticipate postponement until Summer of 2024.

Challenges: WCPA has been proactively engaging families but hopes to continue with expanding opportunities for family engagement and impact. The lack of implementation of the Parent Engagement & Education Center has not been able to expand our reach with families.

- Action 4: This action was fully implemented. WCPA administer the FIT report annually which is reported on the SARC, LCAP and Local Indicators. Custodial staff and groundskeeping staff ensure facilities are in pristine and safe for all students and staff.

Challenges: Ensuring that all buildings and facility grounds are in an exemplary state throughout the school year can be changing inspecting classrooms without disturbing instruction.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: More opportunities for students to build positive school culture has been offered including ASB/student council opportunities, regular opportunities for student academic and enrichment activities and trips; a revamped learning garden incorporated into student curriculum to expand exposure to healthy student practices and experiences; Soldiers of Change is now a "Community Classroom" to allow WCPA student to be better partners and advocates in their school community and beyond. WCPA Campus Safety has been top of mind and has successfully fully implemented safety measures and practices across the campus to ensure student safety. Campus supervisors have been involved in MTSS practices and trainings on de-escalation how to create a positive and safe student environment leading to less disruptive behaviors and incidents over the last three years. Chronic absenteeism decreased from the 2021/22 school year of 27.9% to 22.7% for the 2022/23 school year. Suspension rates slightly increased at WCPA from 4.3% in the 2021/22 school year to 4.7% for the 2022/23 school year.

- Action 2: WCPA has been hosting various parent meetings quarterly the past three years. WCPA has added Zoom options along with interactive sessions with dual language accessibility for parent engagement.

-Action 3: WCPA has increased the number of parental involvement opportunities throughout the year at all grade levels. WCPA has implemented the ILP Night - a signature event where all students are provided a detailed academic progress report with key and personalized information on ways families can support their student's academic success. These reports also include other metrics including their English Learner level (if applicable), attendance rate, and NWEA assessment results. WCPA's leadership team has seen an increase in parental involvement through the feedback sessions in the development of the 2024/2025 LCAP.

- Action 4: WCPA has been able to be exemplary in FIT reports for SARC, Oversight visits and Williams visits with no findings reported. Ensuring the campus meets the needs for all students.

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

For the 2024-25 LCAP, Goal #3 was revised to promote a “whole child development” to align with our MTSS with a focus on social and emotional intervention through an inclusive, positive and supportive learning environment; and strengthening parent engagement & empowerment. Metrics and actions were changed to align to the goal. For Priority 3 – the metric that measures parent input in decision-making was changed from questions #5-8 from the CDE's Local Indicators Priority 3 to questions #9-12 which provides a more accurate indicator for addressing this state priority.

Additionally, for the 2024-25 LCAP, WCPA will continue to develop a one-year LCAP that includes “Target for Year 1 Outcome,” under the section measuring and reporting results, rather than “Target for Year 3 Outcome,” an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

[Wonderful College Prep Academy \(WCPA\)](#) is a TK-12 [WASC-accredited](#) college preparatory charter school situated in the agriculturally relevant and growing city of Delano. WCPA offers all students a longer school day and longer school year, providing a rigorous standards-aligned curricular program. In partnership with Bakersfield Community College, Wonderful College Preparatory Academy provides high school students with access to one of 3 Academic Pathways: Agricultural Business, Teaching and Learning, and Health Sciences, through a 4-year dual enrollment program, where upon graduation students may earn a high school diploma and an Associate’s degree. Through its commitment to ensure every student is college and career ready, WCPA has implemented a Multi-tiered System of Supports to address the academic, social-emotional, behavioral, and mental health needs of its students.

Wonderful College Prep Academy serves approximately 1,857 students in grades TK-12 with demographics reflective of the community we serve: 93% Hispanic, 3% Filipino, 2% White, 1% Asian, 1% African American, 9% Students with Disabilities, 28% English Learners, 0.4% Foster Youth, 0.6% Homeless Youth, 2.5% Migrant, and 74% Socioeconomically Disadvantaged.

MISSION

A great education begins with a nurturing, engaging, community-centered school environment, built on top of a strong and well-rounded academic foundation. Our graduates leave Wonderful College Prep Academy as critical thinkers and lifelong learners, equipped to earn a college degree, and become the next generation of leaders in the Central Valley.

PORTRAIT OF A GRADUATE

While WCPA works toward building a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students, we are cognizant that California lacks a statewide definition of student success. In response, WCPA intends to engage students and educational partners in creating a Graduate Profile (referred also as “Portrait of a Graduate”). As stated by *Scaling Student Success*, the academic core, in and of itself, tested in today’s assessments associated with teaching standards are not “sufficient to holistically and equitably prepare all young people for future success.” WCPA

recognizes that our accountability framework requires a shift in how we provide students authentic ways to demonstrate their knowledge and skills. According to [Scaling Student Success](#) the “COVID-19 pandemic has accentuated the need to educate the whole child. It has elevated the importance of social-emotional learning (i.e., self-awareness, self-management, social awareness, relationships skills, and responsible decision-making) as well as other success skills (communication, collaboration, creativity, critical thinking, digital literacy, and more).”

WCPA plans to start the process of creating a Graduate Profile in partnership with students, educational partners, and The Wonderful Company (TWC) by having students engage in discussions with TWC employees to better understand the competencies necessary for students to succeed in college/career after graduating from WCPA.

As our effort to create a Graduate Profile takes place, WCPA will focus on crafting an “Adult Profile” by leveraging the TNTP rubric and aligning its teacher performance domains to the Graduate Profile. This will ensure that classroom observations and teacher performance feedback is aligned to domains of our eventual Graduate Profile. More importantly, WCPA’s “Adult Profile” will describe the observable skills and knowledge matching the content of our “Graduate Profile.”

ACCOMPLISHMENTS

As a recipient of the [SUMS MTSS grant](#) Phase 3, Wonderful College Prep Academy has been engaging in comprehensive staff wide MTSS training with an equity lens to improve the delivery of services, schoolwide practices, and further reinforce our schoolwide commitment to proven strategies that address academic, social-emotional, behavioral, and mental health needs of our students.

[MTSS](#) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school’s system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students’ academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

WCPA is the recipient of the [CA Community Schools Partnership Program Implementation Grant](#) and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. WCPA will align its MTSS, [Community School](#), and PBIS Initiative with [Expanded learning Opportunities Program \(ELOP\)](#), and its [Universal Transitional Kindergarten program \(UTK\)](#).

WCPA’s “whole child” approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities. Our goal is to create a supportive and inclusive educational environment while ensuring a whole-child approach.

WCPA is not eligible for [Equity Multiplier Funds](#). WCPA has developed a one-year LCAP that aligns with [CA's MTSS Framework](#), adheres to the CDE's [ATSI Planning Summary](#), and the School Plan for Student Achievement (SPSA), meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following chart reflects Wonderful College Prep Academy's performance on the [2023 CA School Dashboard](#) by indicator and student group.

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

WCPA received a red-color Performance level for Students with Disabilities in ELA and Math Academic Indicators and the Suspension Rate indicator on the [2023 CA School Dashboard](#). This resulted in WCPA being eligible for [Additional Targeted Support & Improvement \(ATSI\)](#), and

[Differentiated Assistance \(DA\)](#). WCPA conducted a needs assessment and root causes analysis which was incorporated in the CDE's Compliance and Improvement Monitoring Process (CIM).

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

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

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

Reflections: Technical Assistance

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

Wonderful College Prep Academy is eligible for Differentiated Assistance resulting from low performance for the Students with Disabilities student group on the 2022 and 2023 CA School Dashboard (two years) – Method 1.

Differentiated assistance, as it is commonly termed, is targeted technical assistance under California's public school accountability system as part of the LCFF legislation. Differentiated Assistance is designed to assist LEAs to address underlying causes that led to low student outcomes while strengthening the LEA's overall ability to evaluate the effectiveness of strategies and programs, adjusting as appropriate. Differentiated assistance is provided to school districts (districts), COEs, and charter schools. Differentiated assistance is not a status or label that LEAs enter or exit, but a type of support rooted in continuous improvement.

Differentiated assistance is therefore intended not only to help the LEA address the underlying causes that led to its eligibility for assistance, but also to strengthen the LEA's overall ability to evaluate the effectiveness of strategies and programs and adjust as appropriate for the benefit of all students. This approach equips the LEA to improve in areas that were not the focus of differentiated assistance and increases the likelihood that improvements will be sustained when the differentiated assistance ends.

For Charter Schools, the County Office of Education provides DA to eligible charter schools located in their county, unless the COE is the authorizer of the charter school. In that case, the Geographic Lead Agency for the OCE will provide DA. In the case of WCPA, California Collaborative for Educational Excellence (CCEE) and the Fresno County Superintendent of Schools (FCSS) will provide Differentiated Assistance. For Charter Schools Differentiated Assistance is provided for at least one year.

DA is intended to support charter schools in building their capacity to improve student outcomes through the LCAP process, which includes deciding how to use resources provided through the LCFF and other state, local and federal funding sources to meet the need of students and the local community.

The Leadership Team has consulted with its educational partners and conducted a needs assessment in combination with the CDE's Compliance and Improvement Monitoring Process (CIM) and has identified the need to develop Professional Learning Communities (PLC)s to leverage its educational program to improve academic outcomes for Students with Disabilities (SWD).

WCPA's leadership team has recently participated in onboarding meeting and continuous improvement model through the California [Collaborative for Educational Excellence \(CCEE\)](#) and the Fresno County Superintendent of Schools (FCSS), who has been designated to provide Differentiated Assistance services. WCPA is authorized by the Kern County Office of Education, who has designated CCEE and FCSS to provide DA services. WCPA will work closely with CCEE and FCSS, in combination with its SELPA administrator through Kern County Office of Education to address underlying causes that led to low student outcomes for the Student with Disabilities (SWD) student group, while strengthening the LEA's overall ability to evaluate the effectiveness of strategies and programs.

WCPA seeks support from [Collaborative for Educational Excellence \(CCEE\)](#) and the Fresno County Superintendent of Schools (FCSS), to implement an organization-wide Child Find, and Student Support and Progress (SSPT) process that includes at least 2, preferably 3 cycles (steps 3-6).

1. Schoolwide data monitoring system (to be integrated in the PLC data analysis protocols)
2. SSPT referral process
3. Structured SSPT meetings.
4. Implementation of interventions (4-6 weeks at a time to be effective)
5. Ongoing progress monitoring
6. Follow-up SSPT meeting(s): data-based decision-making

Focus on achieving a co-teaching model through Goal 1 Action 3 and Goal 2 Action 6 by:

1. Provide comprehensive professional development for general and special education staff to build an understanding of co-teaching principles, collaborative practices, differentiation strategies, and effective teamwork skills. This includes providing resources, workshops, and ongoing support to help teachers develop the necessary skills and knowledge.
2. Support the development of collaborative relationships between general and special education teachers that revolve around open communication, mutual respect, and shared decision-making. It is essential to provide opportunities for teachers to get to know each other, their areas of strength, teaching styles, and areas of expertise.
3. Support structured collaborative planning that allows team teachers to plan lessons with differentiated instruction, accommodations/modifications, and create assessments.
4. Support with creating clarity in the roles and responsibilities of co-teachers.
5. Implement co-teaching models that best support the needs of the students and instructional goals.
6. Provide ongoing support and feedback to co-teachers.
7. Monitor and evaluate the co-teaching model's effectiveness in meeting the established goals and objectives.

Comprehensive Support and Improvement

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

Schools Identified

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

Wonderful College Prep Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
	<p>WCPA’s Leadership Team has engaged the following educational partners throughout the school year with the monitoring and progress of the school’s LCAP. The 2024-25 LCAP goals, metrics and actions – reflect the organization’s recently adopted Strategic Plan, feedback from its educational partners, local and state data, eligibility for Differentiated Assistance (DA) and Additional Targeted Support & Improvement (ATSI), including the school’s new leadership, and shift to a Professional Learning Community (PLC).</p>
<p>Administrators, Principals</p>	<p><u>Dates: 2/15/24 - 5/7/24</u></p> <p>Principals & Administrators were consulted through a series of meetings that have taken place on a weekly basis. Discussions included a review of multiple types of state and local data, progress of 2023-24 LCAP Midyear Update, revision of the 2024-25 LCAP goals, actions, and metrics, eligibility for DA and ATSI designation review and planning, and 2024-25 LCAP budget.</p> <p>Feedback provided through consultation:</p> <ul style="list-style-type: none"> • Shift to primary and secondary program. • Implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports. • Provide differentiated Professional learning opportunities for teachers. • Need to provide coaching and instructional support for teachers and school leaders through the Curriculum & Instruction Team. • Strengthen instruction and interventions for SWD
<p>Teachers</p>	<p><u>Date: 1/19/24</u></p>

	<p>During a professional development session, site leaders solicited open-ended feedback from teachers. The feedback from teachers encompassed a wide range of areas, reflecting both successes and areas for growth in instructional practices, adult culture, student culture, intervention and subgroup support, assessments of learning, school climate and environment, parent engagement, English learner programs and services, services to support students with disabilities, MTSS (Multi-Tiered System of Supports), professional learning, and other miscellaneous aspects of school operations.</p> <p>Teachers expressed the need for additional resources and supports in instructional practices and curriculum, including requests for printers in every classroom, streamlining the process for ordering materials, access to concrete math and writing curricula, and more training and access to conferences. Teachers emphasized the importance of building a robust library, implementing ethnic studies, and providing more supports for emergent bilingual students. Additionally, teachers advocated for more training on inclusive practices to meet the needs of diverse student learners.</p> <p>Teachers expressed appreciation for the professional development opportunities with their peers and would like to participate in activities to build morale and camaraderie among themselves. Teachers also expressed support for individual planning and preparation for classroom teaching. Further, they highlighted the importance of recognizing staff contributions and achievements and providing incentives for these.</p> <p>Teachers also emphasized the need to continue promoting student well-being and engagement, including clubs, field trips, and wellness initiatives. They advocated for a more robust disciplinary process coupled with interventions to support students' academic and behavioral needs, as well as more opportunities for parent involvement and support.</p>
<p>Other School Personnel</p>	<p><u>Date: 3/11/24</u></p> <p>Staff provided feedback through an activity in which they reviewed the previous LCAP and identified areas of growth. During this session, staff highlighted several areas they believed should be incorporated into the upcoming 2024-2025 LCAP.</p> <p>Staff emphasized the need for comprehensive new teacher onboarding, “bootcamps” training programs, and curriculum training for interventionists. Additionally, they advocated for Common Core Companion Guides, Substitute teacher training, and the integration of an elementary music program.</p> <p>Further recommendations included establishing regular MTSS meetings, providing students with community-based experiences and field trips, and expanding professional development focused on differentiation and scaffolding techniques. Suggestions also encompassed providing resources such as dictionaries, Spanish-language novels and textbooks, as well as developing a newcomer curriculum.</p> <p>There was a call for allocating resources for graduation expenses and introducing Career Technical Education (CTE) courses. By incorporating these suggestions, the school aims to enhance the quality of its educational programs and meet the evolving needs of the school community.</p>

<p>Students</p>	<p><u>Dates: November 6-9, 2023</u></p> <p>Students participated in the Panorama student survey to assess their experience with school climate, available academic and social and emotional supports, supportive relationships with adults, and ability to demonstrate self-efficacy. WCPA will continue to invest in Student Support Team members to provide services identified by students as areas of growth.</p>
<p>Parent Advisory Committee (PAC)</p>	<p><u>Date: 9/12/23</u></p> <p>Overview and discussion of 2023-24 LCAP. PAC reviewed Goals, Actions, and the 8 State Priorities tied to the LCAP.</p> <p><u>Date: 2/20/24</u></p> <p>The WCPA PAC reviewed and discussed 2023-24 LCAP Goals and Actions and provided input about the 2024-2025 LCAP. Each member of the PAC highlighted up to five actions they viewed as important priorities for the upcoming school year. Most members identified four key priorities:</p> <ol style="list-style-type: none"> 1. recruiting qualified principals, teachers, and substitute teachers; 2. offering students a diverse range of courses including art, music, robotics, STEM, and band; 3. ensuring students are prepared for college and careers; and 4. facilitating parent involvement in decision-making through DELAC/ELAC and PAC committees. <p>Additionally, PAC members emphasized the need for increased support for English Language Learners (ELL) and struggling students.</p> <p><u>Date: 4/30/24</u></p> <p>Solicited feedback of the draft 2024-2025 LCAP Goals, Actions, and metrics. Reviewed California School Dashboard data and Differentiated Assistance and ATSI designation for Students with Disabilities. Notably, PAC reviewed Dashboard metrics overall for all student groups and led to a discussion on areas of growth for all students in Math (YELLOW) and English Language Arts (YELLOW). Additionally, PAC members identified the achievement gap among our student subgroups for English Learners (YELLOW) and especially our SPED students with a RED performance level in suspension rates, English Language Arts, and Mathematics in the California School Dashboard. They celebrated our BLUE designation for Graduation Rates but noted they support where their school is moving to support all students. Acknowledging areas of strength within WCPA, the PAC also pinpointed key areas for growth to prioritize in the upcoming 2024-2025 LCAP. These include enhancing training for general education teachers to support Students with</p>

	<p>Disabilities, providing educators with tools to create more challenging tasks for students performing above grade level, expanding music offerings for grades K-12, introducing health courses for elementary students, organizing additional off-campus field trips, and increasing tutoring support.</p> <p><u>Date: 6/11/24</u></p> <p>The 2024-25 LCAP was presented to the Parent Advisory Committee for review and approval.</p> <p>No additional feedback provided. The PAC approved the 2024-25 LCAP for submission to the WCPA Board of Directors.</p>
<p>ELAC, DELAC & EL-PAC</p>	<p><u>Date: 9/12/23</u></p> <p>Overview and discussion of 2023-24 LCAP. DELAC/ELAC reviewed Goals, Actions, and 8 State Priorities tied to LCAP.</p> <p><u>Date: 4/9/24</u></p> <p>The DELAC/ELAC/EL-PAC reviewed and discussed the 2024-25 LCAP for approval. Solicited input for the 2024-2025 LCAP. Members highlighted a need for summer school transportation, particularly regarding early bus departure times and the lack of afternoon bus options. Additionally, there was appreciation expressed for the reading programs and ParentSquare's quick response time, along with suggestions for improving communication between parents and substitute teachers via the ParentSquare application.</p> <p>The additional feedback was addressed in the LCAP.</p> <p>The EL-PAC approved the 2024-25 LCAP for submission to the WCPA Board of Directors.</p>
<p>Parents including those representing Unduplicated Pupils</p>	<p><u>Dates: March 4-17, 2024</u></p> <p>Family Engagement Survey was distributed to parents of students via ParentSquare (survey link), as well as via Chromebooks and tablets at student pick-up locations. The survey was available in both English and Spanish. Completion rates reached approximately 45% with 511 parents out of 1,132 families completing the survey.</p> <p>While parents remain largely satisfied with the services and current supports provided, many were unaware of the additional services available outside of the classroom. There is an opportunity to enhance communication of existing programs available to students and associated transportation.</p>

	<p>Amid uncertain economic times, financial concerns remain a top issue for families. Compared to 2023, more families are struggling with employment concerns.</p> <p>Among specific concerns offered for kids, homework support and dedicated time to be engaged with their child’s education remain is a concern to families. Many parents are also interested in expanded extracurricular options and individualized support for their kids along with English classes for themselves.</p> <p>Overall, parents are pleased with the quality of instruction and their child’s progress in the IEP and ELD programs. Many families acknowledge the Special Education program's benefits and have observed positive changes in their students. However, there was an expressed desire for more resources to further support the Special Education Program. Parents of EL students expressed satisfaction with their children's progress, noting significant improvements in English proficiency. They also commended the professionalism of staff and appreciated clear and regular communication about their child's progress and ways to support learning at home.</p>
<p>SELPA Administrator</p>	<p><u>Dates: 12/11/23, 1/23/24, 2/6/24, 2/27/24</u></p> <p>Members of WCPA Special Education Department participated in Kern County Superintendent of Schools LCAP Development Series; and met with SELPA Administrators. WCPA hosted the SELPA during an onsite visit, that included classroom walkthroughs and observations. The SELPA team provided feedback about our program; and we discussed eligibility for DA and ATSI. The LCAP action was discussed with the SELPA and feedback includes the need for General Education teachers to provide supports for SWD, and gain a better understanding for servicing SWD, through training in Universal Design for Learning (UDL) and adoption teacher collaboration protocols with SpED Teachers acting as content experts.</p>

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 1: Teacher Bootcamp – Summer Professional Development
- Goal 1, Action 2: Sustainable research-based Professional Development model
- Goal 1, Action 3: Differentiated Professional Learning: Curriculum & Instruction Team; and Instructional Consultants
- Goal 2, Action 2: Spanish language novels and textbooks

- Goal 2, Action 2: Tiered Intervention (Instructional Aides, Small Group Instructors, Resident Teachers), Guidance Counselors, Tutors (Air Tutor), ELOP (afterschool, intersession and summer programming)
- Goal 2, Action 5: Electives & enrichments: Music, Art, Robotics, STEM, Band
- Goal 2, Action 6: Special Education Program.
- Goal 3, Action 1: Bus transportation (additional routes), Director of Student Services, Student Incident Response Coordinators, Psychologist, Social Workers.
- Goal 3, Action 2: College & Career Preparedness: Naviance, College/University Visits
- Goal 3, Action 5: Parent Workshops, PIQE, ParentSquare, Aeries

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards
- Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

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

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

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

Few organizations serving the same percentage of low-income students as WCPA have succeeded in creating the level of organization coherence that has led to a majority of students demonstrating grade level proficiency, especially Students with Disabilities. At WCPA, we must lead by example through a disciplined approach to continuous improvement, humility in leadership, and willingness to change. In the spirit of abiding by the notion that “every system is designed to get the result that it gets”, we will define and implement a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students.

This is due to that fact that we have low achievement rates of 32% of students meeting standard in Math and 44% in ELA in Delano, and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL).

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84.2%			2022-23: 96.3%	
2	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3 CTE: 2 Health: 3 PE: 4 VAPA: 4 World Language: 4			<u>2024-25:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 3 PE: 4 VAPA: 4 World Language: 4	

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Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	<p>HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM</p>	<p>For 2024-2025, Wonderful College Prep Academy (WCPA) is removing the middle school program and shifting to a primary and secondary program to support continued learning by reducing school transitions from three to two. WCPA will employ two (2) school site principals in the Elementary (TK-6) and Secondary (7-12) grades. Additionally, WCPA will employ appropriately credentialed and assigned teachers to serve grades TK-12 to provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, VAPA, Spanish, and Physical Education. WCPA’s teacher residency program with Loyola Marymount University (“LMU”) will help create a teacher pipeline in needed subject matters. WCPA’s Teacher Induction Mentor will work closely with teacher residents to ensure they are on track to complete their credential programs.</p> <p>Substitute Teachers across all grade levels will be employed to maintain continuity of instruction and prevent further interruptions to student learning.</p> <p>WCPA will provide all students with 180 instructional days, which exceeds the California state requirement of 175 instructional days for charter schools. All educators will participate in 6 days of professional learning during the summer; 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners, including English Learners (EL) and Students with Disabilities (SWD).</p> <p>Professional Development throughout the school year will focus on the following areas of focus:</p> <ul style="list-style-type: none"> • Quarterly Data Talk: NWEA, CFAs, DIBELS • TNTP: Academic Ownership • TNTP: Demonstration of Learning • TNTP: Culture of Learning 	\$7,978,005	N

		<ul style="list-style-type: none">• TNTP: Essential Content• Unit Planning• Building a Positive Classroom Culture: Setting Expectations, Creating Classroom Agreements, Warm Demander• Supporting Student Progress Toward Mastery of the Standards• Integrated ELD Strategies: Vocabulary• School Site Specific - Focus on Culture and Climate• Supporting all subgroups in the classroom• Community Agreements• Support with Tier 1 behaviors in the classroom <p>Funding will be used to invest in:</p> <ul style="list-style-type: none">• 2 School site principals• 70 Core teachers <p>Recruitment supplies & hiring costs</p>		
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2	<p>SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING</p>	<p>WCPA will provide all educators (General Education & SPED) with sustained, research-based professional learning resulting in high-quality, tier-one instruction within a multi-tiered system of supports for all students. WCPA currently uses the definition for “high-quality instruction” identified by the California Department of Education. According to the California Department of Education (CDE), “Most researchers and practitioners suggest that high-quality instruction meets each student where he or she is in learning the curriculum, so that instructional activities build on students’ prior knowledge and are relevant and differentiated. This instructional approach means that teachers will design and apply different methods to help students’ access critical content.” The CDE also notes, “The quality of the instruction teachers deliver has a striking impact on student achievement. When instruction is differentiated to accommodate students’ learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically.”</p> <p>To better meet the needs of our diverse populations of students, WCPA will include culturally responsive professional learning to increase student outcomes for all students, especially for Students with Disabilities (SWD) and English Learner (EL) students.</p>	\$1,244,953	N
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All educators will participate in 6 days of professional learning during the summer; 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners, including English Learners (EL) and Students with Disabilities (SWD).

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

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

Professional Learning focused for Elementary educators will include:

- Play Based Learning
- Differentiated Learning Centers
- Geodes - decodable readers
- Just Words - phonics intervention EL Achieve
- Pause...Mindful Moment
- MyWorld Interactive
- De-Escalation Strategies

Professional Learning for Secondary educators will include:

- Secondary Writing
- TNTP Academic Ownership
- Depression/Anxiety & Academic Ownership P. 2
- Tech Startup PLC

Professional Learning for Administrators:

- PBIS: training for Principals: LACOE; PBIS Leadership Forum

- Building staff/adult culture
- IIRP Restorative Practices Graduate School: Putting Theory into Action for School Leaders; Restorative Practices for Educators

WCPA will support educators and administrators through workshops and conferences, including:

- MTSS Professional Learning Institute - Conference
- CCSA
- Math Conference
- CASCWA Conference
- National PBIS Leadership Forum
- PBIS Leadership Forum
- Community Schools Conference

To support teacher effectiveness, teacher retention, and the credentialing clearance process, WCPA will reimburse employees for teacher induction expenses.

Funding will be used to invest in:

- 4 Assistant Principals
- Chief Academic Officer
- Conference & Workshop fees

Teacher Induction fees

3	<p style="text-align: center;">DIFFERENTIATED PROFESSIONAL LEARNING</p>	<p>In 2024-2025, WCPA plans to refine the current Intellectual Preparation Protocol (IPP) process whereby site leaders facilitate discussions among teachers focused on data results from standards-aligned assessments. Using <i>Improvement Science</i>, we plan to strengthen how teachers collaborate among themselves in ongoing cycles of inquiry to reach 80% end-of-unit common formative assessment mastery rates among students.</p> <p>Our plan is to achieve this by introducing formal protocols of the Professional Learning Communities (PLC) structure to the IPP process. As described in “Learning by Doing (Third Edition),” effective PLCs are characterized by the following elements:</p> <ul style="list-style-type: none"> • Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitment they make to each other about how they will work 	\$1,996,685	Y
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together.

- The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
- The collaborative team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same skills regardless of the teacher to whom they are assigned.
- The collaborative team develops common formative assessments to frequently gather evidence of student learning.
- The school creates a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.
- The collaborative team uses evidence of student learning to inform and improve the individual and collective practice of its members.

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

1. What is it we want our students to know and be able to do? Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of this unit of instruction.
2. How will we know if each student has learned it? Are we using common formative assessments in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction?
3. How will we respond when some students do not learn it? Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction? Do we use evidence of students learning from common formative assessments to analyze and improve our individual and collective instructional practice?
4. How will we extend the learning for students who have demonstrated proficiency? Can we identify students who have reached identified learning targets to extend their learning?

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

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

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

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

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

Funding will be used to invest in:

- Curriculum & Instruction Staff (4 employees)
- Guiding Coalition Stipends

Instructional Consultants

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 4: Student Achievement
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

As evidenced on the 2023 CA School Dashboard, there are persistent achievement gaps among Unduplicated Pupils as measured by the ELA and Math Academic Indicators.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
3	% students with access to standards-aligned materials.	2023-24: 100%			2024-25: 100%	

	Source: Textbook Inventory/classroom observations																																
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-15.5</td> </tr> <tr> <td>Hispanic</td> <td>-18</td> </tr> <tr> <td>EL</td> <td>-41.7</td> </tr> <tr> <td>SED</td> <td>-21.1</td> </tr> <tr> <td>SWD</td> <td>-113.6</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-15.5	Hispanic	-18	EL	-41.7	SED	-21.1	SWD	-113.6		<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-13.5</td> </tr> <tr> <td>Hispanic</td> <td>-16</td> </tr> <tr> <td>EL</td> <td>-39.7</td> </tr> <tr> <td>SED</td> <td>-19.1</td> </tr> <tr> <td>SWD</td> <td>-111.6</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-13.5	Hispanic	-16	EL	-39.7	SED	-19.1	SWD	-111.6	
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6	% Proficient CAST Source: CAASPP website	<table border="1"> <thead> <tr> <th colspan="2">2022-23 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>23.82%</td> </tr> <tr> <td>Hispanic</td> <td>22.87%</td> </tr> <tr> <td>EL</td> <td>1.85%</td> </tr> <tr> <td>SED</td> <td>22.16%</td> </tr> <tr> <td>SWD</td> <td>7.14%</td> </tr> </tbody> </table>	2022-23 CAST % Proficient		Student Group	%	All Students	23.82%	Hispanic	22.87%	EL	1.85%	SED	22.16%	SWD	7.14%		<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>25%</td> </tr> <tr> <td>Hispanic</td> <td>25%</td> </tr> <tr> <td>EL</td> <td>3%</td> </tr> <tr> <td>SED</td> <td>24%</td> </tr> <tr> <td>SWD</td> <td>9%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	25%	Hispanic	25%	EL	3%	SED	24%	SWD	9%	
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SED	24%																																
SWD	9%																																
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	42.8% Source: 2023 Dashboard		2023-24: 44% Source: 2024 Dashboard																													
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 13.2% Proficient		2023-24: 15% Proficient																													

9	Reclassification Rate Source: Dataquest	2022-23: 15%			2023-24: 16%	
10	% students participating in elective course or enrichment for all students. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%	
11	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 99%			2023-24: 100%	
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 96%			2023-24: 100%	
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 97%			2023-24: 100%	

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	<p>WCPA will ensure all students have access to high-quality, standards-based curriculum and instructional materials for all core subject areas. School leadership and instructors will annually review curriculum and identify any additional curricular needs (hard copy/electronic licenses) and consumables.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none"> • Curriculum & Student Consumables • PE curriculum & supplies 	\$787,996	N
2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	<p>Overall, WCPA’s performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and</p>	\$4,282.033	Y

English Learner (EL) students. WCPA will expand tiered interventions to increase the number of students performing at - or growing toward - grade level proficiency.

WCPA recognizes the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through a formal data-based decision-making process. As such, WCPA will refine existing processes and implement a disciplined Data-Based Decision-Making (DBDM) process. This process will result in an effective Multi-Tiered System of Supports (MTSS) to ensure that all students reach their full potential.

As stated by Katie Novack, this system of supports is needed “in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student’s academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all students and educating them completely as a “whole” person.” Our goal through Data-Based Decision-Making (DBDM) will be to improve outcomes for all students, and particularly those student groups who have continued to experience persistent performance gaps.

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

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

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

- Implementing professional learning that ensures cultural competency.

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

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

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

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

- Edmentum Study Island: Tier II Intervention (all subjects) to be offered during intervention blocks during the instructional school day and after school for additional instruction
- After-school tutoring & credit recovery
- Expanded learning Opportunities: after school, intersession, and summer programming.
- Air Tutor - supplemental intervention program available for students after the school day to help close academic gaps

To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy with small group interventions for all students that will address learning gaps and accelerate student learning, especially for English Learner (EL) students, Socioeconomically Disadvantaged, and Students with Disabilities (SWD), to address learning gaps. The Summer Academy will focus on English Language Arts, Mathematics courses, and credit recovery using the Plato platform to ensure students are on track to graduate and meet UC A-G course requirements. Our Director of Student Experience and our Curriculum & Instruction Team will assess programmatic offerings annually for the Summer Academy based on student academic needs informed by student assessment data. The Summer Academy will be offered as a high-dosage, small group, intervention program by credentialed teachers for grades K-8 with an enrichment program (provided by a third-party) focused on science, STEM, athletics and other program offerings. The Summer Academy for grades 9-12 will provide students an early start to high school and dual enrollment courses to ensure students are on-track for graduation and receive an AA degree from Bakersfield College.

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

Additionally, WCPA will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA

		<p>buses will be equipped with Wi-Fi (internet accessibility) so that students commuting to and from school can complete homework and/or study during commute times.</p> <p>Funding will be used to invest in: Guidance Counselors, After-school tutoring and credit recovery (Plato, Air Tutor, Study Island), Intersession (academic support and credit recovery), and Summer Academy.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none">• 8 Small Group Instructors• 3 Resident Teachers• 5 Instructional Assistants• 8 Guidance Counselors• 5 SPED Instructional Assistants• Learning software• Afterschool programing		
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3	<p style="text-align: center;">MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING</p>	<p>It is essential to administer evidence-based, standards-aligned assessments throughout the school year to assess learning gaps, monitor student progress, develop student growth targets, and deploy appropriate tiered interventions.</p> <p>Standards-aligned assessments and an effective DBDM process should be tightly integrated by design to effectively serve students. This is necessitated by the academic side of the MTSS pyramid, which ensures that each student, at every school, is provided with high-quality Tier 1 instruction Tier 1 (guaranteed and viable curriculum). Results from Interim assessments are used to identify when students are not demonstrating mastery of standards at any given point of the academic year. Site teams will then use those results to make informed decisions about the necessary interventions for specific groups of students. Interventions serve as supports through differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3).</p> <p>WCPA students will be assessed using NWEA MAP Reading and Math assessments three (3) times in 2024-2025 to provide baseline performance data (fall). These data will be used to develop trimester growth targets, measure, monitor student academic progress and growth, and identify students requiring academic interventions. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that assesses students' reading and math levels and accurately reflects the students' measured growth over time. NWEA results provide teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from grade level proficiency.</p>	\$315,275	N
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		<p>Additionally, DIBELS assessments will be administered three (3) times in 2024-25 for students in grades TK-6. Common Formative Assessments (CFAs) using Edulastic will also be administered across all disciplines four (4) times in Math and ELA (English Language Arts) in 2024-2025.</p> <p>WCPA’s Chief Academic Officer will oversee and monitor the administration of schoolwide assessments. Data reviews will be embedded as part of the Data-Based Decision-Making (DBDM) process to effectively deploy interventions for students. The Curriculum & Instruction Special Projects Coordinator will coordinate the logistics of schoolwide testing of internal and state mandated assessments. The Lead Data Analyst and Data Analyst will develop data reports of schoolwide, internal, and state mandated assessments for administrators and teachers to inform instruction and decision-making throughout the school year and in advance of staff professional development days. Student performance data will be reviewed after each administered assessment to identify students in need of additional interventions and support.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none"> • Assessment software • 3 Data Analysts 		
4	<p>ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING</p>	<p>WCPA’s IT unit will ensure all students have access to a technology device to be able to access curricular and instructional materials, as well as assessments. Additionally, the IT unit will provide classroom devices for teachers, implement classroom technology upgrades, maintain and administer curriculum software subscriptions, internet security safeguards, i.e. Firewall, Go Guardian, social media monitoring), and provide reliable Wi-Fi for school buses so that students can study and complete homework to and from school.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none"> • Chromebooks / laptops • Classroom technology and repairs • 3 IT employees • Software / internet security safeguards • Internet / systems hardware 	\$1,229,734	N

5	BROAD COURSE OF STUDY	<p>WCPA strongly believes in providing students an educational program focused on whole child needs, including exposure to the arts and STEM programs. WCPA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include exposure to the arts, music, and STEM school day rotations and afterschool clubs which include the following:</p> <ul style="list-style-type: none"> • Art (TK-8) • Readers Theater (TK-6) • Music - Band, Mariachi, Music Appreciation (TK-12) • Visual Art (TK-6) 	\$1,344,334	N
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		<ul style="list-style-type: none"> • Robotics/STEM (TK-12) • Spanish (9-12) <p>WCPA will provide instruments and supplemental instructional materials for electives and student enrichment opportunities. Supplemental experiences will be provided by the California Community Schools Grant.</p>		
6	<p>SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)</p>	<p>As stated in the Goal 1 Section, few organizations serving the same percentage of low-income students as WCPA have succeeded in creating the level of organization coherence that has led to most students demonstrating grade level proficiency, especially Students with Disabilities. At WCPA, we must lead by example through a disciplined approach to continuous improvement, humility in leadership, and willingness to change. In the spirit of abiding by the notion that <i>“every system is designed to get the result that it gets”</i>, we must accept that we have not defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students.</p> <p>This has resulted in unacceptably low achievement rates of 32% of students meeting standard in Math and 44% in ELA in Delano and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL).</p> <p>In 2024-2025, we will continue to define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports. Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially Student with Disabilities, will improve.</p>	\$1,997,787	N

This is necessary because WCPA received a red-color Performance level for Students with Disabilities in ELA and Math Academic Indicators and the Suspension Rate indicator on the 2023 CA School Dashboard. This resulted in WCPA being eligible for Additional Targeted Support & Improvement (ATSI), and Differentiated Assistance (DA).

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

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

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

- Aligning IEP goals to grade-level teaching and learning standards;
- Ensuring IEPs are comprehensive in addressing all challenges students are experiencing in an interrelated way (i.e., interactions between academic progress, engagement, and attendance patterns);
- Supporting a deep analysis of valid barriers which prevent the student from benefiting from their IEP services and close their learning gap;
- Ensuring that IEP interventions are aligned to the student’s unique barriers and disability characteristics in combination with using accommodations;
- Increasing precision in creating a balance between assigning instructional time with non-disabled peers compared to. pull-out services (i.e. support inclusion);
- Providing a roadmap for ensuring that interventions are working by increasing the precision with which progress data is used in combination with measures of intervention fidelity;

- Providing a structure for troubleshooting why interventions are not working or not working well enough;
- Providing guidance for when to include new or different content experts based on how students respond to their services based on data outcomes;
- Reducing inefficiency and random decision-making when seeking to adjust, modify, or improve a students' IEPs;
- Improving IEP team progress monitoring practices (frequency, methods, etc.); and
- Informing possible next steps to take such as when to increase intensity of services and when to reduce intensity of services.

To accomplish this, WCPA will focus on creating stronger integration between general education and Special Education teachers collaborating on IEP-aligned lesson plans to support Students with Disabilities. Intervention teachers will provide Students with Disabilities with IEP appropriate intervention supports in Math and ELA to help close achievement gaps and support growth. As described earlier, Guiding Coalitions will meet using Professional Learning Community (PLC) principles to monitor student performance on schoolwide assessments and adapt strategies throughout the school year to support academic growth for all Students with Disabilities.

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

WCPA will continue its commitment to utilize the TNTP rubric to provide teachers (SPED and general education) consistent feedback in the following areas:

- Essential Content;
- Culture of Learning;
- Academic Ownership; and
- Demonstration of Learning.

Through TNTP, both general education teachers and Special Education teachers will focus on improving their skills through targeted professional

development with the purpose of increasing student academic performance across all grade levels for Students with Disabilities.

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

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

In 2024-2025, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") to better target student behavior and mental health needs. By focusing on building strong relationships with students, School Psychologists and School Social Workers will target specific student needs and more easily collaborate with school site staff to better support overall student success.

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

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

Using DBDM, Student Support Services staff will work with School Psychologists and others to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA instructional staff will be encouraged to request a Student Success Team ("SST") for any academic or behavioral concerns that they need support with. Based on information presented through either of these means, students in need of Tier 2 supports will be offered academic and/or behavior interventions to support

	<p>their success. DMBD will also result in the identification of students with suspected disabilities.</p> <p>Similarly, if a parent requests a Special Education evaluation, an SST will be held within the legally mandated 15-day timeline to collaborate as a team regarding their students' quantitative and qualitative data. The SST will make suggestions as next steps (i.e. student is being successful, intervention, or moving forward with an evaluation). If the parent then determines that an assessment is not warranted, they will be able to sign an agreement that an evaluation is not warranted. If parents choose to move forward with an evaluation, regardless of the recommendations made by WCPA, the School Psychologist will propose an evaluation and complete one within 60-days.</p> <p>Lastly, WCPA staff will continue to work diligently to improve the transfer process to more efficiently identify students already identified and transferring to WCPA with SPED services to ensure that they receive their services in a timely manner.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none">• SPED administrative staff (3)• SPED specific curricula & software• 10 SPED Teachers• SPED service providers / consultants• 2 Speech Language Pathologists• SPED Bus Aide		
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7	<p align="center">SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION</p>	<p>Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among English Learners (EL). WCPA will expand tiered interventions to increase the number of students performing at grade level with a focus on student growth per California School Dashboard indicator calculations.</p> <p>WPCA will focus on updating the English Learner Master Plan that seeks to identify, confront, and interrupt inequities so that all students can reach their full potential. This Master Plan will create a road map to provide English Learners the support they need to become proficient speakers and writers and, ultimately, active members in our community. The Master Plans will help us engage parents and families to ensure that learning continues at home while respecting and encouraging traditions and beliefs of every English Learner household.</p> <p>The EL Master Plan will be interwoven into every aspect of the LCAP to ensure inclusiveness of key actions of its three goals. Working in collaboration with the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) and a range of other educational</p>	\$192,037	N
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partners, the Master Plan will outline the WCPA's strategies and process for the following:

- Early Learner Identification and Assessment: Purpose - Ensures students receive the necessary supports and services on their academic journey.
- English Language Development Program: Purpose - Provides guidance to implement high-quality instruction and programs for English Language Learners.
- English Learning Monitoring and Reclassification: Purpose - Monitors English Learner's academic and linguistic progress, proficiency and reclassification determinations.
- English Language Development Designated and Integrated Instruction: Purpose - Develops English Learners' proficiency and provides access to academic content.
- Access to the Core Curriculum: Purpose - Ensures that English Learners' have access to well-articulated, high-quality, standards-based core curriculum and instruction.
- Staffing and Professional Development: Purpose - Outlines certification requirements and staffing procedures for providing instruction to English Learners, as well as essential components of the WCPA's comprehensive, longitudinal professional learning programs.
- Standards, Assessment, and Accountability: Purpose - Delineates the program evaluation and accountability for English Learner programs
 - Outlines the collective responsibilities of individual staff, central office leaders, and other groups to support the implementation of English Learner programs and supports.
- Parent Involvement and Engagement: Purpose - Promotes active involvement of family and community members in the work of the schools, as essential to high achievement for all students, especially for English Learners.
- English Learner Program Inclusion in the site budgets: Purpose - Allocates and monitors resources to support the successful implementation of the EL Master Plan at the school sites.

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

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

WCPA will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for EL students will include redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. Reclassified students will be celebrated annually as a WCPA community to honor students and their families. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate, and lead professional learning for teachers on Designated and Integrated ELD, including strategies to engage ELs. The EL Coordinator will facilitate the task force charged with updating the EL Master Plan. Designated ELD teachers will be employed to focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and supports they need to excel.

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

In addition, the Ellevation software program will be utilized as a management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students.

		<p>Funding will be used to invest in:</p> <ul style="list-style-type: none">• EL Coordinator• Ellevation software• EL Achieve PD training• ELD libraries <p>Spanish Eureka Math</p>		
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8	<p>SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL) THROUGH LANGUAGE ACQUISITION</p>	<p>To further increase the quality and identified needs of our Long-term English Learners (LTELs), additional specialized ELD credentialed teachers will provide tiered intervention using the ELD standards, and language-rich learning environment to accelerate English language proficiency among long-term English Learners with the resources and supports each student needs to excel. LTELs will be prioritized for additional tutoring provided afterschool, intersession and/or summer programming to improve language acquisition.</p> <p>WCPA teachers will participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year. All teachers will receive targeted coaching and professional development to support instruction at the secondary school level to target supports and interventions towards closing achievement gaps and increase redesignation opportunities for LTEL students</p> <p>WCPA will enhance communication and information to inform families regarding the student’s LTEL status. Additional curriculum and resources for teachers will be purchased to support strategies focused on the Long-term success for experienced multi-linguals.</p>	\$180,681	N
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Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 4: Pupil Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	

15	<p>Parent input in decision-making for all students including UP & SWD.</p> <p>(Questions 9-12)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>	<p><u>2023-24:</u></p> <p>9.4 10.4 11.4 12.4</p>			<p><u>2024-25:</u></p> <p>9.5 10.4 11.4 12.4</p>	
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16	<p>Parent participation in programs for UP & SWD.</p> <p>(Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 4 2. 5 3. 4 4. 5</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 4 4. 5</p>																													
17	<p>% students: A-G completion rate</p> <p>Source: CA School Dashboard</p>	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Grads Meeting A-G</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>89.1%</td> </tr> <tr> <td>Hispanic</td> <td>88.8%</td> </tr> <tr> <td>EL</td> <td>87.5%</td> </tr> <tr> <td>SED</td> <td>89.2%</td> </tr> <tr> <td>SWD</td> <td>71.4%</td> </tr> </tbody> </table>	2022-23 Grads Meeting A-G		Student Group	Rate	All Students	89.1%	Hispanic	88.8%	EL	87.5%	SED	89.2%	SWD	71.4%			<table border="1"> <thead> <tr> <th colspan="2">2023-24 Grads Meeting A-G</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>90.0%</td> </tr> <tr> <td>Hispanic</td> <td>90.0%</td> </tr> <tr> <td>EL</td> <td>90.0%</td> </tr> <tr> <td>SED</td> <td>90.0%</td> </tr> <tr> <td>SWD</td> <td>72.0%</td> </tr> </tbody> </table>	2023-24 Grads Meeting A-G		Student Group	Rate	All Students	90.0%	Hispanic	90.0%	EL	90.0%	SED	90.0%	SWD	72.0%	
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18	<p>% students' college ready measured by Math EAP. Source: CAASPP website</p>	<p>2022-23:</p> <p>16.78% (Level 4) 19.46% (Level 3)</p>			<p>2023-24:</p> <p>18% (Level 4) 21% (Level 3)</p>																													

19	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 50.67% (Level 4) 25.33% (Level 3)			2023-24: 52% (Level 4) 27% (Level 3)																													
20	Attendance Rate Source: CALPADS	2022-23: 93.4%			2023-24: 94%																													
21	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>22.7%</td> </tr> <tr> <td>Hispanic</td> <td>23.2%</td> </tr> <tr> <td>EL</td> <td>22.3%</td> </tr> <tr> <td>SED</td> <td>24.0%</td> </tr> <tr> <td>SWD</td> <td>25.2%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	22.7%	Hispanic	23.2%	EL	22.3%	SED	24.0%	SWD	25.2%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>20%</td> </tr> <tr> <td>Hispanic</td> <td>20%</td> </tr> <tr> <td>EL</td> <td>20%</td> </tr> <tr> <td>SED</td> <td>20%</td> </tr> <tr> <td>SWD</td> <td>20%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	20%	Hispanic	20%	EL	20%	SED	20%	SWD	20%	
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EL	20%
SED	20%
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Student Group	Rate																																								
All Students	4.7%																																								
Filipino	0.0%																																								
Hispanic	4.8%																																								
White	6.7%																																								
EL	7.1%																																								
SED	5.0%																																								
SWD	8.9%																																								
2023-24: Suspension																																									
Student Group	Rate																																								
All Students	4.6%																																								
Filipino	2.0%																																								
Hispanic	4.5%																																								
White	6.5%																																								
EL	7.1%																																								
SED	5.1%																																								
SWD	7.5%																																								
27	Expulsion Rate Source: Dataquest	2022-23: 0%		2023-24: <1%																																					
28	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 84% Sense of Safety 84% School connectedness		<u>2024-25:</u> 86% Sense of Safety 86% School connectedness																																					
29	Other Local Measure - Parent Survey: Sense of safety & school connectedness.	<u>2023-24:</u> 84% Sense of Safety		<u>2024-25:</u> 86% Sense of Safety																																					

	Source: Local	81% School connectedness			83% School connectedness	
30	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 80% Sense of Safety 85% School connectedness			<u>2024-25:</u> 82% Sense of Safety 86% School connectedness	

NOTE: The following CDE LCAP required metrics do not apply to WCPA’s educational program:

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

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	<p>WCPA received a RED Performance level on the Suspension Rate for students with disabilities as a result the following improved services will be provided to improve suspension rates for students with disabilities.</p> <p>To address the decline in attendance rates and decrease chronic absenteeism rates WCPA will provide social-emotional and behavioral emotional supports to address the mental health needs of our students. Success will be monitored through our student information system, Aeries and the Kern Integrated Data System (KiDS). Our foster youth students show the greatest need for these additional supports.</p> <p>The Director of Student Supports Services has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students. WCPA will add additional bus transportation routes as requested by families. For the 2024-25 school year, the Student Attendance Team will include the Student Incident Response Coordinators. The Student Attendance team will identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year and conduct home visits. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few.</p> <p>Each morning begins with welcoming morning announcements, celebration of academic goals, culture building and to motivate students.</p>	\$4,159,242	Y

		WCPA will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes.		
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The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral challenges.

Students will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment.

The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such as COVID testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates, and increasing student engagement and learning. Providing these essential services onsite further mitigates lost instructional time and addresses student needs in 'real-time.'

Funding will be used to invest in:

- School transportation costs
- 12 Transportation staff
- PBIS incentives
- School Climate & Culture initiatives
- LiveSchool software
- Director of Students Services
- 2 Social Workers
- 3 School Psychologist

		<ul style="list-style-type: none"> • School Psychologist Intern • 2 Student Incident Response Coordinators • Field trips & special activities • School Nurse • Nursing services • 2 Assistant Principals • Family & Community Counselor • Care Solace software • MTSS consultants <p>Director of Student Support Services</p>		
2	PROMOTING A COLLEGE-GOING CULTURE	<p>WCPA received a RED Performance level on the CCI for English Learners, as a result the following improved services will be provided to improve English Learners college and career readiness.</p> <p>As a college preparatory school an area of focus for WCPA is ensuring that students are meeting the College and Career Indicator (CCI) measures of the CA School Dashboard. WCPA will lead numerous efforts to ensure all students (including Unduplicated Pupils and Students with Disabilities) are meeting CCI requirements and provide resources to ensure the school's mission is adhered to.</p> <p>WCPA will continue operating three pathways (Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences) for students to select from with the goal that students earn a high school diploma and an associate degree (AA/AS) in these designated "high need" fields as identified by the U.S. Department of Labor Statistics for our region.</p>	\$543,241	N

WCPA's Pathway Coordinator ensures students have equitable access to these courses in partnership with Bakersfield Community College. Staff continuously monitor student progress and ensure students have access to all curricular and instructional materials. Students also participate and complete an internship through the Wonderful Agricultural Prep Pathways Program.

We recognize that communities like Delano require that educational leaders fight concentrated poverty through exemplary educational practices by providing students more instructional time with more effective teachers than traditional educational entities offer. Therefore, we plan to provide opportunities to students to acquire *social capital*. Social capital encompasses the networks, relationships, and overall connections that students possess. These opportunities will focus on the following facets of social capital:

1. Opportunities for students to open doors for them to new experiences for personal and professional growth.
2. Opportunities for students to develop essential social skills such as communication, collaboration, empathy, and teamwork.
3. Opportunities for students to engage and participate in civic activities and volunteer initiatives.

Note: Wonderful College Prep Academy does not offer Advanced Placement Courses, because the focus is on all students participating in dual enrollment and earning an Associate's degree. Also, WCPA offers CTE courses which count as dual enrollment not CTE Pathways.

Funding will be used to invest in:

- STD Development Teacher Counselor
- Naviance software
- DESS Manger & Trajectory Assistant
- 5 Dual Enrollment Support Specialists
- College & University visits

3	<p>PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT</p>	<p>WCPA will continue to be guided by meeting the needs of our students from a whole-child perspective. As such, we will provide all students with a school culture and climate that promotes active and ongoing student engagement, positive school climate, a safe and secure learning environment, and college and career focused.</p> <p>To create this culture and climate, we will implement an Early Warning System that ensures the safety and well-being of students and staff. Specifically, WCPA will improve policies and procedures designed to</p>	\$1,315,398	N
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	<p>track students' attendance, behavior, and academic performance. WCPA is committed to providing intensified services for students demonstrating the highest needs through the Data-Based Decision-Making (DBDM) process outlined in <i>Action #2 (Addressing Academic Needs through Tiered Targeted Interventions) of Goal #2</i>). This process will result in an effective Multi-Tiered System of Supports (MTSS) to ensure that all students reach their full potential.</p> <p>This effort will be monitored through our student information system, Aeries, the Kern Integrated Data System (KiDS) for chronic absenteeism rates, and the Panorama student survey to gauge students' ratings of WCPA's focus on meeting their academic and social and emotional needs.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none">• Panorama Surveys• Student incentives• Student Council, student clubs• Sports equipment and staff• 7 Campus Supervisors• Athletic Director & Assistant Athletic Director• Athletic team supplies and event fees		
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4	PARENT INPUT IN DECISION-MAKING	<p>To shift the focus and change how parents treat our LCAP as a document reflecting how we plan to meet the needs of our students, we will strive for parent empowerment among our parents/guardians as opposed to parent involvement or parent engagement. We will proactively seek parent input in decision-making through the following committee structures:</p> <ul style="list-style-type: none"> • ELAC/DELAC meetings • Parent Advisory Committee (PAC) <p>Translation of materials and interpreter services will be made available at each convening.</p> <p>By doing this, we hope to capture the essence of the term “accountability” of the LCAP by empowering parents to hold us accountable (“<i>rendir cuentas</i>”) for how we utilize taxpayer funds.</p>	\$15,580	N
5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	<p>WCPA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child’s education through <i>Coffee with the Principal</i>, parent workshops, Town Hall sessions, Parent/family newsletters, messaging through ParentSquare, SchoolMint and LiveSchool platforms.</p>	\$729,306	N

		<p>The Family & Community Engagement staff will communicate with families, facilitate workshops, provide interpreter services, and translate materials (Spanish/English) for families/caregivers.</p> <p>WCPA will also host parent workshops and guest speakers on essential topics to engage parents in their child’s education. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Parent workshops (math Night / Literacy Night) • Individualized Learning Plan (ILP) Nights • Orientations & Back to School Nights <p>Families will be surveyed annually, and results will be reported on the LCAP, parent meetings, and staff wide.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria.</p>		
6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	<p>Wonderful College Prep Academy strives to provide all students and staff with a safe and clean school facility site as well as reliable transportation for students to and from school.</p> <p>Annually, WCPA will complete the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs will be made. FIT report findings are reported annually on the SARC, Local Indicators Report (Dashboard), and LCAP.</p> <p>WCPA will continue to improve its facilities with carbon water filtration systems, air monitoring systems and campus perimeter monitoring systems.</p> <p>Funding will be used to invest in:</p> <ul style="list-style-type: none"> • Facilities repairs & maintenance • Campus security • Campus operations & communications 	\$4,084,187	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,401,439	\$930,692

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.04%	0%	\$0	38.04%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	<p>To better meet the needs of our diverse populations of students, WCPA will include culturally responsive professional learning to increase student outcomes for all students, especially for Students with English Learner (EL) students.</p> <p>Our educational partners have identified and requested instructional coaching on evidence-based pedagogical strategies including differentiation to improve academic outcomes</p>	<p>Leveraging our commitment to the use of <i>Improvement Science</i>, we plan to focus on this effort in 2024-2025 so that teachers are empowered to identify when students are not demonstrating mastery of standards at any given point of the academic year by administering common formative assessments for frequent monitoring of student learning. Collaborative teams will then use those results to make informed decisions about the necessary interventions for specific groups of students</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #2: Implementation of the Academic Content Standards • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

		including subgroups such as multilanguage learners and socially economically disadvantaged. That is, interventions will serve as supports through differentiated instruction, small group instruction (Tier 2) or	
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and close achievement gaps among Unduplicated Pupils.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-15.5
Hispanic	-18
EL	-41.7
SED	-21.1
SWD	-113.6

2022-23 Math CAASPP	
Student Group	DFS
All Students	-48.7
Hispanic	-51.6
EL	-67.3
SED	-55.1
SWD	-153

individualized interventions (Tier 3). This is the multi-tiered system of supports that we have begun to work towards and will continue to focus on during the 2024-2025 academic year.

Wonderful College Prep Academy will continue to offer coaching and instructional support to teachers and school leaders through the Curriculum & Instruction Team in the form of Instructional Coordinators and Directors. Substitute teachers will be provided to support teachers during coaching sessions, peer observations, professional learning opportunities and maintain continuity of instruction.

WCPA has identified that this action will be provided on a “schoolwide” basis, to maximize effectiveness, build teacher capacity and expertise through effective instructional strategies that will benefit all students.

As evidenced on the 2023 CA School Dashboard, there are persistent achievement gaps among Unduplicated Pupils as measured by the ELA and Math Academic Indicators.

Approximately, 42% of ELs and 9% of LTELs are dually identified as EL/SWD. WCPA’s instructional focus has included small group instruction and creating a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction.

Overall, WCPA’s performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Student data

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

At the secondary level, School Academic Counselors will assist with Data-Based Decision-Making (DBDM) by conducting grade and

The metrics that will be used to monitor effectiveness:

- #4: CAASPP ELA Assessment: Distance from Standard (DFS)
- #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal 2,
Action 2

		transcript reviews to identify struggling students	
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from the 2023 California School Dashboard show the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and English Learner (EL) students. WCPA will expand tiered interventions to increase the number of students performing at - or growing toward - grade level proficiency. Through this data our educational partners have identified a need for targeted intervention for our unduplicated pupils.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-15.5
Hispanic	-18
EL	-41.7
SED	-21.1
SWD	-113.6

2022-23 Math CAASPP	
Student Group	DFS
All Students	-48.7
Hispanic	-51.6
EL	-67.3
SED	-55.1
SWD	-153

and better coordinate appropriate interventions. This process will be facilitated by WCPA's partnership with the University of California, Merced, and the development of an A-G Course Monitoring Tool, a database that identifies academic gaps based on course performance. Counselors will meet with students regularly to build positive relationships and ensure students are engaged, and provide resources as needed.

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

- Edmentum Study Island: Tier II Intervention (all subjects) to be offered during intervention blocks during the instructional school day and after school for additional instruction
- After-school tutoring & credit recovery
- Expanded learning Opportunities: after school, intersession, and summer programming.
- Air Tutors - supplemental intervention program available for students after the school day to help close academic gaps

To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy with small group interventions for all students that will address learning gaps and accelerate student learning, especially for English Learner (EL) students, Socioeconomically Disadvantaged, and Students with Disabilities (SWD), to address learning gaps. The Summer Academy will focus on English Language Arts, Mathematics courses, and credit recovery using

		<p>the Plato platform to ensure students are on track to graduate and meet UC A-G course requirements. Our Director of Student Experience and our Curriculum & Instruction Team will assess programmatic offerings annually for the Summer Academy based on student academic needs informed by student assessment data. The Summer Academy will be offered as a high-dosage, small group, intervention program by credentialed teachers for grades K-8 with an enrichment program (provided by a third-party) focused on science, STEM, athletics and other program offerings. The Summer Academy for grades 9-12 will provide students an early start to high school and dual enrollment courses to ensure students are on-track for graduation and receive an AA degree from Bakersfield College.</p> <p>WCPA has identified that this action will be provided on a “schoolwide” basis, to maximize their efficiency, effectiveness and implementation of the targeted support while also allowing other students to benefit as needed.</p> <p>This is necessary because WCPA received a RED Performance level for Students with Disabilities for the ELA and Math Academic Indicators and the Suspension Rate indicator on the 2023 CA School Dashboard. This resulted in WCPA being eligible for Additional Targeted Support & Improvement (ATSI), and Differentiated Assistance (DA).</p>	
<p>Goal 3, Action 1</p>	<p>Our educational partners have identified there is a need to continue integrated supports to reduce Chronic Absenteeism & Suspension Rates continue which continue to be higher among Unduplicated</p>	<p>The Director of Student Supports Services has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> • #20: Attendance Rate

	Pupils.		
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2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	296	22.7%
Hispanic	286	23.2%
EL	100	22.3%
SED	252	24.0%
SWD	31	25.2%

2022-23: Suspension		
Student Group	Total	Rate
All Students	91	4.7%
Filipino	0	0.0%
Hispanic	88	4.8%
White	2	6.7%
EL	41	7.1%
SED	80	5.0%
SWD	15	8.9%

resulting in truancy which detrimentally impacts academic and social development of our students, especially our unduplicated pupil population. WCPA will add additional bus transportation routes as requested by families. For the 2024-25 school year, the Student Attendance Team will include the Student Incident Response Coordinators. The Student Attendance team will identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year and conduct home visits. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few.

Each morning begins with welcoming morning announcements, celebration of academic goals, culture building and to motivate students.

WCPA will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes.

The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral challenges.

Students will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative

- #21: Chronic Absenteeism Rates
- #26: Suspension Rates

		model of care that is sensitive to the unique needs	
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of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment.

The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such COVID testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates, and increasing student engagement and learning. Providing these essential services onsite further mitigates lost instructional time and addresses student needs in 'real-time.'

WCPA has identified that this action will be provided on a "schoolwide" basis, to maximize their efficiency, effectiveness and implementation of the targeted support while also allowing other students to benefit as needed. Improving daily student attendance, reducing chronic absenteeism rates and suspension rates schoolwide are essential to improve overall student outcomes and climate schoolwide.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

WCPA will use additional concentration grant add-on funds to fund Instructional Assistants and Small group Instructors (SGI) to provide tiered academic intervention and supports. (See Goal 2, Action 2)

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 25,151,514.00	\$ 26,440,406.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 850,794	\$ 1,247,473
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 7,437,087	\$ 8,886,940
1	2	PROFESSIONAL LEARNING	No	\$ 158,515	\$ 210,094
1	2	PROFESSIONAL LEARNING	Yes	\$ 982,358	\$ 994,775
1	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 1,162,746	\$ 1,023,461
1	4	CLOSING THE DIGITAL DIVIDE	No	\$ 1,005,923	\$ 1,040,306
1	5	BROAD COURSE OF STUDY	No	\$ 716,085	\$ 622,793
2	1	ASSESSMENTS OF LEARNING	Yes	\$ 100,650	\$ 100,914
2	1	ASSESSMENTS OF LEARNING	No	\$ 198,904	\$ 199,967
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 4,143,317	\$ 3,973,381
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 1,016,141	\$ 1,208,487
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 625,397	\$ 604,705
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 831,122	\$ 515,310
2	4	SERVICES TO SUPPORT SWD	No	\$ 2,806,950	\$ 2,724,847
2	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 418,822	\$ 370,415
2	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 130,000	\$ 130,000
2	6	PROMOTING A COLLEGE-GOING CULTURE	No	\$ -	\$ -
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	No	\$ 466,297	\$ 490,805
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, HEALTHY & SAFE LEARNING ENVIRONMENT	No	\$ 99,880	\$ 75,380
3	2	PARENT INPUT IN DECISION MAKING	No	\$ 5,000	\$ 5,000
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 101,920	\$ 108,722
3	4	MAINTANING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 1,893,606	\$ 1,906,631

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 7,298,487	\$ 7,177,315	\$ 7,340,691	\$ (163,376)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 850,794	\$ 1,247,473.00	0.00%	0.00%
1	2	PROFESSIONAL LEARNING	Yes	\$ 982,358	\$ 994,775.00	0.00%	0.00%
2	1	ASSESSMENTS OF LEARNING	Yes	\$ 100,650	\$ 100,914.00	0.00%	0.00%
2	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 4,143,317	\$ 3,973,381.00	0.00%	0.00%
2	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	\$ 625,397	\$ 604,705.00	0.00%	0.00%
2	5	STRENGTHENING EL PROGRAM & SERVICES	Yes	\$ 344,798	\$ 289,443.00	0.00%	0.00%
2	6	PROMOTING A COLLEGE-GOING CULTURE	Yes	\$ 130,000	\$ 130,000.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 19,359,257	\$ 7,298,487	0.00%	37.70%	\$ 7,340,691	0.00%	37.92%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 19,456,759	\$ 7,401,439	38.040%	0.000%	38.040%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 26,559,146	\$ 4,584,399	\$ -	\$ 1,252,929	\$ 32,396,474.00	\$ 22,347,109	\$ 10,049,365

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM	All	No			WCPA	2024/25 School year	\$ 7,960,155	\$ 17,850	\$ 7,578,005	\$ 400,000	\$ -	\$ -	\$ 7,978,005	0.000%
1	2	SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING	All	No			WCPA	2024/25 School year	\$ 762,895	\$ 482,058	\$ 1,244,953	\$ -	\$ -	\$ -	\$ 1,244,953	0.000%
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	All	No			WCPA	2024/25 School year r	\$ -	\$ 80,000	\$ 80,000	\$ -	\$ -	\$ -	\$ 80,000	0.000%
1	3	DIFFERENTIATED PROFESSIONAL LEARNING	All	Yes	Schoolwide	All	WCPA	Ongoing	\$ 1,381,985	\$ 534,700	\$ 1,916,685	\$ -	\$ -	\$ -	\$ 1,916,685	0.000%
2	1	HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM	All	No			WCPA	2024/25 School year r	\$ -	\$ 787,996	\$ 787,996	\$ -	\$ -	\$ -	\$ 787,996	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS	All	Yes	Schoolwide	All	WCPA	Ongoing	\$ 2,732,455	\$ 1,549,578	\$ 1,417,985	\$ 2,110,478	\$ -	\$ 753,570	\$ 4,282,033	0.000%
2	3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING	All	No			WCPA	2024/25 School year	\$ 233,275	\$ 82,000	\$ 315,275	\$ -	\$ -	\$ -	\$ 315,275	0.000%
2	4	ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING	All	No			WCPA	2024/25 School year	\$ 204,784	\$ 1,024,950	\$ 929,734	\$ 265,280	\$ -	\$ 34,720	\$ 1,229,734	0.000%
2	5	BROAD COURSE OF STUDY	All	No			WCPA	2024/25 School year	\$ 1,271,834	\$ 72,500	\$ 1,017,446	\$ 326,888	\$ -	\$ -	\$ 1,344,334	0.000%
2	6	SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)	SPED	No			WCPA	2024/25 School year	\$ 1,887,232	\$ 110,555	\$ 270,688	\$ 1,362,043	\$ -	\$ 365,056	\$ 1,997,787	0.000%
2	7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION	EL	No			WCPA	2024/25 School year r	\$ 102,718	\$ 89,319	\$ 112,454	\$ -	\$ -	\$ 79,583	\$ 192,037	0.000%
2	8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (L1EL) THROUGH LANGUAGE ACQUISITION	L1EL	No			WCPA	2024/25 School year	\$ 180,681	\$ -	\$ 180,681	\$ -	\$ -	\$ -	\$ 180,681	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	All	No			WCPA	2024/25 School year	\$ -	\$ 92,473	\$ 92,473	\$ -	\$ -	\$ -	\$ 92,473	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED	All	Yes	Schoolwide	All	WCPA	Ongoing	\$ 2,977,986	\$ 1,088,783	\$ 4,066,769	\$ -	\$ -	\$ -	\$ 4,066,769	0.000%
3	2	PROMOTING A COLLEGE-GOING CULTURE	All	No			WCPA	2024/25 School year	\$ 507,944	\$ 35,297	\$ 543,241	\$ -	\$ -	\$ -	\$ 543,241	0.000%
3	3	PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT	All	No			WCPA	2024/25 School year	\$ 883,213	\$ 432,185	\$ 1,175,688	\$ 119,710	\$ -	\$ 20,000	\$ 1,315,398	0.000%
3	4	PARENT INPUT IN DECISION-MAKING	All	No			WCPA	2024/25 School year	\$ -	\$ 15,580	\$ 15,580	\$ -	\$ -	\$ -	\$ 15,580	0.000%
3	5	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT	All	No			WCPA	2024/25 School year	\$ 643,514	\$ 85,792	\$ 729,306	\$ -	\$ -	\$ -	\$ 729,306	0.000%
3	6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	All	No			WCPA	2024/25 School year	\$ 616,438	\$ 3,467,749	\$ 4,084,187	\$ -	\$ -	\$ -	\$ 4,084,187	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 19,456,759	\$ 7,401,439	38.040%	0.000%	38.040%	\$ 7,401,439	0.000%	38.040%	Total:	\$ 7,401,439
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 7,401,439

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	DIFFERENTIATED PROFESSIONAL LEAR	Yes	Schoolwide	All	WCPA	\$ 1,916,685	0.000%
2	2	ADDRESSING ACADEMIC NEEDS THROU	Yes	Schoolwide	All	WCPA	\$ 1,417,985	0.000%
3	1	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	All	WCPA	\$ 4,066,769	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:

- The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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

- Language acquisition programs, as defined in *EC* Section 306, provided to students, and
- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).