Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

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

Wonderful College Prep Academy – Lost Hills (WCPA) is a WASC-accredited public charter school established in 2017 and located in the agricultural community of Lost Hills, California. The school serves approximately 540 students in grades TK–12 and operates an extended school day and year model. WCPA-LH provides a rigorous, standards-aligned college preparatory program designed to meet the needs of students in the Central Valley and to prepare every student for success in college, career, and civic life.

Mission and Vision

WCPA-Lost Hill's mission is to create a nurturing, engaging, and community-centered learning environment grounded in a strong academic foundation. The school is committed to developing critical thinkers and lifelong learners who are equipped to earn college degrees and become future leaders in the Central Valley.

Student Demographics

The student population reflects the local community demographics with 97% Hispanic students, 2% White students, 1% Asian. Notably, 40% are English Learners, 86% are Socioeconomically Disadvantaged, 10% Students with Disabilities (SWD), 6% are migrant students, and 2% are Homeless Youth.

Academic Programs and Dual Enrollment

WCPA-LH offers a comprehensive TK–12 academic program that emphasizes college readiness and academic excellence. A cornerstone of the high school program is the dual enrollment partnership with Bakersfield Community College, Taft College, and California Polytechnic State University, San Luis Obispo. Through this partnership, students may pursue one of three academic pathways:

- Agricultural Business
- Teaching and Learning
- Health Sciences

This four-year pathway model allows students to graduate with both a high school diploma and an Associate of Arts or Associate of Science degree. In addition to pathway coursework, WCPA-LH offers physical education, visual and performing arts, and specialized electives such as Reader's Theater and robotics to support well-rounded student development.

WCPA-Lost Hills has been awarded multiple grants to establish and expand its early college program, including the Strong Workforce K-12 Grant, the Middle College and Early College Grant, and the College and Career Access Pathways Grant. The California Department of Education recognized WCPA-Lost Hills as an Exemplary School for its Dual Enrollment Program in both 2024 and 2026, in partnership with Bakersfield College, Taft College, and Cal Poly San Luis Obispo.

Academic Achievements and Student Recognition

WCPA-Lost Hills has earned significant recognition for its academic excellence and community engagement. WCPA-Lost Hills offers programming that supports student attainment of the State Seal of Civic Engagement (SSCE), which recognizes students who demonstrate civic knowledge, democratic participation, and informed civic action. Students earn this recognition by meeting criteria established by the State Board of Education, including engagement in meaningful civic learning and participation in real-world civic engagement projects.

The school also supports students in earning the State Seal of Biliteracy (SSB), which recognizes graduates who demonstrate high levels of proficiency in English and one or more additional languages. This distinction honors students' multilingual skills and reflects WCPA-Lost Hills' commitment to linguistic diversity and academic rigor.

In 2026, WCPA-Lost Hills received the Hart Vision Equity & Innovation School of the Year Award from the California Charter Schools Association (CCSA). This prestigious recognition celebrates schools that implement programs and practices ensuring that all students are represented, supported, and included. Honorees close opportunity gaps and introduce innovative strategies that serve as models for the broader education community. Receiving this award affirms WCPA-Lost Hills' commitment to equity and inclusion and demonstrates measurable impact through schoolwide practices that uplift student voices and foster academic and social success for historically underserved students. Together, these honors have strengthened conditions for academic growth and student wellbeing, boosted staff morale, and instilled pride among students.

Multi-Tiered System of Supports (MTSS)

As a recipient of the SUMS MTSS grant Phase 3, WCPA implements a comprehensive Multi-Tiered System of Supports that addresses students' academic, behavioral, social-emotional, and mental health needs. This system emphasizes data-based problem solving, differentiated instruction, and Universal Design for Learning. MTSS at WCPA-LH extends beyond traditional Response to Intervention by aligning schoolwide initiatives and delivering integrated services that support all students, including those who are gifted or require additional interventions.

Portrait of a Graduate Initiative

To clearly define student success, WCPA-LH is developing a Portrait of a Graduate in collaboration with students, families, educational partners, and The Wonderful Company. This initiative outlines the academic, social, and professional competencies students need for postsecondary success. In alignment, the school is also developing an Adult Profile using TNTP rubrics to ensure that instructional practices, observations, and feedback are directly connected to graduate expectations.

Community Schools Framework

WCPA-Lost Hills is a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and operates under a Local Control and Accountability Plan aligned with the California Community Schools Framework. The school's whole-child approach is

organized around four pillars: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices; and Extended Learning Time and Opportunities. This framework is integrated with MTSS, PBIS, the Expanded Learning Opportunities Program (ELOP), and Universal Transitional Kindergarten (UTK) to remove barriers to learning and promote student success.

During the 2025-26 school year, WCPA-Lost Hills was selected as a California Community Schools Deep Dive site, one of only six schools chosen statewide. This designation establishes WCPA-Lost Hills as a "transformation zone," offering in-depth study of effective, scalable strategies for the CCSPP that focus on whole-child support, integrated services, and community engagement to address barriers to learning and promote equity. A Deep Dive is a comprehensive process that examines community school practices from the classroom to policy levels, creating transformation zones where scalable solutions are developed.

Through this partnership with the California Department of Education and the UCLA Center for Community Schooling, WCPA-Lost Hills has contributed to statewide learning by sharing effective strategies for family engagement, wraparound services, and whole-child supports. This collaboration has strengthened the school's capacity to reduce barriers to learning and to ensure that academic success is supported by robust social and emotional foundations, grounded in key Improvement Science principles and methodology. The Deep Dive designation highlights WCPA-Lost Hills' leadership in advancing equity and integrated student supports across the California charter school landscape.

Continuous Improvement Focus

WCPA-Lost Hills demonstrates a strong commitment to continuous improvement through data-driven decision-making, targeted staff development, and meaningful family engagement. The school focuses on refining academic interventions, strengthening technology integration, improving student retention, and enhancing supports for English Learners. The school also maintains strong community partnerships and promotes student achievement through programs such as its state-qualifying robotics program.

Organizational Structure and Governance

Wonderful College Preparatory Academy-Lost Hills operates as a streamlined Elementary (TK-6) and Secondary (7-12) structure under superintendent leadership. WCPA operates a one-year LCAP that aligns with California's MTSS Framework and the four pillars of Community Schools.

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

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Wonderful College Preparatory Academy has $45,110 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended and the needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Wonderful College Preparatory Academy is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

The following table presents Wonderful College Prep Academy- Lost Hill's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

2025 California School Dashboard: Areas of Distinguished Performance

WCPA-Lost Hills' 2025 California School Dashboard results reflect notable areas of distinguished performance that demonstrate the impact of targeted instructional, language development, and student engagement strategies across the TK-12 program. These outcomes represent meaningful progress for the school's highest-priority student groups and provide a foundation for continued improvement in areas where Dashboard performance reflects ongoing need.

English Learner Progress Indicator (ELPI): The English Learner Progress Indicator (ELPI) reflects the strongest area of distinguished performance for WCPA-Lost Hills on the 2025 California School Dashboard. The English Learner student group received the highest possible performance level of Blue, demonstrating exceptional progress toward English language proficiency among the school's English Learner population. The Long-Term English Learner (LTEL) student group received a Green performance level on the ELPI, reflecting strong language acquisition progress for

students who have historically required the most intensive language development supports. These ELPI results affirm the effectiveness of WCPA-Lost Hills' designated and integrated English Language Development instruction, LTEL acceleration efforts, and language-rich instructional strategies, and they represent a meaningful counterpoint to the ELA and Math performance gaps reflected for these same student groups on the academic indicators.

Chronic Absenteeism Indicator: The All Students group received a Green performance level on the Chronic Absenteeism Indicator on the 2025 California School Dashboard, reflecting strong overall attendance performance across the K-8 grade spans reported on the Dashboard. The schoolwide chronic absenteeism rate has declined significantly over three consecutive years, from 17.6% in 2022-23, to 10.5% in 2023-24, to 9.9% in 2024-25. This sustained reduction reflects the cumulative impact of restorative practices, Check & Connect mentoring, family outreach and home visit supports, MTSS and Panorama progress monitoring, and Community Schools partnerships that integrate attendance, family engagement, and student wellness supports. WCPA-Lost Hills continues to implement evidence-based strategies to further reduce chronic absenteeism rates, address the disproportionality reflected for the LTEL and Students with Disabilities student groups, and improve student engagement and daily attendance across the TK-12 program.

Continued Focus: These areas of distinguished performance reflect WCPA-Lost Hills' capacity to drive meaningful improvement when targeted resources, evidence-based strategies, and coordinated educational partner engagement are aligned around clearly identified student needs. The school will continue to leverage the systems that produced these outcomes, including high-quality language development instruction, restorative and relationship-based attendance practices, MTSS coordination, and Community Schools integration, to extend similar improvements across the ELA, Math, and Suspension Rate indicators where Dashboard performance reflects continuing need.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Wonderful College Prep Academy-Lost Hills conducted a comprehensive needs assessment to evaluate schoolwide and student performance, measure the academic and instructional program effectiveness, and review state and local data, including performance on the California School Dashboard; and as part of the school's eligibility for Differentiated Assistance (DA). The findings from the needs assessment has also driven the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, Expanded Learning Opportunities Program (ELOP), and California Community Schools Partnership Program (CCSPP) Grant funding; while also measuring program effectiveness to improve student outcomes.

This process also aligns with Wonderful College Prep Academy's ongoing work with Fresno County Superintendent of Schools (FCSS) following the school's eligibility for Differentiated Assistance based on Dashboard performance. The findings from the needs assessment have served to inform the development of the 2026-27 Local Control and Accountability Plan (LCAP) goals and actions. The following sections provide a descriptive needs assessment for the English Language Arts (ELA), Mathematics, Science, Chronic Absenteeism, and Suspension Rate indicators.

Differentiated Assistance Eligibility: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. On the 2024 California School Dashboard, the Long-Term English Learner (LTEL) student group received Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2025 California School Dashboard, the English Learner (EL) student group received a Red performance level on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator. The combination of these two consecutive years of Red performance levels across multiple indicators for the LTEL and EL student groups has resulted in WCPA-Lost Hills' eligibility for Differentiated Assistance. The eligibility criteria for charter schools are the same as those for districts and COE's, except that charter schools must meet them for two consecutive years. Results from the 2024 and 2025 Dashboards are used in Differentiated Assistance

determinations for charter schools.

English Language Arts: 2025 Dashboard

Indicator Overview: The California School Dashboard reports the ELA Academic Indicator for schools serving students in grades three through eight and grade eleven, using student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments. The indicator is expressed as the Average Distance from Standard (DFS), which measures the distance between a student's scale score and the lowest scale score for Level 3 (Standard Met), with negative values indicating average performance below the standard met threshold. Each Academic Indicator is calculated using both DFS and participation rate, and the 2025 Dashboard reports Status, Change, and Performance Level (color) for the indicator.

Identified Gaps: The 2025 California School Dashboard reflects a decline in ELA performance for WCPA-Lost Hills, with All Students and English Learners both falling to an Orange performance level. All Students performed at -30.1 DFS (Orange), and English Learners performed at -53.2 DFS (Orange). Socioeconomically Disadvantaged students performed at -30.6 DFS (Yellow), and Hispanic students performed at -29.1 DFS (Yellow). Long-Term English Learners performed at -72.4 DFS, and although this student group continues to reflect the most significant gap relative to the standard, performance improved from Red on the 2024 Dashboard to Orange on the 2025 Dashboard, demonstrating measurable progress in literacy. Taken together, these results indicate that while LTEL progress is trending in a positive direction, schoolwide ELA performance has declined for the broader student population and continues to require focused acceleration for English Learner and LTEL students.

Data Analyzed: To analyze ELA performance comprehensively, WCPA-Lost Hills examined both quantitative and qualitative data sources. Quantitative data included the 2025 California School Dashboard, 2024-25 CAASPP results, 2024-25 and 2025-26 NWEA growth projections, Interim Assessment Block (IAB) performance, attendance and chronic absenteeism trends, intervention participation, LTEL identification data, Panorama intervention tracking, and student group performance reports. Qualitative data included classroom walkthroughs, PLC reflections, Wonder Team/PDSA cycles, teacher and student feedback, family engagement discussions, and instructional observations.

Educational Partners Engaged: The analysis was developed with input from a broad set of educational partners, including the Site and Executive Leadership Teams; teachers participating in professional development sessions, staff meetings, Wonder Teams, PLCs, and the Guiding Coalition; students participating in the Student Advisory Committee; families engaged through ELAC, PAC, and Parent Power Hour; Community Schools and MTSS teams; Special Education staff; English Learner coordinators and interventionists; and the Board of Directors, who receive a Monthly Academic Report.

Identified Strengths: Internal data trends reflect meaningful growth alongside continuing need. In NWEA Reading, the share of students meeting individual growth projections rose from 51% to 61.2%. The school has also identified 70 LTEL students requiring targeted language and academic supports. The LTEL student group's movement from Red to Orange on the ELA Academic Indicator represents an important sign of progress and reflects the impact of targeted language development efforts. Additional strengths identified through the analysis include increased NWEA Reading growth outcomes, strong implementation of intervention systems and MTSS supports, completion of PLC and Guiding Coalition implementation milestones, expanded use of Panorama and intervention tracking systems, and strong student engagement within Community

Schools and intervention programming.

Greatest Needs: Despite these strengths, WCPA-Lost Hills' greatest ELA needs include accelerated literacy supports for English Learner and LTEL students, increased Tier 1 instructional consistency and rigor, expanded intervention opportunities for struggling students, strengthened academic vocabulary and language development supports, additional targeted support for Students with Disabilities and chronically absent students, and improved vertical instructional alignment across grade spans.

Issues Identified: Persistent issues identified this year include continuing achievement gaps for English Learners and LTELs, the schoolwide decline in ELA performance on the 2025 Dashboard for All Students and English Learners, continued disproportionality in behavior and attendance trends for targeted student groups, the need for earlier intervention and progress monitoring systems, and the need for increased family understanding of student achievement and growth data.

Resource Inequities: WCPA-Lost Hills conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Resource inequities contributing to ELA performance gaps include limited staffing capacity to meet all intervention needs, limited access to expanded learning opportunities for some student groups, the need for increased targeted literacy and academic language supports, and the need for additional professional development focused on differentiation and language acquisition.

Root Cause Analysis: Root cause analysis identified several contributing factors driving the ELA performance gaps. These include gaps in foundational literacy skills, inconsistent access to rigorous Tier 1 instruction, limited early intervention for students with unfinished learning, attendance and engagement challenges that disrupt instructional continuity, the need for stronger vertical articulation of instructional practices across the TK-12 program, and historical student group achievement trends that require sustained and intensive targeted support.

2026-27 Action Plan: WCPA-Lost Hills will implement the following coordinated actions during the 2026-27 LCAP cycle to address the ELA Academic Indicator performance gaps and accelerate progress for priority student groups.

- **Step 1:** Continue Implementation of HQIF and Evidence-Based Instructional Practices. WCPA-Lost Hills will continue implementation of high-quality instructional frameworks and evidence-based literacy instructional practices across all grade spans, with emphasis on foundational reading skills, language comprehension, and writing aligned to California Common Core State Standards for English Language Arts/Literacy.
- **Step 2**: Expand Reading DLC and Secondary Intervention Supports. The school will expand the Reading Designated Learning Cycle and secondary intervention supports to address documented gaps in foundational literacy and unfinished learning, with intervention resources prioritized for student groups demonstrating the most significant gaps from standard.
- **Step 3**: Implement Targeted LTEL Acceleration Plans and Designated ELD Supports. WCPA-Lost Hills will continue targeted intervention support for the English Learner student group (-53.2 DFS, Orange) and the LTEL student group (-72.4 DFS, Orange), implementing individualized LTEL acceleration plans and designated ELD supports that explicitly integrate academic vocabulary, language scaffolds, and literacy development within ELA instruction, sustaining the progress reflected in the LTEL student group's movement from Red to Orange.

- **Step 4:** Strengthen PLC and PDSA Data Cycles. The school will strengthen Professional Learning Community and Plan-Do-Study-Act data cycles using NWEA, IAB, CAASPP, and Panorama data, ensuring that instructional decisions are grounded in current student performance data and that ELA instruction is continuously refined through structured cycles of inquiry and reflection.
- **Step 5:** Expand After-School Academic Intervention and Enrichment Opportunities. WCPA-Lost Hills will expand after-school academic intervention and enrichment opportunities for all students, with priority access for English Learner, LTEL, Socioeconomically Disadvantaged, and Students with Disabilities student groups, leveraging the Expanded Learning Opportunities Program and Community Schools partnerships to broaden access.
- **Step 6:** Increase Family Engagement and Student Data Literacy. The school will increase family engagement and student data literacy aligned to LCAP priorities, ensuring that families understand literacy achievement and growth data and have meaningful opportunities to support student learning at home through ELAC, PAC, and Parent Power Hour structures.
- **Step 7:** Continue MTSS and Community Schools Intervention Coordination. WCPA-Lost Hills will continue coordinated intervention delivery across the Multi-Tiered System of Supports and the Community Schools framework, integrating academic, behavioral, social-emotional, and family engagement supports to address the root causes contributing to literacy achievement gaps.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. State indicators include the CAASPP ELA Academic Indicator and the resulting Dashboard performance level color, with recognition that the ELA Academic Indicator carries accountability weight on the 2025 Dashboard and is also used in calculating the performance categories for charter school renewal (low, middle, high). Local indicators include CAASPP Distance from Standard (DFS), NWEA growth projections and proficiency rates.

Math Academic Indicator: 2025 Dashboard

The California School Dashboard reports the Math Academic Indicator for schools serving students in grades three through eight and grade eleven, using student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments. The indicator is expressed as the Average Distance from Standard (DFS), which measures the distance between a student's scale score and the lowest scale score for Level 3 (Standard Met), with negative values indicating average performance below the standard met threshold. Each Academic Indicator is calculated using both DFS and participation rate, and the 2025 Dashboard reports Status, Change, and Performance Level (color) for the indicator.

Identified Gaps: The 2025 California School Dashboard reflects a decline in Math performance for WCPA-Lost Hills across student groups, resulting in Orange and Red performance levels. All Students performed at -81.3 DFS (Orange), Socioeconomically Disadvantaged students performed at -81 DFS (Orange), and Hispanic students performed at -80.9 DFS (Orange), with each of these student groups reflecting a decline in CAASPP Math performance from the prior year. English Learners performed at -100.1 DFS and received a Red performance level on the 2025 Dashboard, also reflecting a decline in academic performance. Long-Term English Learners performed at -141.5 DFS and continue to receive a Red performance level on both the 2024 and 2025 Dashboards, reflecting sustained and significant Math achievement gaps for this student group. Mathematics remains the area of greatest academic need for WCPA-Lost Hills students, particularly for English Learner and LTEL student groups.

Data Analyzed: To analyze Math performance comprehensively, WCPA-Lost Hills examined both quantitative and qualitative data sources. Quantitative data included the 2025 California School Dashboard, 2024-25 CAASPP results, 2024-25 and 2025-26 NWEA growth projections, Interim Assessment Block (IAB) performance, attendance and chronic absenteeism trends, intervention participation, LTEL identification data, Panorama intervention tracking, and student group performance reports. Qualitative data included classroom walkthroughs, PLC reflections, Wonder Team/PDSA cycles, teacher and student feedback, family engagement discussions, and instructional observations.

Educational Partners Engaged: The analysis was developed with input from a broad set of educational partners, including the Site and Executive Leadership Teams; teachers participating in professional development sessions, staff meetings, Wonder Teams, PLCs, and the Guiding Coalition; students participating in the Student Advisory Committee; families engaged through ELAC, PAC, and Parent Power Hour; Community Schools and MTSS teams; Special Education staff; English Learner coordinators and interventionists; and the Board of Directors, who receive a Monthly Academic Report.

Identified Strengths: Internal data trends reflect meaningful progress in mathematics growth despite the declines reflected on the 2025 Dashboard. In NWEA Math, the share of students meeting individual growth projections rose from 46.5% to 56.9%. Additional strengths identified through the analysis include increased NWEA Math growth outcomes, strong implementation of intervention systems and MTSS supports, completion of PLC and Guiding Coalition implementation milestones, expanded use of Panorama and intervention tracking systems, and strong student engagement within Community Schools and intervention programming.

Greatest Needs: WCPA-Lost Hills' greatest Math needs include accelerated mathematics supports for English Learner and LTEL students, increased Tier 1 instructional consistency and rigor, expanded intervention opportunities for struggling students, strengthened academic vocabulary and foundational mathematical language development supports, additional targeted support for Students with Disabilities and chronically absent students, and improved vertical instructional alignment across grade spans.

Issues Identified: Persistent issues identified this year include high mathematics achievement gaps across student groups, the schoolwide decline in Math performance on the 2025 Dashboard for All Students, Socioeconomically Disadvantaged students, Hispanic students, and English Learners, the sustained Red performance level for LTEL students across consecutive Dashboard years, continued disproportionality in behavior and attendance trends for targeted student groups, the need for earlier intervention and progress monitoring systems, and the need for increased family understanding of student achievement and growth data.

Resource Inequities: WCPA-Lost Hills conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Resource inequities contributing to Math performance gaps include limited staffing capacity to meet all intervention needs, the need for additional mathematics intervention resources, limited access to expanded learning opportunities for some student groups, and the need for increased targeted mathematical discourse and academic language supports.

Root Cause Analysis: Root cause analysis identified several contributing factors driving the Math performance gaps. These include gaps in foundational mathematics skills, inconsistent access to rigorous Tier 1 instruction, limited early intervention for students with unfinished learning, attendance and engagement challenges that disrupt instructional continuity, the need for stronger vertical articulation of instructional practices across the TK-12 program, and historical student group achievement trends that require sustained and intensive targeted support.

2026-27 Action Plan: WCPA-Lost Hills will implement the following coordinated actions during the 2026-27 LCAP cycle to address the Math Academic Indicator performance gaps and accelerate progress for priority student groups.

- **Step 1**: Continue Implementation of HQIF and Evidence-Based Instructional Practices. WCPA-Lost Hills will continue implementation of high-quality instructional frameworks and evidence-based mathematics instructional practices across all grade spans, with emphasis on conceptual understanding, procedural fluency, and mathematical reasoning aligned to California Common Core State Standards for Mathematics.
- **Step 2**: Expand Math DLC, Math Foundations, and Secondary Intervention Supports. The school will expand the Math Designated Learning Cycle, Math Foundations, and secondary intervention supports to address documented gaps in foundational numeracy and unfinished learning, with intervention resources prioritized for student groups demonstrating the most significant gaps from standard.
- **Step 3**: Implement Targeted LTEL Acceleration Plans and Designated ELD Supports. WCPA-Lost Hills will increase targeted intervention support for the English Learner student group (-100.1 DFS, Red) and the LTEL student group (-141.5 DFS, Red), implementing individualized LTEL acceleration plans and designated ELD supports that explicitly integrate mathematical discourse, academic vocabulary, and language scaffolds within mathematics instruction.
- **Step 4**: Strengthen PLC and PDSA Data Cycles. The school will strengthen Professional Learning Community and Plan-Do-Study-Act data cycles using NWEA, IAB, CAASPP, and Panorama data, ensuring that instructional decisions are grounded in current student performance data and that mathematics instruction is continuously refined through structured cycles of inquiry and reflection.
- **Step 5**: Expand After-School Academic Intervention and Enrichment Opportunities. WCPA-Lost Hills will expand after-school academic intervention and enrichment opportunities for all students, with priority access for English Learner, LTEL, Socioeconomically Disadvantaged, and Students with Disabilities student groups, leveraging the Expanded Learning Opportunities Program and Community Schools partnerships to broaden access.
- **Step 6**: Increase Family Engagement and Student Data Literacy. The school will increase family engagement and student data literacy aligned to LCAP priorities, ensuring that families understand mathematics achievement and growth data and have meaningful opportunities to support student learning at home through ELAC, PAC, and Parent Power Hour structures.
- **Step 7**: Continue MTSS and Community Schools Intervention Coordination. WCPA-Lost Hills will continue coordinated intervention delivery across the Multi-Tiered System of Supports and the Community Schools framework, integrating academic, behavioral, social-emotional, and family engagement supports to address the root causes contributing to mathematics achievement gaps.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. Accountability indicators include CAASPP Mathematics Distance from Standard and the resulting Dashboard performance level color. Local indicators include NWEA MAP Mathematics growth projections and proficiency trends.

Science Academic Indicator: 2025 Dashboard

The California School Dashboard reports the Science Indicator for schools serving students in grades five and eight and once in high school, using student performance on the California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science). The indicator is expressed in Science Points (SPs), which range from 0 to 100 and represent a simplified conversion of each student's scale score, with 0 representing the lowest possible score and 100 representing the highest possible score. The Science Indicator is calculated using both SPs and participation rate, and the 2025 Dashboard reports Status, Change, and Performance Level (color) for the indicator. The Science Indicator is currently displayed for informational purposes only and does not carry accountability weight for state or federal support determinations on the 2025 Dashboard. However, this academic indicator is used in calculating the performance categories for charter school renewal (low, middle, high).

Identified Gaps: The 2025 California School Dashboard reflects the following Science Indicator performance for WCPA-Lost Hills. All Students performed at 47.7 SPs (Yellow), Socioeconomically Disadvantaged students at 47.3 SPs (Yellow), Hispanic students at 47.7 SPs (Yellow), English Learners at 43 SPs (Orange), and Long-Term English Learners at 38.5 SPs (Yellow). Science performance demonstrates stronger overall outcomes than Mathematics, though student group gaps remain for English Learner and LTEL students. Continued focus on NGSS-aligned instruction and literacy integration within science remains necessary to close gaps between schoolwide performance and English Learner outcomes.

Data Analyzed: To analyze Science performance comprehensively, WCPA-Lost Hills examined both quantitative and qualitative data sources. Quantitative data included CAST Science Indicator data, classroom and interim assessment performance, student group analysis, literacy integration within science instruction, and attendance and intervention participation trends. Qualitative data included classroom walkthroughs, PLC reflections, Wonder Team/PDSA cycles, teacher and student feedback, family engagement discussions, and instructional observations.

Educational Partners Engaged: The analysis was developed with input from a broad set of educational partners, including the Site and Executive Leadership Teams; teachers participating in professional development sessions, staff meetings, Wonder Teams, PLCs, and the Guiding Coalition; students participating in the Student Advisory Committee; families engaged through ELAC, PAC, and Parent Power Hour; Community Schools and MTSS teams; Special Education staff; English Learner coordinators and interventionists; and the Board of Directors, who receive a Monthly Academic Report.

Identified Strengths: Internal data trends reflect positive science performance, particularly relative to mathematics outcomes. Strengths identified through the analysis include positive overall science performance trends, increased use of project-based and hands-on science learning, strong student engagement in science instruction, and expanded after-school and intervention opportunities that support science learning. The school's investment in NGSS-aligned instructional practices and integrated literacy strategies has contributed to stronger science outcomes than those reflected in CAASPP ELA and Math results.

Greatest Needs: WCPA-Lost Hills' greatest Science needs include increasing science achievement for English Learner and LTEL students, strengthening academic vocabulary and scientific discourse, increasing literacy integration within science classrooms, and expanding access to rigorous NGSS-aligned learning opportunities for all students.

Issues Identified: Persistent issues identified this year include continuing achievement gaps for English Learner and LTEL students, the documented connection between literacy proficiency and science assessment performance for LTEL students, continued disproportionality in behavior and attendance trends for targeted student groups, the need for earlier intervention and progress monitoring systems within science instruction, and the need for increased family understanding of student achievement and growth data.

Resource Inequities: WCPA-Lost Hills conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Resource inequities contributing to Science performance gaps include limited staffing capacity to meet all intervention needs, limited access to expanded learning opportunities for some student groups, the need for increased targeted literacy and academic language supports within science instruction, and the need for additional professional development focused on differentiation and language acquisition in NGSS-aligned classrooms.

Root Cause Analysis: Root cause analysis identified several contributing factors driving the Science performance gaps. These include gaps in foundational literacy skills that affect access to science text and scientific discourse, inconsistent access to rigorous Tier 1 instruction, limited early intervention for students with unfinished learning, attendance and engagement challenges that disrupt instructional continuity, the need for stronger vertical articulation of instructional practices across the TK-12 program, and historical student group achievement trends that require sustained and intensive targeted support.

2026-27 Action Plan: WCPA-Lost Hills will implement the following coordinated actions during the 2026-27 LCAP cycle to address the Science Indicator performance gaps and accelerate progress for priority student groups.

- **Step 1:** Continue NGSS-Aligned Instructional Implementation. WCPA-Lost Hills will continue implementation of NGSS-aligned instructional practices across all grade spans, with emphasis on three-dimensional learning, science and engineering practices, and crosscutting concepts.
- **Step 2:** Expand Academic Vocabulary and Literacy Integration. The school will expand academic vocabulary and literacy integration strategies within science instruction, addressing the documented connection between literacy proficiency and science assessment performance for LTEL students in particular.
- **Step 3:** Increase Intervention Support for English Learner and LTEL Student Groups. WCPA-Lost Hills will increase targeted intervention support for the English Learner student group (43 SPs, Orange) and the LTEL student group (38.5 SPs, Yellow), including designated ELD supports that explicitly integrate scientific discourse, academic vocabulary, and language scaffolds within science instruction.
- **Step 4:** Utilize PLCs and Data Cycles for Science Analysis. The school will utilize PLCs and PDSA data cycles to analyze science assessment performance, ensuring that instructional decisions are grounded in current student performance data and that science instruction is informed by the same continuous improvement structures applied in ELA and Mathematics.
- **Step 5:** Expand Hands-On and After-School Enrichment Opportunities. WCPA-Lost Hills will expand hands-on learning opportunities within the regular school day and after-school enrichment opportunities for all students, with priority access for English Learner, LTEL, and Students with Disabilities student groups, leveraging the Expanded Learning Opportunities Program and Community Schools partnerships to broaden

access.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. State indicators include the CAASPP Science Indicator and the resulting Dashboard performance level color, with recognition that the Science Indicator is currently displayed for informational purposes only and does not carry accountability weight on the 2025 Dashboard, however this academic indicator is used in calculating the performance categories for charter school renewal (low, middle, high). Local indicators include student group performance trends, interim assessment and classroom data, student engagement and attendance data, and intervention participation rates.

Chronic Absenteeism Indicator: 2025 Dashboard

The California School Dashboard reports the Chronic Absenteeism Indicator for schools serving students in transitional kindergarten through grade eight. This indicator reflects the percentage of students who are chronically absent, defined as those who miss 10% or more of the school year. Unlike most state indicators, the Chronic Absenteeism Indicator has a reverse goal, where a lower percentage represents stronger performance. Students must be enrolled for at least 31 instructional days to be counted in the indicator calculation. Because the Dashboard does not report chronic absenteeism for high school grade levels, WCPA-Lost Hills, which serves TK-12, reports two chronic absenteeism rates within its LCAP: the K-8 rate reflected on the 2025 California School Dashboard, and the schoolwide K-12 rate that is reported within the LCAP but not displayed on the Dashboard.

Identified Gaps: The 2025 California School Dashboard reflects the following 2024-25 Chronic Absenteeism Rates for WCPA-Lost Hills, grades K-8. All Students performed at 9.9% (Green), English Learners at 9.5% (Yellow), Long-Term English Learners at 19.6% (Orange), Socioeconomically Disadvantaged students at 10.6% (Yellow), Students with Disabilities at 22.8% (Red), and Hispanic students at 9.7% (Yellow). The All Students rate at the K-8 level demonstrates strong overall performance, while the LTEL and SWD student groups continue to reflect significantly higher chronic absenteeism rates and represent the school's areas of greatest need.

The schoolwide K-12 chronic absenteeism rate for 2024-25, which is reported within the LCAP but not reflected on the 2025 Dashboard, is 11.6%. This figure incorporates high school attendance patterns alongside the K-8 data and provides a more complete picture of attendance trends across the full TK-12 program.

Internal Lost Hills data also reflects positive monthly progress, with the chronic absenteeism rate declining from 10.8% in December to 8.4% by March, demonstrating that targeted attendance interventions are producing measurable in-year improvement. Despite this progress, the SWD and LTEL student groups remain areas of significant continuing need.

Data Analyzed: To analyze chronic absenteeism comprehensively, WCPA-Lost Hills examined both quantitative and qualitative data sources. Quantitative data included the California Dashboard Chronic Absenteeism Indicator, monthly attendance and chronic absenteeism dashboards, Panorama and MTSS intervention tracking, family outreach and engagement data, and student engagement and school climate trends. Qualitative data included classroom walkthroughs, PLC reflections, Wonder Team/PDSA cycles, teacher and student feedback, family engagement discussions, and instructional observations.

Educational Partners Engaged: The analysis was developed with input from a broad set of educational partners, including the Site and Executive Leadership Teams; teachers participating in professional development sessions, staff meetings, Wonder Teams, PLCs, and the Guiding Coalition; students participating in the Student Advisory Committee; families engaged through ELAC, PAC, and Parent Power Hour; Community Schools and MTSS teams; Special Education staff; English Learner coordinators and interventionists; and the Board of Directors, who receive a Monthly Academic Report.

Identified Strengths: WCPA-Lost Hills demonstrates strong overall attendance performance, with the All Students K-8 rate falling within the Green performance level on the 2025 Dashboard. Additional strengths identified through the analysis include the documented reduction in chronic absenteeism trends across the school year, strong implementation of restorative practices and intervention systems, increased family outreach and attendance supports, extensive MTSS and intervention documentation, and strong Community Schools support systems that integrate attendance, engagement, and family services.

Greatest Needs: WCPA-Lost Hills' greatest chronic absenteeism needs include reducing chronic absenteeism for the LTEL student group (19.6%, Orange) and the SWD student group (22.8%, Red), increasing student engagement and connectedness across all grade spans, strengthening Tier 1 classroom behavior supports, and expanding social-emotional and mental health supports that address barriers to consistent attendance.

Issues Identified: Persistent issues identified this year include continued disproportionality in attendance trends for targeted student groups, particularly LTELs and Students with Disabilities; the need for earlier intervention and progress monitoring systems to identify students at risk of chronic absenteeism before patterns become entrenched; and the need for increased family understanding of student attendance data and the academic impact of missed school days.

Resource Inequities: WCPA-Lost Hills conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Resource inequities contributing to chronic absenteeism gaps include limited staffing capacity to meet all attendance intervention needs and limited access to expanded learning opportunities for some student groups, which constrains the school's ability to deliver the level of individualized outreach and engagement that LTEL and SWD students require.

Root Cause Analysis: Root cause analysis identified several contributing factors driving chronic absenteeism gaps. These include attendance and engagement challenges that disrupt instructional continuity, inconsistent access to rigorous Tier 1 instruction that affects student connectedness and motivation, limited early intervention for students with unfinished learning, the need for stronger vertical articulation of attendance and engagement practices across grade spans, and historical student group attendance trends that require sustained and intensive targeted support.

2026-27 Action Plan: WCPA-Lost Hills will implement the following coordinated actions during the 2026-27 LCAP cycle to address the Chronic Absenteeism Indicator performance gaps and accelerate progress for priority student groups.

- **Step 1:** Continue Restorative Practices and Check & Connect Systems. WCPA-Lost Hills will continue implementation of restorative practices and the Check & Connect mentoring model across all grade spans, pairing chronically absent students with adult mentors who provide consistent, relationship-based attendance support and academic monitoring.
- **Step 2:** Expand Attendance Intervention and Home Visit Supports. The school will expand attendance intervention, and home visit supports, prioritizing outreach to families of LTEL students (19.6%, Orange) and Students with Disabilities (22.8%, Red) and using bilingual outreach staff to ensure language access for all families.
- **Step 3:** Strengthen Panorama and MTSS Progress Monitoring. WCPA-Lost Hills will strengthen Panorama and MTSS progress monitoring systems to identify students at risk of chronic absenteeism earlier in the school year, enabling tiered intervention before absence patterns become chronic.
- **Step 4:** Increase Social-Emotional and Mental Health Interventions. The school will increase social-emotional and mental health interventions that address underlying barriers to consistent attendance, with priority access for LTEL, SWD, and Socioeconomically Disadvantaged student groups, leveraging Community Schools partnerships and the Multi-Tiered System of Supports framework.
- **Step 5:** Continue Community Schools Implementation Strategies. WCPA-Lost Hills will continue Community Schools implementation strategies that integrate attendance supports with family services, health and wellness resources, and expanded learning opportunities, ensuring that families experience a coordinated and seamless system of support.
- **Step 6:** Increase Proactive Family Engagement and Communication. The school will increase proactive family engagement and communication regarding attendance data, the academic impact of chronic absenteeism, and available family resources, leveraging ELAC, PAC, and Parent Power Hour structures to build family data literacy and partnership.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. State indicators include the Chronic Absenteeism Indicator on the California School Dashboard for grades K-8 and the resulting Dashboard performance level color, with recognition that the Chronic Absenteeism Indicator carries accountability weight on the 2025 Dashboard for grades K-8 only and is also used in calculating the performance categories for charter school renewal (low, middle, high). Local indicators include the schoolwide K-12 chronic absenteeism rate, student engagement and school climate data.

Suspension Rate Indicator: 2025 Dashboard

The California School Dashboard reports the Suspension Rate Indicator for schools serving transitional kindergarten through grade twelve students, based on the number of students who have a combined total suspension of at least one full day. A student is counted only once in the suspension rate regardless of the number of suspensions or the total days suspended. Unlike most state indicators, the Suspension Rate Indicator has a reverse goal, where a lower rate in the current year and a decrease from the prior year represent stronger performance. The suspension rate is calculated by dividing the unduplicated number of students suspended for a combined total of at least one full day by cumulative enrollment, defined as the total number of students who were enrolled for at least one day at any time during the school year. The Suspension Rate Indicator is unique among state indicators in that it uses both LEA-level and school-level distributions to set the cut scores for Status and Change, recognizing that suspension rates vary widely by school type and grade span.

Identified Gaps: The 2025 California School Dashboard reflects the following 2024-25 Suspension Rates for WCPA-Lost Hills. All Students performed at 6.0% (Orange), English Learners at 9.2% (Red), Long-Term English Learners at 16.3% (Red), Socioeconomically Disadvantaged students at 6.0% (Orange), Students with Disabilities at 4.5% (Orange), and Hispanic students at 6.2% (Orange). The English Learner and LTEL student groups received Red performance levels on the 2025 Dashboard, reflecting the most significant disproportionality in student discipline outcomes. The LTEL student group also received a Red performance level for the Suspension Rate Indicator on the 2024 Dashboard, demonstrating sustained disproportionality in suspension outcomes across consecutive Dashboard years for this student group. Behavior and intervention data demonstrate that disproportionality is concentrated among English Learner and LTEL student groups, particularly at the secondary level.

Data Analyzed: To analyze suspension rates comprehensively, WCPA-Lost Hills examined both quantitative and qualitative data sources. Quantitative data included the California Dashboard Suspension Rate Indicator, behavior referral and suspension data, Panorama and MTSS intervention tracking, family outreach and engagement data, and student engagement and school climate trends. Qualitative data included classroom walkthroughs, PLC reflections, Wonder Team/PDSA cycles, teacher and student feedback, family engagement discussions, and instructional observations.

Educational Partners Engaged: The analysis was developed with input from a broad set of educational partners, including the Site and Executive Leadership Teams; teachers participating in professional development sessions, staff meetings, Wonder Teams, PLCs, and the Guiding Coalition; students participating in the Student Advisory Committee; families engaged through ELAC, PAC, and Parent Power Hour; Community Schools and MTSS teams; Special Education staff; English Learner coordinators and interventionists; and the Board of Directors, who receive a Monthly Academic Report.

Identified Strengths" Despite the disproportionality reflected on the 2025 Dashboard, WCPA-Lost Hills has built foundational systems to support student behavior and engagement. Strengths identified through the analysis include strong implementation of restorative practices and intervention systems, increased family outreach and engagement supports, extensive MTSS and intervention documentation, and strong Community Schools support systems that integrate behavioral, social-emotional, and family services. Intervention systems continue to expand to address student engagement and school climate needs.

Greatest Needs: WCPA-Lost Hills' greatest suspension-related needs include reducing suspension disproportionality among the English Learner student group (9.2%, Red) and the LTEL student group (16.3%, Red), increasing student engagement and connectedness across all grade spans, strengthening Tier 1 classroom behavior supports, and expanding social-emotional and mental health supports that address underlying behavioral and engagement challenges.

Issues Identified: Persistent issues identified this year include continued disproportionality in behavior trends for English Learner and LTEL student groups, the sustained Red performance level for LTEL students on the Suspension Rate Indicator across the 2024 and 2025 Dashboards, the school's eligibility for Differentiated Assistance based on the LTEL and English Learner student group performance, the need for earlier intervention and progress monitoring systems to identify students at risk of suspension, and the need for increased family understanding of student behavior and engagement data.

Resource Inequities: WCPA-Lost Hills conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Resource inequities contributing to suspension disproportionality include limited staffing capacity to meet all behavioral intervention needs and limited access to expanded learning opportunities for some student groups, which constrains the school's ability to deliver the level of individualized engagement and behavioral support that English Learner and LTEL students require.

Root Cause Analysis: Root cause analysis identified several contributing factors driving suspension disproportionality. These include gaps in foundational literacy and mathematics skills that affect student engagement and academic confidence, inconsistent access to rigorous Tier 1 instruction that affects student connectedness, limited early intervention for students with unfinished learning, the need for stronger vertical articulation of instructional and behavioral practices across grade spans, and historical student group achievement and discipline trends that require sustained and intensive targeted support, particularly for English Learners transitioning into secondary grade spans where suspension rates are documented to be higher.

2026-27 Action Plan: WCPA-Lost Hills will implement the following coordinated actions during the 2026-27 LCAP cycle to address the Suspension Rate Indicator performance gaps and accelerate progress for priority student groups, in alignment with Differentiated Assistance support requirements.

- **Step 1:** Continue Restorative Practices and Check & Connect Systems. WCPA-Lost Hills will continue implementation of restorative practices and the Check & Connect mentoring model across all grade spans, with priority access for the English Learner and LTEL student groups identified through Differentiated Assistance eligibility.
- **Step 2:** Expand Intervention and Home Visit Supports. The school will expand intervention, and home visit supports that address the root causes of behavioral incidents, prioritizing bilingual outreach to families of English Learner and LTEL students to ensure language access and meaningful family partnership.
- **Step 3:** Strengthen Panorama and MTSS Progress Monitoring. WCPA-Lost Hills will strengthen Panorama and MTSS progress monitoring systems to identify students at risk of suspension earlier in the school year, enabling tiered behavioral intervention before incidents escalate to suspension.
- **Step 4:** Increase Social-Emotional and Mental Health Interventions. The school will increase social-emotional and mental health interventions that address underlying drivers of behavioral incidents, with priority access for English Learner and LTEL student groups, leveraging Community Schools partnerships and the Multi-Tiered System of Supports framework.
- **Step 5:** Continue Community Schools Implementation Strategies. WCPA-Lost Hills will continue Community Schools implementation strategies that integrate behavioral supports with family services, health and wellness resources, and expanded learning opportunities, ensuring that students and families experience a coordinated and seamless system of support.
- **Step 6:** Increase Proactive Family Engagement and Communication. The school will increase proactive family engagement and communication regarding student behavior, engagement, and available family resources, leveraging ELAC, PAC, and Parent Power Hour structures to build family understanding of behavioral support systems and partnership opportunities.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. State indicators include the Suspension Rate Indicator on the California School Dashboard and the resulting Dashboard performance

level color, with recognition that the Suspension Rate Indicator carries accountability weight on the 2025 Dashboard and is also used in calculating the performance categories for charter school renewal (low, middle, high).

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment: 2026-27

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Wonderful College Prep Academy - Lost Hills will expend its 2026-27 LREBG allocation of $45,110 to fund a portion of the Math Interventionist position included under LCAP Goal 2, Action 2.

Needs Assessment

WCPA-Lost Hills' comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified mathematics achievement gaps as the school's most significant learning recovery priority. The 2025 California School Dashboard reflects a decline in Mathematics performance across student groups, with All Students performing at -81.3 Distance from Standard (DFS) (Orange), Socioeconomically Disadvantaged students at -81 DFS (Orange), and Hispanic students at -80.9 DFS (Orange). The English Learner student group performed at -100.1 DFS and received a Red performance level on the 2025 Dashboard. The Long-Term English Learner (LTEL) student group performed at -141.5 DFS and continues to receive a Red performance level on both the 2024 and 2025 Dashboards, reflecting sustained and significant Mathematics achievement gaps for this student group.

WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the LTEL and English Learner student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Mathematics performance for English Learner and LTEL student groups is central to this eligibility determination. Internal data from NWEA Math reflects measurable in-year growth, with the share of students meeting individual growth projections rising from 46.5% to 56.9%; however, Dashboard outcomes confirm that this growth has not yet translated into reduced achievement gaps for priority student groups. The needs assessment identified the need for accelerated mathematics supports for English Learners, LTELs, Students with Disabilities, and Socioeconomically Disadvantaged students as the primary learning recovery priority requiring sustained intervention to address pandemic-related learning disruption.

Expenditure 1: Math Interventionist

Position (LCAP Goal and Action): Math Interventionist (Goal 2, Action 2: Tiered Academic Interventions)

Amount of LREBG Funds: $45,110

Rationale: The Math Interventionist provides targeted Tier 2 and Tier 3 mathematics intervention support for students performing significantly below grade-level standards, with priority access for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. The Math Interventionist delivers small-group, standards-aligned mathematics intervention during the instructional day and after-school programming, using diagnostic data from NWEA MAP, Interim Assessment Blocks (IABs), CAASPP, and Panorama to identify student skill gaps and design responsive intervention plans. The Math Interventionist collaborates with classroom teachers within Professional Learning Communities (PLCs) and Plan-Do-Study-Act (PDSA) cycles to align intervention delivery with Tier 1 mathematics instruction, ensuring that students receive coherent, scaffolded learning experiences that accelerate progress toward grade-level proficiency.

This position directly addresses the mathematics achievement gaps identified in the needs assessment as the primary root cause of WCPA-Lost Hills' Differentiated Assistance eligibility for the LTEL and English Learner student groups. The Math Interventionist integrates mathematical discourse, academic vocabulary, and language scaffolds within mathematics intervention instruction to support the dual academic and language acquisition needs of English Learner and LTEL students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that high-dosage, small-group mathematics intervention delivered by trained instructional staff, aligned to grade-level standards, and supported by diagnostic and formative assessment data produces significant academic gains for students performing below grade level, particularly for English Learners and Students with Disabilities. Studies meeting ESSA Tier 2 evidence standards confirm that targeted mathematics intervention is among the most effective strategies for accelerating learning recovery and closing mathematics achievement gaps.

Metrics: CAASPP Mathematics Distance from Standard (DFS) disaggregated by English Learner, LTEL, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic student groups as reported on the California School Dashboard performance levels for the Mathematics Academic Indicator.

LCAP Alignment

This expenditure is included in the 2026-27 LCAP in compliance with EC Section 52064.4. The Math Interventionist is included under Goal 2, Action 2 (Tiered Academic Interventions). The LREBG-funded portion represents a component of the total action expenditure, with the remaining costs funded through LCFF Supplemental and Concentration funds, Title I, Title III, and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The School-Based Leadership Team (SBLT) and Administrators identified continued investment in mathematics intervention and tiered academic supports for English Learners, LTELs, and Students with Disabilities as a top priority for the 2026-27 school year. Teachers emphasized the need for expanded academic interventions, tutoring, and small-group instructional supports across grade levels, with particular attention to mathematics. Classified staff identified expanded academic interventions and tutoring supports across grade levels as a priority. Students and the Student Advisory Committee emphasized continued access to intervention and academically challenging coursework, with increased student-centered and differentiated intervention supports. Parents and the combined English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) emphasized expanded supports for English Learners, Long-Term English Learners, and Students with Disabilities, including targeted mathematics intervention and language acquisition supports.

The needs assessment and expenditure plan were reviewed and approved through the Student Advisory Committee on June 4, 2026, and through the Parent Advisory Committee on June 9, 2026. Educational partner consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the LREBG, and the school's eligibility for Differentiated Assistance, ensuring that LREBG-funded supports are coordinated with other funding sources and technical assistance provided through the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies to address Dashboard-identified priorities for English Learner, LTEL, and Students with Disabilities student groups.

2024 CA School Dashboard

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

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

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

ELA & Math Needs Assessment for Long-Term English Learners (2024 Dashboard)

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

Current Performance Data

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

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

Identified Strengths

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

Greatest Needs

- LTEL students demonstrate significant achievement gaps in both English Language Arts and Mathematics that require immediate and sustained intervention. In ELA, students struggle with academic language development despite years of English instruction, face challenges with complex text comprehension and academic writing, and have difficulty accessing grade-level curriculum without appropriate scaffolding and support.
- Mathematics presents equally challenging needs, with persistent achievement gaps in mathematical reasoning and problem-solving. Language barriers significantly impact students' understanding of word problems and mathematical concepts, while limited access to grade-level mathematical content occurs due to the language demands of instruction. Students require enhanced support for mathematical discourse and vocabulary development to succeed in advanced coursework.

- WCPA has identified the need for enhanced communication and information systems to keep families informed about their student's LTEL status and available support services. There is a critical need for additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners.
- Professional development needs include expanded opportunities for teachers to strengthen their skills in LTEL-specific instructional strategies, particularly at the secondary level where academic language demands are more complex. WCPA requires increased coaching capacity to support teachers in implementing evidence-based practices for LTEL populations.

Root Cause Analysis

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

Identified Resource Inequities

- WCPA has identified several areas where resource inequities impact LTEL student success. Opportunities exist to strengthen professional development offerings specifically focused on LTEL instructional strategies and evidence-based interventions. WCPA recognizes the need for expanded coaching capacity to support teachers in implementing high-quality instruction for experienced multilingual learners.
- Underdeveloped intervention systems specifically designed for LTEL populations represent a significant gap that requires targeted resource allocation and program development. Access to specialized curriculum materials and instructional resources designed for long-term English Learners is limited and requires investment to ensure teachers have appropriate tools for differentiated instruction.
- Technology platforms and assessment tools specifically designed for monitoring LTEL progress and language development need enhancement to provide more comprehensive data for instructional decision-making. Family engagement resources, including translation services and culturally responsive communication materials, require expansion to better serve the predominantly Spanish-speaking community.

2025-26 Plan of Action

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

Specialized Instruction and Intervention Implementation

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

Professional Development and Coaching Enhancement

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

Enhanced Family Engagement and Communication Systems

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

Curriculum and Instructional Resource Development

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

Suspension Rate Indicator – Needs Assessment (2024 Dashboard)

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

Current Performance Data

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

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

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

Identified Strengths

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

Greatest Needs

- The suspension rate data reveals critical needs across multiple areas of school operations and student support. Long-Term English Learners demonstrate the greatest need for enhanced behavioral and social-emotional support, as evidenced by their RED performance level on the suspension indicator. This population requires specialized interventions that address both language development needs and behavioral support within a culturally responsive framework.
- Students with Disabilities face significant challenges as indicated by both increased suspension rates and chronic absenteeism. This population requires enhanced coordination between special education services, behavioral interventions, and inclusive practices that address individual learning and behavioral needs while maintaining access to general education environments.
- WCPA needs strengthened implementation of trauma-informed practices and social-emotional learning programs that address the underlying factors contributing to behavioral challenges. Many students arrive at school carrying the impact of poverty, family stress, and community trauma that manifests in behavioral difficulties requiring specialized support rather than exclusionary discipline.
- Enhanced staff training in culturally responsive classroom management and implicit bias recognition is needed to ensure that disciplinary decisions are equitable and that cultural and linguistic differences are not misinterpreted as behavioral problems. The predominant Hispanic population requires disciplinary approaches that honor cultural values while maintaining high expectations for behavior.
- Improved coordination between academic interventions and behavioral supports is essential, as students experiencing academic frustration often exhibit behavioral challenges that lead to suspension. WCPA needs systematic approaches that address both academic and behavioral needs simultaneously through integrated support systems.
- Family engagement in behavioral goal setting and intervention planning requires enhancement to ensure that home and school approaches are aligned and mutually reinforcing. Many families need additional support in understanding school expectations while having their cultural values and home practices respected and incorporated into behavioral support plans.

Root Cause Analysis

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

Identified Resource Inequities

- WCPA has identified several areas where resource inequities impact behavioral outcomes and contribute to elevated suspension rates. Opportunities exist to strengthen professional development focused on trauma-informed practices, restorative justice implementation, and culturally responsive behavioral interventions that address the specific needs of the predominantly Hispanic, socioeconomically disadvantaged student population.
- Limited access to specialized behavioral and mental health services in the rural community creates inequities compared to urban schools that may have greater access to wraparound services and community mental health resources. WCPA must develop internal capacity and seek creative partnerships to provide comprehensive behavioral health support.
- Inconsistent implementation of Multi-Tiered System of Supports across classrooms and grade levels indicates a need for enhanced coaching, monitoring, and accountability systems to ensure that all students receive equitable access to behavioral interventions and support.
- Technology platforms for tracking behavioral data, monitoring intervention effectiveness, and facilitating communication between home and school require enhancement to provide real-time information for decision-making and family engagement.
- Staffing levels for behavioral intervention specialists, social workers, and mental health professionals may be insufficient to provide the intensive, individualized support required by students experiencing significant behavioral challenges, particularly Students with Disabilities and Long-Term English Learners.

2025-26 Plan of Action

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

Enhanced Multi-Tiered System of Supports Implementation

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

Targeted Interventions for Specific Student Groups

- Long-Term English Learners will receive specialized behavioral support that addresses the intersection of language development needs and social-emotional challenges. Interventions will include culturally responsive counseling, peer mentoring programs, and family engagement strategies that honor linguistic and cultural diversity while building school connection and behavioral skills.

- Students with Disabilities will benefit from enhanced coordination between special education services and behavioral interventions, ensuring that Individual Education Plan goals include appropriate behavioral supports and that general education teachers receive additional training in supporting students with disabilities in inclusive environments.
- WCPA will implement restorative justice practices as alternatives to suspension, focusing on repairing harm, building empathy, and teaching appropriate behaviors rather than simply removing students from the learning environment. These practices will be particularly important for addressing the cultural and linguistic needs of Hispanic and English Learner students.
- Social-emotional learning curricula will be integrated across all grade levels with specific attention to trauma-informed practices that address the impact of poverty, family stress, and community challenges on student behavior. This programming will provide all students with tools for emotional regulation, conflict resolution, and positive relationship building.

Professional Development and Capacity Building

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

Enhanced Family and Community Engagement

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

Data Monitoring and Continuous Improvement

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

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

2023 CA School Dashboard

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

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

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

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

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

Wonderful College Prep Academy will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for ELs includes redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. The

reclassification process is celebrated annually, with staff communicating with families and revising the EL Master Plan in collaboration with ELAC/DELAC/EL-PAC input to meet the academic needs of ELs.

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

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

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

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

Reflections: Technical Assistance

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

Eligibility for Differentiated Assistance

Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) is eligible for Differentiated Assistance consistent with California Education Code Section 47607.3, based on two consecutive years of California School Dashboard performance data for student groups falling within the lowest performance levels on multiple state priorities. Under the eligibility criteria for charter schools, schools must meet the Differentiated Assistance criteria for two consecutive years, with results from both the 2024 and 2025 California School Dashboards used in the determination.

On the 2024 California School Dashboard, the English Learner (EL) student group received Red performance levels across Priority 4 (Pupil Achievement) on the ELA and Mathematics Academic Indicators and Priority 6 (School Climate) on the Suspension Rate Indicator.

On the 2025 California School Dashboard, the Long-Term English Learner (LTEL) student group received Red performance levels across Priority 4 (Pupil Achievement) on the Mathematics Academic Indicator and Priority 6 (School Climate) on the Suspension Rate Indicator.

The combination of these two consecutive years of Red performance levels for the EL and LTEL student groups across Priority 4 and Priority 6 resulted in WCPA-Lost Hills' eligibility for Differentiated Assistance.

Technical Assistance Partnership

Under California Education Code provisions, charter schools identified for Differentiated Assistance cannot receive technical assistance from their authorizing county office of education. Because WCPA-Lost Hills is authorized by the Kern County Superintendent of Schools (KCSOS), WCPA-Lost Hills initially received Differentiated Assistance support during the 2024-25 school year from the Fresno County Superintendent of Schools (FCSS), in partnership with Solution Tree, which provided technical assistance focused on launching the school's Professional Learning Community (PLC) model. Beginning in the 2025–26 school year, responsibility for coordinating the Differentiated Assistance process transitioned to the Kern County Superintendent of Schools as the geographic lead agency. In accordance with Education Code section 47607.3(b), KCSOS contracted with Williams Education Strategies, led by Amy Williams, to provide direct technical assistance to WCPA–Lost Hills during the 2025–26 and 2026–27 school years, while KCSOS fulfills its responsibilities as the geographic lead agency and coordinates with the school and contracted provider regarding progress.

Problem Statement and Working Theory of Improvement

The Differentiated Assistance work is grounded in a problem statement and working theory of improvement that WCPA developed in collaboration with Williams Education Strategies during the launch of this work. WCPA had not yet defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality Tier 1 instruction within a Multi-Tiered System of Supports (MTSS) for all students. This contributed to achievement rates at the Lost Hills campus of 24% of students meeting standard in Mathematics and 30% in ELA, with significantly lower outcomes for Students with Disabilities (SWD) at 9% and English Learners (EL) at 27%.

WCPA-Lost Hills' working theory of improvement states that if the school defines and implements a coherent professional learning model focused on empowering adults to deliver and measure the effectiveness of high-quality instruction and supports within an MTSS framework, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within the school's MTSS and Data-Based Decision-Making (DBDM) structures, and student outcomes for all students, particularly Students with Disabilities and English Learners, will improve.

PDSA Cycle of Inquiry Framework: Four Focus Areas

WCPA-Lost Hills' Differentiated Assistance work is organized around a PDSA (Plan-Do-Study-Act) Cycle of Inquiry Framework with four focus areas designed to measure the effectiveness of the school's PLC and MTSS/DBDM implementation.

Focus Area 1 measures whether PLC implementation results in greater Teacher Collective Efficacy, aligned to LCAP Goal 1. WCPA-Lost Hills measures how General Education staff, Special Education staff, and site leaders perceive the current PLC and MTSS/DBDM efforts compared to previous efforts designed to increase student achievement. Measures include staff survey data from professional development sessions, the PLT (Professional Learning Team) Rubric, the Skill versus Will Matrix correlated to TNTP, the PLC Survey, and the Guiding Coalition Survey.

Focus Area 2 measures the level of integration between “the what” (MTSS/DBDM) and “the how” (PLC), aligned to LCAP Goal 2. WCPA-Lost Hills measures the effectiveness of its Early Warning System (EWS) in identifying, supporting, and improving student outcomes across academics, behavior, and attendance. Measures include student performance data from NWEA, Common Formative Assessments (CFAs), and DIBELS; attendance data; suspension data; and the EWS Monitoring Tool tracking fidelity of intervention deployment.

Focus Area 3 measures shifts among staff in the use of Professional Learning Communities protocols, aligned to LCAP Goal 1. WCPA-Lost Hills measures how professional development increases effective collaboration among teachers to increase student achievement. Measures include the “Taking Action - PLC Shifts” document tracking shifts from left to right across implementation indicators, staff survey data, Middle-of-Year (MOY) versus End-of-Year (EOY) TNTP evaluation growth, and the Teacher Dashboard EWS.

Focus Area 4 measures shifts among site leaders to support teachers in their delivery of high-quality Tier 1 instruction and to be effective collaborators of PLTs, aligned to LCAP Goal 1. WCPA-Lost Hills measures site leader effectiveness in supporting teachers and collaborating with peers. Measures include leadership self-assessment on instructional best practices, classroom walkthroughs with aligned observation tools, teacher feedback on leader-provided instructional support through the Staff Survey, and the PLT Rubric.

Summary of Work Underway

The Differentiated Assistance work currently underway between WCPA-Lost Hills, FCSS, and Williams Education Strategies builds on the foundation established during the 2024-25 school year in partnership with FCSS and Solution Tree. The work is organized around the following priority areas, each aligned to specific LCAP goals and actions.

Guiding Coalition Structures and Summer Preparation (Goal 1, Action 3)

WCPA-Lost Hills established Guiding Coalitions at each school site, with Guiding Coalition leads receiving two days of summer training and additional training at the PLC Institute. Academic Leads also attended Visible Learning training to study the top researched instructional strategies and their effect sizes on student learning. Guiding Coalition members lead the PLC work with grade-level and content-specific teachers throughout the school year, in collaboration with school principals. The Chief Academic Officer leads training during the summer at the schoolwide level and among the school leadership team. This work is reflected in Goal 1, Action 3 (Intellectual Preparation Protocol and PLC Refinement), which integrates formal PLC protocols into the Intellectual Preparation Protocol process and sustains Guiding Coalition structures into the 2026-27 school year.

Professional Learning Community Implementation and the 15-Day Challenge (Goal 1, Actions 2 and 3)

WCPA-Lost Hills launched its Professional Learning Communities through a 15-Day Challenge designed to establish foundational PLC structures, protocols, and norms at the start of the school year. PLTs convene weekly to engage in collaborative cycles of inquiry grounded in the four critical questions framework. During the 2024-25 school year, 7 out of 8 PLTs at the Delano elementary site grew in PLT Rubric performance, and 3 out of 4 PLTs at the Lost Hills elementary site grew, demonstrating early measurable progress in PLC implementation fidelity. This work continues in Goal 1, Action 2 (Coherent Professional Learning Model and MTSS Implementation) and Goal 1, Action 3 (Intellectual Preparation Protocol and PLC Refinement), with professional

development focused on PLC collaborative structures, PLC progress monitoring, PLC PDSA cycles, and differentiated learning.

Skill versus Will Matrix and Differentiated Educator Support (Goal 1, Action 2)

WCPA-Lost Hills uses the Skill versus Will Matrix, correlated to the TNTP instructional framework, to differentiate the supports provided to individual educators based on their instructional skill level and their willingness to engage in growth. The matrix enables site leaders to pair intensive mentorship for educators requiring instructional skill development with leadership opportunities for high-performing staff. This work is reflected in Goal 1, Action 2 (Coherent Professional Learning Model and MTSS Implementation), which sustains differentiated coaching cycles, classroom walkthroughs, and TNTP-aligned feedback systems into the 2026-27 school year.

TNTP-Normed Instructional Rounding and Huddle Protocols (Goal 1, Action 3 and Goal 2, Action 1)

WCPA-Lost Hills conducts instructional rounding using the TNTP Instructional Rubric to assess the level of grade-level rigor, student ownership, and teacher facilitation in instruction, with a focus on Special Education support and classroom culture. Rounding calibration is measured by analyzing observer alignment in rating key instructional moves, such as how often students engage in productive struggle, use precise academic vocabulary, and justify their reasoning. Instructional huddles and robust coaching plans translate rounding evidence into actionable feedback for teachers and Guiding Coalition members. This work is reflected in Goal 1, Action 3 (Intellectual Preparation Protocol and PLC Refinement) and Goal 2, Action 1 (High-Quality Standards-Based Core Curricular Program), which continue TNTP-aligned rounding, calibration, and coaching practices.

Math Improvement Plan and Targeted Acceleration for SWD and EL Students (Goal 2, Actions 2, 6, and 7)

WCPA-Lost Hills developed a Focus on Math: PLC and Math Improvement Plan to address the achievement gaps in mathematics, with a problem statement identifying that 37% of Lost Hills students were meeting NWEA Mathematics standards, with significantly lower outcomes for Students with Disabilities (9%) and English Learners (27%). The root cause analysis identified that teachers lack the skills to deliver high-quality Tier 1 instruction aligned to the TNTP rubric. The Differentiated Assistance work supports academic leaders in developing, pacing, and implementing a plan to close student achievement gaps among EL and SWD students with a particular focus on mathematics. This work is reflected in Goal 2, Action 2 (Tiered Academic Interventions) through the new Intervention Coordinator leadership structure, expanded Math Designated Learning Cycles, and Math Foundations programming; Goal 2, Action 6 (Services for Students with Disabilities) through strengthened collaboration between General Education and Special Education educators and IEP-aligned instructional planning; and Goal 2, Action 7 (Services to Support Emergent Bilingual Students Through Language Acquisition) through integrated ELD and language acquisition supports embedded within mathematics instruction.

Early Warning System, MTSS, and DBDM Integration (Goal 2, Action 2 and Goal 3, Action 2)

WCPA-Lost Hills is finalizing Early Warning System protocols and ensuring that interventions are deployed and documented with fidelity to measure the impact of interventions on student growth toward grade level on a quarterly basis. The EWS integrates academic data from NWEA, CFAs, and DIBELS with attendance, behavior, and student engagement data from Aeries, the Kern Integrated Data System (KiDS), and Panorama. The DBDM process is integrated with PLC cycles to ensure teachers are active contributors to identifying student needs, informing intervention placement decisions, and monitoring effectiveness. This work is reflected in Goal 2, Action 2 (Tiered Academic Interventions) and Goal 3, Action 2 (Promote Whole Child Development Through an Inclusive and Supportive Learning Environment), which continues building out the EWS infrastructure, MTSS coordination, and integrated student supports.

Student-Level PDSA Cycles for Students with Disabilities (Goal 2, Action 6)

During the mid-year check-in of the 2024-25 school year, WCPA-Lost Hills established a focused PDSA effort on Students with Disabilities. Guiding Coalition teachers selected one SWD student to PDSA around in either ELA or Mathematics, using the updated PDSA Planning Document Template that emphasizes clarity of language, expectations, and aligned process and outcome measures. The outcome measure established was that by Spring 2025, the SWD student group would improve Distance from Standard (DFS) by 2 points in ELA and Mathematics, and each SWD student would make one year's growth on the NWEA ELA or Mathematics assessment from Fall 2024 to Spring 2025. This work continues in Goal 2, Action 6 (Services for Students with Disabilities), which sustains student-level PDSA practices, IEP-aligned instruction, and integrated General Education and Special Education collaboration.

Rounding Protocol and Synthesis Practices (Goal 1, Action 2)

WCPA-Lost Hills implements regular rounding protocols at both school sites to provide insight into teacher development needs, intervention systems, and leadership practices. Rounding evidence is synthesized to identify schoolwide trends, including the need for differentiation in General Education classrooms, Science of Reading training, and high-quality teaching practices with a wide array of General Education strategies. Site leaders also conduct rounding with teachers to provide feedback on lesson delivery, student engagement, and instructional coherence. This work is reflected in Goal 1, Action 2 (Coherent Professional Learning Model and MTSS Implementation), which continues classroom walkthroughs, coaching cycles, and feedback aligned to WCPA-Lost Hills' High-Quality Instructional Framework (HQIF) and TNTP instructional priorities.

Suspension Rate Reduction and Behavioral Supports (Goal 3, Actions 1 and 2)

To address the Red performance levels on the Suspension Rate Indicator for the EL and LTEL student groups under Priority 6, WCPA-Lost Hills is strengthening PBIS implementation, restorative practices, trauma-informed approaches, and the integration of social-emotional and mental health interventions through the Wonderful Student Wellness Center, Student Incident Response Coordinators, Social Workers, and the new Campus Culture Coordinator role beginning in the 2026-27 school year. This work is reflected in Goal 3, Action 1 (Social-Emotional, Behavioral, Attendance, and Wellness Supports) and Goal 3, Action 2 (Promote Whole Child Development Through an Inclusive and Supportive Learning Environment).

FCSS Principal Support Visits and Ongoing Technical Assistance (Goal 1, Actions 1 and 2)

During the 2024-25 school year, FCSS provided principal support through scheduled site visits to both the Delano and Lost Hills campuses. Visits included classroom and PLC walk-throughs, rounding protocol calibration and synthesis, PDSA cycles, data collection sheet review, and feedback for administrators on supporting the PDSA work. The EL Coordinator and Special Education Director joined select visits to ensure coordinated support across student groups. Beginning in the 2025-26 school year, KCSOS and Williams Education Strategies continue this principal and leadership development work, with site visits, instructional walk-throughs, and data reflection sessions sustained throughout the year. This work is reflected in Goal 1, Action 1 (Highly Qualified Administrators and Teachers) and Goal 1, Action 2 (Coherent Professional Learning Model and MTSS Implementation).

Huddle Board and Quarterly Reflections (All Goals)

WCPA-Lost Hills maintains a Huddle Board that visualizes process measures and outcome measures across the four PDSA Focus Areas, enabling site leaders, the Chief Academic Officer, and Williams Education Strategies to review progress, identify gaps, and adjust strategies through quarterly reflection cycles. Quarterly reflections, action plans, and data monitoring sessions ground the Differentiated Assistance work in continuous improvement methodology and ensure that the school's PLC and MTSS systems remain responsive to student outcome data.

Progress Monitoring and Effectiveness Evaluation (All Goals)

The Differentiated Assistance work is monitored using multiple data sources across all three LCAP goals, including California School Dashboard indicators, English Learner Progress Indicator (ELPI) data, CAASPP ELA and Mathematics Distance from Standard, NWEA growth projections, DIBELS, CFAs, IAB performance, attendance and chronic absenteeism trends, suspension rates, Panorama survey results, PLT Rubric scores, Staff Surveys, MOY and EOY TNTP evaluation data, coaching records, the Teacher Dashboard EWS, the EWS Monitoring Tool, and educational partner feedback. The metrics established within each LCAP goal align directly with the Dashboard indicators driving Differentiated Assistance eligibility, ensuring that the technical assistance work produces measurable Dashboard improvements for English Learner and LTEL student groups in future Dashboard cycles. WCPA-Lost Hills, KCSOS, and Williams Education Strategies will continue to evaluate progress quarterly through Huddle Board reviews, PDSA cycle reflections, and synthesis of rounding and walkthrough evidence to ensure that Differentiated Assistance improvement priorities translate into measurable outcomes for the school's priority student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

Wonderful College Prep Academy-Lost Hills is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Consultation with Administrators, Principals, and the School-Based Leadership Team (SBLT) took place weekly from January through April 2026. Community of Practice (COP) Meetings with Directors and Principals took place monthly during the same period. On April 14, 2026, the SBLT convened to review the 2026-27 LCAP and Budget Development. Throughout these consultations, school leaders provided substantive input across all three LCAP goal areas. The discussions also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Administrators reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to address Dashboard-identified priorities, including academic acceleration in ELA and Mathematics, language acquisition supports for English Learners and LTELs, and behavioral and engagement supports to reduce suspension disproportionality. Feedback from these discussions directly informed the alignment of LCAP actions, fund source coordination, and resource allocation decisions across all three goals. **Teacher Quality (LCAP Goal 1)** School leaders provided the following feedback regarding teacher quality and instructional capacity: • Continue to focus on small class sizes and sustain investment in Professional Learning Communities and the Guiding Coalition to deploy teacher coaching and instructional initiatives. • Continue training and coaching support for teachers to deliver differentiated interventions while maintaining a strong focus on High-Quality Tier 1 Instruction. **Content and Instruction (LCAP Goal 2)** School leaders provided the following feedback regarding content, instruction, and student academic growth:

	• Continue prioritizing data and assessment cycles to support students' academic growth, with targeted emphasis on Mathematics and ELA outcomes for all student groups. • Continue strengthening the Dual Enrollment Pathway program and early college access model, while reviewing course offerings to support A-G completion and College and Career Readiness, including expanded access to STEM, music, and visual and performing arts courses. • Review and redefine the deployment of supports for Students with Disabilities to ensure equitable access to learning, accelerated academic growth, and responsive instruction aligned to individual student needs. • Revise offerings for English Learners and Long-Term English Learners to provide additional interventions that support student progress toward reclassification. **School Climate and Culture (LCAP Goal 3)** School leaders provided the following feedback regarding school climate, student supports, and operational systems: • Continue building out the Early Warning System to identify students requiring MTSS interventions, with a focus on supporting social-emotional learning needs, academic needs, and chronic absenteeism reduction. • Expand student supports for social-emotional learning and mental health through Campus Culture Coordinators, Campus Supervisors, and Student Incident Response Team members reporting directly to school leaders to strengthen school culture for students. • Increase incentives and experiences through PBIS to encourage positive student behaviors and reduce the frequency of student discipline incidents. • Continue reviewing campus safety protocols and developing a multi-year facilities master plan to ensure campus safety, security, and ongoing maintenance.
Teachers	Discussion with teachers on the 2025-26 LCAP Midyear Update took place on January 8, 2026. Throughout the 2025-26 school year, quarterly schoolwide staff meetings were held to discuss the 2025-26 LCAP Midyear Update and to inform the development of the 2026-27 LCAP. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Teachers reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support classroom instruction, intervention systems, professional learning, and behavioral and engagement supports for priority student groups. Feedback from these discussions directly informed the design of LCAP actions, professional development priorities, and intervention planning across all three goals. Consultation, topics discussed, and feedback provided include: • Continue providing additional opportunities for integrated and coordinated interventions across attendance, behavior, and academics, supported by targeted professional development to effectively implement these practices and strengthen support staff capacity.

	• Expand professional learning and support for Students with Disabilities (SWD), including professional development focused on Special Education compliance and continued PLC collaboration between General Education and Special Education educators. • Provide professional development focused on Universal Design for Learning (UDL) to strengthen instructional access for all learners, including English Learners and Students with Disabilities.
Classified/Other Staff	LCAP Feedback Sessions with classified and other personnel were held on May 15, 2026, and May 19, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Staff reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support classroom instruction, intervention systems, professional learning, campus safety, family engagement, and behavioral and engagement supports for priority student groups. Feedback from these discussions directly informed the design of LCAP actions and resource allocation decisions across all three goals. Consultation, topics discussed, and feedback provided by LCAP goal include: **Teacher Quality (LCAP Goal 1) Identified Needs** • Increased professional development and differentiated staff training. • Improved teacher retention and reduced vacancies and long-term substitute placements. • Greater access to fully credentialed, high-quality educators. • Stronger school leadership stability to support staff retention. • Improved communication and partnerships between teachers and families. • Additional training in de-escalation and classroom management practices. **Content and Instruction (LCAP Goal 2) Identified Needs** • Updated instructional technology and improved inventory accountability. • Expanded academic interventions and tutoring supports across grade levels. • Increased Special Education supports, including after-school services and field trip opportunities. • Additional instructional supports, including academic coaching. • Expanded music and arts programming at the secondary level. • Increased college and career readiness supports for non-Pathway students. • Additional student enrichment opportunities, including libraries and financial literacy courses. **School Climate and Culture (LCAP Goal 3) Identified Needs**

	• Increased campus safety and student supervision supports. • Facility upgrades, including restroom privacy improvements and campus maintenance. • More consistent student behavior and discipline systems. • Expanded parent engagement, outreach, and workshop opportunities. • Increased college exposure opportunities through expanded college visits. • Additional staff collaboration and event spaces on campus.
Students	Discussion and consultation on the 2025-26 LCAP Midyear Update took place in each Advisory class in February 2026. The 2026-27 LCAP Student Feedback Session was held on May 22, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Students reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support academic interventions, college and career readiness, language acquisition, and behavioral and engagement supports across the TK-12 program. Feedback from these discussions directly informed the design of LCAP actions across all three goals. Consultation, topics discussed, and feedback provided by LCAP goal include: **LCAP Goal 1: Teacher Quality** • Increased instructional clarity and teacher support to help students better understand content. • Improved student engagement through hands-on learning and interactive instruction. • Stronger communication, consistency, and transparency in grading and assignments. • Expanded academic support opportunities, including study sessions and note-taking strategies. • Increased focus on writing, critical thinking, and college-ready academic skills. • Improved lesson preparation, pacing, and alignment to meaningful instruction. • Expanded opportunities for student feedback, reflection, and data-informed goal setting. **LCAP Goal 2: Content and Instruction** • Continued access to intervention, dual enrollment, and academically challenging coursework. • Increased student-centered and differentiated intervention supports beyond test-score placement. • Expanded collaborative, project-based, and real-world learning opportunities. • Increased college, career, and life-readiness programming, including financial literacy and trade courses. • Expanded career exploration and future-focused academic pathways.

	• Increased rigor and access to advanced and more challenging coursework. • Improved relevance and engagement of curriculum to better prepare students for life after graduation. • Expanded opportunities for group collaboration, communication, and applied learning experiences. • Increased family education opportunities related to financial aid and budgeting supports.
Student Advisory Committee (SAC)	Discussion and consultation with the Student Advisory Committee (SAC) on the 2025-26 LCAP Midyear Update took place in February 2026. The 2026-27 LCAP Feedback Session was held on May 22, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. SAC members reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support academic interventions, college and career readiness, language acquisition, and behavioral and engagement supports across the TK-12 program. Feedback from these discussions directly informed the design of LCAP actions across all three goals. Consultation, topics discussed, and feedback provided by LCAP goal include: **LCAP Goal 1: Teacher Quality** • Increased instructional clarity and teacher support to help students better understand content. • Improved student engagement through hands-on learning and interactive instruction. • Stronger communication, consistency, and transparency in grading and assignments. • Expanded academic support opportunities, including study sessions and note-taking strategies. • Increased focus on writing, critical thinking, and college-ready academic skills. • Improved lesson preparation, pacing, and alignment to meaningful instruction. • Expanded opportunities for student feedback, reflection, and data-informed goal setting. **LCAP Goal 2: Content and Instruction** • Continued access to intervention, dual enrollment, and academically challenging coursework. • Increased student-centered and differentiated intervention supports beyond test-score placement. • Expanded collaborative, project-based, and real-world learning opportunities. • Increased college, career, and life-readiness programming, including financial literacy and trade courses. • Expanded career exploration and future-focused academic pathways. • Increased rigor and access to advanced and more challenging coursework.

	• Improved relevance and engagement of curriculum to better prepare students for life after graduation. • Expanded opportunities for group collaboration, communication, and applied learning experiences. • Increased family education opportunities related to financial aid and budgeting supports. On June 4, 2026, the Student Advisory Committee reviewed the 2026-27 LCAP and the allocation of Title funds and LCFF Supplemental and Concentration funds and approved the 2026-27 LCAP for submission to WCPA-Lost Hills' governing board.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Discussion and consultation with parents, including those representing Unduplicated Pupils and Students with Disabilities, on the 2025-26 LCAP Midyear Update took place on February 17, 2026. The 2026-27 LCAP Feedback Session was held on May 19, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Parents reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support academic interventions, language acquisition, family engagement, and behavioral and engagement supports for English Learners, Long-Term English Learners, Students with Disabilities, and other priority student groups. Feedback from these discussions directly informed the design of LCAP actions across all three goals. Consultation, topics discussed, and feedback provided by LCAP goal include: **LCAP Goal 1: Teacher Quality** • Continued investment in staff support systems, competitive compensation, and employee retention. • Increased professional development and credentialing opportunities for certificated and classified staff. • Expanded training in Special Education, behavior supports, and student-centered instructional practices. • Improved communication and collaboration among teachers, classified staff, engagement teams, and families. • Increased opportunities for staff growth, specialization, and external professional learning. • Strengthened onboarding, alignment, and consistency in staff training and expectations. • Greater focus on retaining and developing existing talent through ongoing support and investment. **LCAP Goal 2: Content and Instruction** • Continued academic interventions, tutoring, counseling, and small-group instructional supports. • Expanded supports for English Learners, Students with Disabilities, and students needing intervention in multiple subjects. • Increased real-world, hands-on, and creative learning opportunities across content areas. • Expanded elective, enrichment, and career pathway offerings, including arts, agriculture, welding, mechanics, dance, and digital media.

	• Increased access to music, visual arts, and performance-based programs. • Strengthened consistency in instructional expectations, progress monitoring, and communication around student data. • Expanded family-connected counseling and academic support services. • Increased opportunities for STEAM, life skills, and student creativity while reducing overreliance on technology. **LCAP Goal 3: School Climate and Culture** • Increased family engagement opportunities through incentives, workshops, bilingual supports, and accessible communication. • Expanded parent partnership and volunteer opportunities to strengthen school connectedness. • Increased campus supervision, student safety supports, and positive behavior systems. • Improved extracurricular, athletic, and student engagement opportunities across grade levels. • Expanded student recognition and incentive systems tied to attendance, behavior, and achievement. • Increased family education related to college readiness, A-G requirements, and student success pathways. • Expanded enrichment opportunities, including clubs, arts, athletics, and hands-on student activities. • Improved access to school information through online and take-home resources for families unable to attend events in person. **LTEL, EL, and SWD Specific Feedback** • Expanded English language development and targeted academic supports. • Increased bilingual and Spanish-language supports for students and families. • Additional in-person speech and specialized student support services. • Improved staff preparedness and training to support students with special needs. • Strengthened interventions and support systems for English Learners, LTELs, and Students with Disabilities.
Parent Advisory Committee (PAC)	Discussion and consultation with the Parent Advisory Committee (PAC) on the 2025-26 LCAP Midyear Update took place on February 17, 2026. The 2026-27 LCAP Feedback Session was held on May 19, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. PAC members reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support academic interventions, language acquisition, family engagement, and behavioral and engagement supports for English Learners, Long-Term English Learners, Students with Disabilities, and other priority student groups. Feedback from

	these discussions directly informed the design of LCAP actions across all three goals. Consultation, topics discussed, and feedback provided by LCAP goal include: **LCAP Goal 1: Teacher Quality** • Continued investment in staff support systems, competitive compensation, and employee retention. • Increased professional development and credentialing opportunities for certificated and classified staff. • Expanded training in Special Education, behavior supports, and student-centered instructional practices. • Improved communication and collaboration among teachers, classified staff, engagement teams, and families. • Increased opportunities for staff growth, specialization, and external professional learning. • Strengthened onboarding, alignment, and consistency in staff training and expectations. • Greater focus on retaining and developing existing talent through ongoing support and investment. **LCAP Goal 2: Content and Instruction** • Continued academic interventions, tutoring, counseling, and small-group instructional supports. • Expanded supports for English Learners, Students with Disabilities, and students needing intervention in multiple subjects. • Increased real-world, hands-on, and creative learning opportunities across content areas. • Expanded elective, enrichment, and career pathway offerings, including arts, agriculture, welding, mechanics, dance, and digital media. • Increased access to music, visual arts, and performance-based programs. • Strengthened consistency in instructional expectations, progress monitoring, and communication around student data. • Expanded family-connected counseling and academic support services. • Increased opportunities for STEAM, life skills, and student creativity while reducing overreliance on technology. **LCAP Goal 3: School Climate and Culture** • Increased family engagement opportunities through incentives, workshops, bilingual supports, and accessible communication. • Expanded parent partnership and volunteer opportunities to strengthen school connectedness. • Increased campus supervision, student safety supports, and positive behavior systems. • Improved extracurricular, athletic, and student engagement opportunities across grade levels. • Expanded student recognition and incentive systems tied to attendance, behavior, and achievement.

	• Increased family education related to college readiness, A-G requirements, and student success pathways. • Expanded enrichment opportunities, including clubs, arts, athletics, and hands-on student activities. • Improved access to school information through online and take-home resources for families unable to attend events in person. **LTEL, EL, and SWD Specific Feedback** • Expanded English language development and targeted academic supports. • Increased bilingual and Spanish-language supports for students and families. • Additional in-person speech and specialized student support services. • Improved staff preparedness and training to support students with special needs. • Strengthened interventions and support systems for English Learners, LTELs, and Students with Disabilities. On June 9, 2026, the Parent Advisory Committee reviewed the 2026-27 LCAP and the allocation of Title funds and LCFF Supplemental and Concentration funds and approved the 2026-27 LCAP for submission to WCPA-Lost Hills' governing board.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	Discussion and consultation with the combined English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) on the 2025-26 LCAP Midyear Update took place on February 17, 2026. The 2026-27 LCAP Feedback Session was held on May 19, 2026. The consultations also included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. Committee members reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support academic interventions, language acquisition, and family engagement for English Learners and Long-Term English Learners. Feedback from these discussions directly informed the design of LCAP actions across all three goals. Consultation, topics discussed, and feedback provided include: • Increased academic and language development supports for English Learners and Long-Term English Learners. • Expanded bilingual and Spanish-language supports for students and families. • Additional targeted interventions to strengthen English language acquisition and student achievement.
SELPA	WCPA-Lost Hills consulted with its Special Education Local Plan Area (SELPA) on a regular basis regarding its services for Students with Disabilities (SWD), including the 2025 California School Dashboard performance for the SWD student group (Red performance levels on the ELA and Mathematics Academic Indicators), Differentiated Assistance planning, and the development of the 2026-27 LCAP actions and services as outlined throughout this document, including Goal 2, Action 6. A formal SELPA consultation meeting was held on May 28, 2026. The consultation also

	included a dedicated review of Title funding (Title I, Title II, Title III, and Title IV), the Learning Recovery Emergency Block Grant (LREBG), and the school's eligibility for Differentiated Assistance based on two consecutive years of California School Dashboard Red performance levels for the Long-Term English Learner (LTEL) and English Learner (EL) student groups across the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. The SELPA reviewed how Title funding, LREBG allocations, and Differentiated Assistance technical assistance from the Fresno County Superintendent of Schools (FCSS) would be coordinated to support Special Education service delivery, IEP-aligned interventions, behavioral and mental health supports, and integrated MTSS systems for Students with Disabilities and other priority student groups. Kern County SELPA representative Dahlia Habashy participated in an in-depth review of student achievement and discipline data to support strategic planning and the development of enhanced supports for Students with Disabilities. The session focused on identifying strategies to address the disproportionate suspension rates experienced by SWD students, strengthen preventative behavioral supports, and expand integrated intervention systems that promote positive student outcomes. Discussions also included building staff capacity in inclusive and restorative discipline practices, strengthening academic and social-emotional supports, and implementing targeted approaches designed to reduce exclusionary discipline while closing achievement gaps for Students with Disabilities.

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

The 2026-27 Local Control and Accountability Plan (LCAP) developed by WCPA-Lost Hills was directly shaped by feedback gathered from educational partners through a comprehensive engagement process that included consultation with administrators, principals, the School-Based Leadership Team (SBLT), teachers, classified and other personnel, students, the Student Advisory Committee, parents (including those representing Unduplicated Pupils and Students with Disabilities), the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), and the Kern County Special Education Local Plan Area (SELPA). The following sections describe how educational partner feedback influenced specific actions within each LCAP goal.

Goal 1: Teacher Quality: Educational partner feedback consistently identified investment in teacher quality, recruitment, retention, and professional learning as a top priority for the 2026-27 school year.

- **Action 1 (Highly Qualified Administrators and Teachers):** Feedback from administrators, classified staff, parents, and the combined ELAC, DELAC, and EL-PAC emphasized the need for improved teacher retention, reduced reliance on long-term substitutes, greater access to fully credentialed educators, and stronger school leadership stability. This feedback shaped the action's continued investment in the Loyola Marymount University (LMU) Teacher Residency Program, strengthened recruitment and retention efforts in high-need subject areas, and the addition of two school site principals serving the Elementary (TK-6) and Secondary (7-12) divisions. The expansion of the academic calendar from 180 to 182 instructional days reflects educational partner support for additional instructional time and intervention opportunities.
- **Action 2 (Coherent Professional Learning Model and MTSS Implementation):** Feedback from teachers identified the need for professional development focused on integrated and coordinated interventions, Universal Design for Learning (UDL), Special Education compliance, and PLC collaboration between General Education and Special Education educators. Feedback from parents and the combined ELAC, DELAC, and EL-PAC emphasized expanded training in Special Education, behavior supports, and student-centered instructional practices. This feedback shaped the differentiated professional learning structure that includes five days of summer professional learning, nine days of professional development during the school year, weekly job-embedded professional development, and specialized professional learning for elementary educators, secondary educators, and administrators.

- **Action 3 (Intellectual Preparation Protocol and PLC Refinement):** Feedback from administrators and the SBLT emphasized continued investment in PLCs, Guiding Coalitions, and teacher coaching to deploy high-quality Tier 1 instruction and differentiated interventions. This feedback shaped the integration of formal PLC protocols into the Intellectual Preparation Protocol (IPP) process, the realignment of Instructional Coordinator roles into Intervention Coordinator positions, and the strengthening of MTSS, DBDM, and PLC collaboration structures in alignment with Differentiated Assistance priorities.

Goal 2: Content and Instruction: Educational partner feedback consistently identified strengthened curriculum, expanded interventions, and targeted supports for English Learners, LTELs, and Students with Disabilities as top priorities for the 2026-27 school year.

- **Action 1 (High-Quality Standards-Based Core Curricular Program):** Feedback from administrators, teachers, and parents emphasized continued investment in standards-aligned curriculum, instructional materials, and curriculum review processes. This feedback shaped the action's continued investment in curriculum-related consumables, digital licenses, and instructional materials across English Language Arts, Mathematics, Science, Social Studies, and Physical Education.
- **Action 2 (Tiered Academic Interventions):** Feedback from students, the Student Advisory Committee, parents, and the combined ELAC, DELAC, and EL-PAC emphasized expanded academic interventions, tutoring, small-group instruction, after-school programming, and Summer Academy opportunities. Feedback from classified staff emphasized increased Special Education supports, expanded tutoring across grade levels, and additional instructional supports including academic coaching. This feedback shaped the addition of new Intervention Coordinators under the supervision of the Director of Curriculum and Instruction, expanded after-school programming, intersession, and Summer Academy programming, and continued investment in Edmentum Study Island, Air Tutor, and other evidence-based intervention programs.
- **Action 3 (Schoolwide Assessments and Data-Based Decision-Making):** Feedback from teachers emphasized the need for professional development in assessment literacy, data interpretation, and the use of formative assessment data to inform instruction. This feedback shaped the transition of the Lead Data Analyst role to the Data Manager position, expanded professional learning in assessment literacy, and strengthened progress monitoring and data review cycles.
- **Action 4 (Technology Infrastructure):** Feedback from classified staff emphasized updated instructional technology and improved inventory accountability. This feedback shaped the addition of a Director of Information Technology position, the expansion of the IT department, continued investment in the 1:1 Chromebook/laptop model, and continued investment in classroom technology and network infrastructure upgrades.
- **Action 5 (Broad Course of Study):** Feedback from students, the Student Advisory Committee, parents, and the combined ELAC, DELAC, and EL-PAC emphasized expanded music, visual arts, STEM, agricultural pathway, and enrichment programming. Feedback from classified staff identified the need for expanded music and arts programming at the secondary level. This feedback shaped the continued investment in Art, Readers Theater, Music (Band, Mariachi, and Music Appreciation), Visual Art, Robotics and STEM, and Spanish, along with expanded after-school enrichment opportunities through the California Community Schools Partnership Program (CCSPP).
- **Action 6 (Services for Students with Disabilities):** Feedback from teachers, parents, the SELPA, and the combined ELAC, DELAC, and EL-PAC emphasized expanded supports for Students with Disabilities, additional in-person Speech and Language services, professional learning focused on inclusion and IEP-aligned instruction and strengthened collaboration between General Education and Special Education educators. SELPA representative Dahlia Habashy participated in an in-depth review of student achievement and discipline data to support strategic planning for SWD interventions. This feedback shaped the successful hiring of the Director of Special Education, expanded in-person Speech and Language services, strengthened MTSS and Differentiated Assistance implementation for Students with Disabilities, and continued partnership with KCSOS and Williams Education Strategies.
- **Action 7 (Services for Emergent Bilingual Students):** Feedback from teachers, parents, and the combined ELAC, DELAC, and EL-PAC emphasized expanded English language development supports, bilingual and Spanish-language supports, and targeted interventions for English Learners. This feedback

shaped the continued investment in the EL Coordinator role, Designated ELD teachers, EL Achieve training, Ellevation data management, and integrated ELD professional learning aligned to the school's Blue performance level on the English Learner Progress Indicator (ELPI).

- **Action 8 (Services for Long-Term English Learners):** Feedback from administrators, teachers, parents, and the combined ELAC, DELAC, and EL-PAC emphasized strengthened interventions and support systems for LTEL students in alignment with the school's Differentiated Assistance eligibility. This feedback shaped the comprehensive support system for LTELs, including specialized instruction, Early Warning System integration, partnership with the Fresno County Superintendent of Schools (FCSS), and expanded family engagement and communication.
- **Action 9 (College and Career Readiness):** Feedback from students, the Student Advisory Committee, and the combined ELAC, DELAC, and EL-PAC emphasized continued access to dual enrollment, expanded college and career readiness programming, financial literacy education, internships, and career exploration opportunities. This feedback shaped the continued operation of three dual-enrollment pathways with Bakersfield College, the Link Crew High School mentoring program, and strengthened college-going systems through Naviance.

Goal 3: School Climate and Culture: Educational partner feedback consistently identified strengthened social-emotional supports, family engagement, school climate systems, and facilities as top priorities for the 2026-27 school year.

- **Action 1 (Social-Emotional, Behavioral, Attendance, and Wellness Supports):** Feedback from administrators, teachers, parents, and the combined ELAC, DELAC, and EL-PAC emphasized expanded social-emotional and mental health supports, strengthened PBIS implementation, increased campus supervision, and home visit and family outreach supports. Feedback from classified staff emphasized increased campus safety and student supervision supports. This feedback shaped the continued investment in the Student Attendance Team, Student Incident Response Coordinators, Social Workers, the Wonderful Student Wellness Center, and PBIS celebrations and incentives.
- **Action 2 (Whole-Child Supports, Student Engagement, and School Climate):** Feedback from administrators emphasized continued investment in the Early Warning System and MTSS interventions. Feedback from students and the Student Advisory Committee emphasized expanded extracurricular and athletic opportunities, student recognition systems, and engagement opportunities. This feedback shaped the addition of the new Campus Culture Coordinator role, expanded student engagement opportunities through athletics, student clubs, Student Council, and leadership opportunities, and continued use of Panorama student survey data to refine school climate strategies.
- **Action 3 (Parent Advisory Committees and Educational Partner Engagement):** Feedback from parents and the combined ELAC, DELAC, and EL-PAC emphasized expanded parent capacity-building, Dashboard literacy, and culturally responsive communication. This feedback shaped continued investment in ELAC, DELAC, EL-PAC, and PAC structures, parent capacity-building opportunities, and culturally responsive communication supports.
- **Action 4 (Family Engagement and Communication):** Feedback from parents and the combined ELAC, DELAC, and EL-PAC emphasized expanded parent workshops, ILP Nights, Literacy Nights, Math Nights, bilingual supports, and flexible engagement formats. Feedback from classified staff emphasized expanded parent engagement, outreach, and workshop opportunities. This feedback shaped continued investment in the Family and Community Engagement staffing structure, parent workshops, the Parent Partnership Program, ParentSquare and SchoolMint communication platforms, and translation and interpretation supports.
- **Action 5 (Facilities and Transportation):** Feedback from classified staff emphasized facility upgrades, including restroom privacy improvements and campus maintenance. Feedback from parents emphasized improved campus supervision, student safety supports, and extracurricular opportunities. This feedback shaped continued investment in annual Facility Inspection Tool (FIT) reviews, preventative maintenance practices, transportation staffing and routing, campus safety systems, and school bus Wi-Fi connectivity.

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.

WCPA-Lost Hills developed this goal based on the recognition that teacher quality, school leadership, and equity-oriented professional learning systems are the most consequential schoolwide levers for accelerating student academic outcomes, closing achievement gaps, and sustaining instructional coherence across the TK-12 program.

Connection to Dashboard Performance and Student Need: The 2025 California School Dashboard reflects sustained achievement gaps for several student groups served by WCPA-Lost Hills. The English Learner student group received Red performance levels on the Mathematics Academic Indicator and the Suspension Rate Indicator. The Long-Term English Learner (LTEL) student group received Red performance levels on the Mathematics Academic Indicator and the Suspension Rate Indicator on the 2025 Dashboard, following Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator on the 2024 Dashboard. The Students with Disabilities (SWD) student group received a Red performance level on the Chronic Absenteeism Indicator. Schoolwide ELA performance declined to an Orange performance level for All Students and English Learners on the 2025 Dashboard, and Mathematics performance declined to Orange for All Students, Socioeconomically Disadvantaged students, and Hispanic students. These performance trends affirm that strengthening Tier 1 instructional quality, educator capacity, and instructional leadership are essential to improving outcomes for the school's priority student groups.

Response to Differentiated Assistance Eligibility: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data for the LTEL and English Learner student groups. Goal 1 was developed in direct response to this eligibility, with the recognition that closing the Dashboard-identified gaps requires sustained investment in educator recruitment, professional learning, instructional coaching, and equity-oriented leadership development. The Differentiated Assistance work, conducted in partnership with the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies, centers on strengthening the school's Professional Learning Community (PLC) model and leadership capacity to ensure that every educator and student group experiences equitable access to high-quality instruction.

Findings from the Comprehensive Needs Assessment: The Comprehensive Needs Assessment conducted for the 2026-27 LCAP cycle identified several root causes that this goal is designed to address. These root causes include inconsistent access to rigorous Tier 1 instruction across classrooms, gaps in foundational literacy and mathematics instructional capacity, the need for stronger vertical articulation of instructional practices across the TK-12 program, limited staffing capacity to meet all intervention needs, and the need for additional professional development focused on differentiation, integrated English Language Development, and language acquisition for English Learners and LTEL students. Educational partner feedback gathered through ELAC, DELAC, EL-PAC, PAC, the Student Advisory Committee, classified staff, and the School-Based Leadership Team consistently identified investment in teacher quality, professional learning, and leadership stability as top priorities for the 2026-27 school year.

Recruitment, Retention, and Rural Staffing Conditions: WCPA-Lost Hills serves the agricultural community of Lost Hills, which presents unique recruitment and retention challenges in high-need subject areas including Mathematics, Science, Special Education, and bilingual instruction. The school developed this goal to sustain and expand the Loyola Marymount University (LMU) Teacher Residency Program, strengthen onboarding and induction supports for early-career educators, and improve long-term staffing pipelines that respond to the rural community context. These investments are essential to ensuring that every student, regardless of staffing fluctuations, receives instruction from appropriately credentialed and effectively supported educators.

Equity-Oriented Leadership and Coherent Professional Learning: WCPA-Lost Hills developed this goal in alignment with the California Department of Education's definition of high-quality instruction, which emphasizes that effective instruction meets each student at their current point in learning the curriculum, builds on prior knowledge, and is differentiated to reflect students' learning styles, backgrounds, perspectives, and cultural identities. Strong, equity-oriented school leadership teams are essential to translating this vision into consistent instructional practice across classrooms. Through this goal, WCPA-Lost Hills will continue building internal leadership capacity through the Chief Academic Officer, Assistant Principals, instructional coaching structures, and Guiding Coalition members, while strengthening the alignment between professional learning priorities, Dashboard data, and the school's High-Quality Instructional Framework (HQIF).

Connection to Student Outcomes and Continuous Improvement: This goal reflects WCPA-Lost Hills' belief that sustained improvement in student academic outcomes requires sustained investment in the adults who design, deliver, and refine instruction. By recruiting, developing, and retaining excellent teachers and school leaders, embedding equity-oriented professional learning systems, and aligning instructional coaching with Dashboard-identified priorities, WCPA-Lost Hills will create the conditions necessary to close achievement gaps for English Learners, LTELs, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, while advancing the school's mission to prepare every student for success in college, career, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72.1%	2022-23: 52.7%	2023-24: 60.6%	2024-25: 62%	-11.5%
2	Implementation of the State Academic content & performance	2023-24 ELA: 4 ELD: 4	2024-25 ELA: 4 ELD: 4	2025-26: ELA: 5 ELD: 5	2026-27: ELA: 5 ELD: 5	 ELA: +1 ELD: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards for all students & enable ELs access. Rating Scale: 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)	Math: 4 Social Science: 3 Science: 3 CTE: 2 Health: 3 PE: 4 VAPA: 4 World Language: 4	Math: 4 Social Science: 4 Science: 3 CTE: 4 Health: 4 PE: 5 VAPA: 5 World Language: 4	Math: 5 Social Science: 5 Science: 5 CTE: 4 Health: 5 PE: 5 VAPA: 4 World Language: 4	Math: 5 Social Science: 5 Science: 5 CTE: 4 Health: 5 PE: 5 VAPA: 4 World Language: 5	Math: +1 Social Science: +2 Science: +2 CTE: +2 Health: +2 PE: +1 VAPA: 0 World Language: 0
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -50.2 EL -65.7 SED -55.9 Hispanic -51.1	2023-24 ELA CAASPP DFS All Students -31.9 EL -54.7 LTEL -100.4 SED -36.2 Hispanic -32.1	2024-25 ELA CAASPP DFS All Students -30.1 EL -53.2 LTEL -72.4 SED -30.6 Hispanic -29.1	2025-26 ELA CAASPP DFS All Students -28.1 EL -51.2 LTEL -70.4 SED -28.6 Hispanic -27.1	All Students: +20.1 EL: +12.5 *LTEL: N/A SED: +25.3 Hispanic: +22 *Not numerically significant in either Baseline or Y2 Outcome
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -69.3 EL -81.1 SED -75.1 Hispanic -70.4	2023-24 Math CAASPP DFS All Students -65.3 EL -84.3 LTEL -134.5 SED -68 Hispanic -66.7	2024-25 Math CAASPP DFS All Students -81.3 EL -100.1 LTEL -141.5 SED -81 Hispanic -80.9	2025-26 Math CAASPP DFS All Students -78.3 EL -97.1 LTEL -138.5 SED -78 Hispanic -77.9	All Students: -12 EL: -19 *LTEL: N/A SED: -5.9 Hispanic: -10.5 *Not numerically significant in either Baseline or Y2 Outcome

Goal Analysis for 2025-26

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

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

Action 1: This action was partially implemented. Although WCPA-Lost Hills prioritizes instructional continuity and equitable access to high-quality instruction, implementation required significant operational adjustments due to an unusually high number of teacher leave of absences, and mid-year staffing transitions. These staffing conditions resulted in a greater-than-anticipated reliance on long-term substitutes, which created substantive differences from the original LCAP staffing assumptions and increased the intensity of coaching, monitoring, and recruitment supports required to sustain instructional stability—particularly for student groups identified on the California School Dashboard as needing accelerated academic growth.

Throughout the year, WCPA -Lost Hills implemented targeted recruitment and staffing strategies to address vacancies caused by extended leaves and staff transitions. When teachers were on leave, WCPA-Lost Hills secured credentialed long-term substitutes to maintain classroom continuity. Long-term substitutes received academic coaching, curriculum supports, and administrative oversight to sustain alignment to instructional expectations, pacing, and Tier 1 instructional practices. When staff transitioned out of roles, WCPA-Lost Hills similarly utilized long-term substitutes while actively recruiting appropriately credentialed teachers, with an emphasis on high-need subject areas.

Specific activities and supports implemented include:

- Deployment of long-term substitutes in all impacted classrooms
- Instructional coaching and curriculum support provided to substitutes and newly hired staff
- Administrative monitoring and walkthroughs to support fidelity to curriculum and instruction
- Ongoing recruitment efforts focused on credentialed teachers in high-need subject areas

Although the action's core components were carried out, the *duration and frequency of substitute placements exceeded projections*, requiring increased coordination and support to mitigate instructional disruption. These adjustments did not change the student groups served and did not reduce services; however, they meaningfully altered implementation conditions relative to the original plan.

Budgeted expenditures for this action were implemented. However, funds were used more heavily than anticipated to support long-term substitute staffing and additional coaching and monitoring supports. These expenditures remained within the approved budget.

Challenges: WCPA-LH encountered ongoing recruitment and staffing challenges, particularly in hiring appropriately credentialed teachers in high-need subject areas. As a rural community, Lost Hills continues to present a limited local labor pool, which impacts recruitment in Mathematics, Science, Special Education, and bilingual instruction. Additional barriers included increased competition from neighboring districts, mid-year vacancies and extended leaves requiring rapid staffing responses (including potential credentialing assignment challenges for select staff), onboarding demands for residents and substitutes, and substitute availability constraints during peak leave periods. These conditions had the potential to disrupt instructional continuity, which is especially significant given the need to sustain and accelerate academic growth for English Learners and Students with Disabilities.

To mitigate these challenges, WCPA-Lost Hills implemented adaptive strategies, including leveraging the Loyola Marymount University (LMU) Teacher Residency Program to strengthen long-term staffing pipelines, providing coaching and mentoring through the Teacher Induction Mentor to support residents and early-career teachers toward credential completion and instructional effectiveness, and increasing administrative oversight and instructional coaching to sustain curriculum fidelity and Tier 1 instructional quality. Recruitment timelines and outreach efforts were also expanded while maintaining credentialing and assignment expectations.

Despite these obstacles, WCPA-Lost Hills successfully staffed two school site principals, maintained core instructional staffing across TK–12, and ensured all students receive 180 instructional days.

Successes: Implementation of this action strengthened instructional quality, stability, and equity across TK–12. WCPA-Lost Hills has maintained strong teacher retention rates (69% in 2025–26), supporting continuity of Tier 1 instruction, professional learning communities, and intervention systems. The presence of two dedicated site principals; TK–6 and 7–12 improved instructional leadership, campus-level coherence, and the consistency of instructional monitoring and feedback.

The LMU Teacher Residency Program, supported through structured induction and mentoring, contributed to building a sustainable pipeline of educators, including in high-need areas. Professional learning was implemented through summer and non-instructional day training, weekly job-embedded professional development, quarterly data talks using NWEA, CFAs, and DIBELS, and an instructional focus aligned to TNTP priority areas (Academic Ownership, Demonstration of Learning, Culture of Learning, and Essential Content). As a result, WCPA observed increased consistency in instructional practices, improved use of data to inform instruction, and stronger implementation of integrated ELD strategies and Tier 1 behavioral supports.

Early indicators of impact included improved instructional continuity despite staffing disruptions, increased teacher capacity to support diverse learners, positive staff feedback regarding coaching and administrative support, and increased confidence in using assessment data to monitor student progress.

Action 2: This action was fully implemented. WCPA–Lost Hills continues to maintain a coherent professional learning system focused on culturally responsive practices, language development strategies, and instructional differentiation. Professional learning was intentionally designed to build collective teacher efficacy and strengthen the Professional Learning Community (PLC) structure. The work emphasized identifying and unpacking priority standards, implementing research-based instructional practices, using formative and interim assessment data to inform instruction, and collaborating through data-based decision-making processes. A strong whole-child lens was embedded across all professional learning, ensuring educators were equipped to support both academic and social-emotional needs.

Staffing and Instructional Capacity: WCPA–Lost Hills continued funding and utilization of one Assistant Principal and the Chief Academic Officer to lead instructional improvement, professional learning, and coaching cycles. Instructional coaching and classroom support were provided by school site administrators and instructional coaches, including observation-feedback cycles aligned to Tier I instructional quality.

Professional Learning Delivery: Educators participated in five days of summer professional learning, seven additional non-instructional training days, and ongoing weekly professional development throughout the school year. Schoolwide professional learning focused on Literacy, Mathematics, and Social-Emotional Learning (SEL).

At the elementary level, professional learning included play-based learning, differentiated learning centers, decodable literacy resources, phonics intervention, culturally responsive curriculum, SEL strategies, and de-escalation practices. At the secondary level, professional learning addressed writing instruction, academic ownership strategies, student mental health supports, and instructional technology collaboration. Administrator professional learning included PBIS leadership training, restorative practices, and adult culture development.

External Learning and Conferences: WCPA -Lost Hills supported participation in conferences and institutes aligned to MTSS, PBIS, math instruction, community schools, and instructional leadership. Funding supported conference registration, workshops, and professional learning institutes as outlined in the LCAP.

Teacher Support and Retention: Teacher induction and credential clearance expenses were reimbursed to support teacher effectiveness, retention, and instructional stability.

Fidelity of Implementation: There were no substantive differences between the implementation of this action and what was described in the approved 2025–26 LCAP. The same student groups were served, the scope of services remained consistent, and the planned instructional focus areas were maintained. All major components were implemented, and no planned professional learning activities or staffing supports were discontinued or significantly reduced.

There were no changes to the budgeted amount for this action. Funds were expended as planned to support four Assistant Principals, the Chief Academic Officer, conference and workshop fees, and teacher induction and credentialing costs.

Challenges: While this action was largely implemented as intended, WCPA-Lost Hills encountered several operational and capacity-related challenges that affected the pacing and coherence of implementation during the 2025–26 school year.

Staffing and Capacity Constraints: Administrator and teacher turnover, particularly in hard-to-staff positions, created challenges in maintaining consistent participation in professional learning and coaching cycles. Newly hired educators required additional onboarding and foundational training, which at times reduced the depth of advanced professional learning opportunities. Additionally, instructional leaders balanced professional learning facilitation alongside site-based responsibilities, which limited the frequency of individualized coaching support during peak instructional periods.

Scheduling and Logistical Challenges: Coordinating professional learning across multiple grade spans and instructional programs required careful scheduling. Competing priorities—including instructional time, assessment windows, and student supports—occasionally constrained the time available for extended professional learning. Aligning conference schedules and external training opportunities with the instructional calendar also limited staff participation in some planned workshops and institutes.

Resource and Alignment Challenges: Identifying conferences and workshops that were both research-aligned and directly responsive to the evolving needs of EL, SWD, and Long-Term English Learner (LTEL) populations required ongoing review and vetting. Ensuring coherence between external professional learning experiences and site-based instructional priorities required additional planning and calibration by instructional leaders.

Mitigation Strategies: WCPA implemented several strategies to address these barriers. The school prioritized job-embedded professional learning—including weekly PD, coaching, and PLCs—to ensure continuity despite staffing changes. Professional learning was differentiated for new and returning staff to address training gaps while maintaining progress toward instructional improvement goals. The leadership team continued to review, refine, and select conferences and workshops aligned to schoolwide instructional priorities, MTSS implementation, and California School Dashboard performance trends. Internal expertise from the Chief Academic Officer and Assistant Principals was leveraged to provide flexible, responsive coaching and professional learning support.

Although staffing, scheduling, and alignment challenges affected the pace and depth of some professional learning components, WCPA adjusted implementation strategies to maintain focus on high-quality Tier I instruction and continue building instructional capacity.

Successes and Early Indicators of Impact: WCPA–Lost Hills has made meaningful progress toward strengthening Tier I instruction and instructional coherence across grade levels. This progress is essential given the most recent California School Dashboard results, which indicate continued need for improvement in ELA, Math, and outcomes for EL and SWD student groups. A coherent, sustained professional learning model—led by the Chief Academic Officer, the Assistant Principal, and Instructional Coaches—has resulted in greater alignment between curriculum, instruction, assessment, and intervention practices across the school.

Improved Instructional Practice and Consistency: Teachers are increasingly implementing differentiated, culturally responsive instructional strategies and systematic language development supports within core instruction. Classroom observations and coaching cycles indicate stronger use of standards-aligned lesson design, differentiated learning centers and play-based learning at the elementary level, structured literacy and phonics interventions such as decodable texts and phonics-based programs, and academic ownership strategies and writing routines at the secondary level.

Strengthened Support for EL and SWD Students: Professional learning focused on language development, MTSS, PBIS, and restorative practices has improved teacher capacity to meet the needs of EL and SWD students—student groups identified on the California School Dashboard as requiring additional support. Educators report increased confidence in scaffolding instruction, using targeted interventions, and addressing both academic and social-emotional needs.

Improved Data Use and Instructional Responsiveness: Teachers have increased the implementation of both the frequency and consistently of formative assessment data, including interim and classroom-based assessments, to inform instruction and interventions. This has contributed to early indicators of academic growth, including improved student engagement in literacy and math tasks and increased alignment between instructional delivery and student learning needs.

Positive Feedback from Educational Partners: Teachers report that sustained coaching, weekly professional development, and targeted workshops have been more impactful than isolated trainings, supporting both instructional growth and job satisfaction. Administrators note improved instructional coherence and stronger adult culture, particularly as a result of PBIS, restorative practices, and leadership-focused professional learning. Staff retention and credentialing progress have been positively supported through teacher induction reimbursement and ongoing mentorship, helping stabilize instructional delivery.

Action 3: This action was implemented as planned and represents a core strategy for strengthening instructional coherence and improving student outcomes at Wonderful College Prep Academy (WCPA)–Lost Hills. In response to the most recent California School Dashboard results which indicate continued need for improvement in academic performance and outcomes for all students including the English Learner, Long-Term English Learner, Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD). WCPA-Lost Hills prioritized refining collaborative instructional practices through a more structured, data-driven Professional Learning Community (PLC) model embedded within the Intellectual Preparation Protocol (IPP) process.

Specific Activities, Services, and Resources Implemented: WCPA-Lost Hills has implemented several key components to support differentiated professional learning. A fully staffed Curriculum and Instruction (C&I) Team provided ongoing coaching, modeling, and instructional support to teachers and site leaders. Guiding Coalitions, now in their second year, continued to be led by experienced teachers and administrators to support data-based decision-making, instructional alignment, and schoolwide initiatives.

The IPP process was refined through the integration of formal PLC protocols focused on the four critical PLC questions, including the use of common formative assessments and analysis of student work. Ongoing collaborative planning cycles centered on standards alignment, unit design, and identification of targeted interventions and extensions. Instructional coaching and observation feedback cycles utilized the TNTP rubric, with targeted focus on Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning. In addition, instructional consultants and external service providers were engaged to strengthen PLC facilitation, assessment literacy, and intervention design.

These activities supported teacher collaboration and instructional responsiveness—key levers for addressing the instructional gaps reflected in Dashboard indicators.

Fidelity of Implementation: There were no substantive changes. While implementation emphasized foundational PLC practices during the year to ensure consistency and fidelity, it did not reduce the scope or impact of the action. All major components were implemented. Some Guiding Coalition work prioritized core PLC structures and assessment analysis before expanding into additional task force initiatives; however, this sequencing was intentional and aligned to Improvement Science principles rather than a reduction in scope.

Implementation remained consistent with all student groups served as intended, resources were used as planned, and the action maintained its original focus on instructional alignment, collaborative inquiry, and MTSS development. There were no changes to the total budgeted amount for this action. Funds were expended as planned to support Curriculum and Instruction staffing, Guiding Coalition stipends, and instructional consulting services.

Overall, the differentiated professional learning action was implemented with fidelity and coherence. By fully staffing the C&I Team, sustaining Guiding Coalitions, and strengthening PLC-driven IPP processes, WCPA–Lost Hills reinforced instructional alignment and data-informed collaboration. This work directly addresses root causes identified through the California School Dashboard and positions the school to make continued progress toward closing academic gaps.

Challenges: Implementation of this action occurred within a multi-year rollout of the PLC and IPP refinement process, which presented several anticipated and unanticipated challenges. Given the most recent California School Dashboard results indicating persistent academic gaps and the need for greater instructional coherence particularly for EL, LTEL, SED and SWD the urgency of this work was clear, but full implementation required significant capacity-building across staff.

Developing Consistent PLC Structures and Adult Capacity: One of the primary challenges was building shared understanding and consistency in how PLCs operate across teams. Teachers entered the process with varying levels of experience in data-based decision-making, common formative assessment design, and collaborative inquiry. As a result, some teams initially required additional support to engage meaningfully in PLC conversations and to clearly define what success looked like at the unit and standard level.

Training Gaps and Skill Development: While staffing for the Curriculum and Instruction Team remained stable, there was a learning curve associated with analyzing student data with precision, linking assessment results to targeted Tier 2 and Tier 3 interventions, and measuring progress toward mastery using consistent metrics. These gaps temporarily slowed the depth and efficiency of PLC cycles as teachers developed the necessary skills.

Time and Scheduling Constraints: Providing protected time for high-quality collaboration while maintaining instructional minutes posed logistical challenges. Aligning schedules to allow for meaningful PLC meetings—without fragmenting instructional time—required ongoing adjustments and prioritization.

Alignment of MTSS Structures

Strengthening MTSS systems in parallel with PLC implementation was complex. Early on, teams needed additional clarity around how PLC decisions translated into actionable interventions and how those interventions were monitored for effectiveness.

Mitigation Strategies: To address these barriers, WCPA-Lost Hills pursued a phased implementation of PLC structures, prioritizing foundational practices before expanding to more advanced inquiry cycles. The Curriculum and Instruction Team increased coaching and facilitation support to model data discussions and intervention planning. Structured PLC and IPP documentation tools were introduced to support consistency and accountability. Ongoing professional learning focused on assessment literacy, data analysis, and MTSS alignment, and teacher growth was continuously monitored through observation, feedback cycles, and targeted coaching.

While challenges in implementation were expected given the systemic nature of PLC development, WCPA–Lost Hills responded with intentional supports and adaptive strategies. These efforts allowed the school to maintain momentum, strengthen adult learning structures, and continue progressing toward full, high-fidelity implementation of differentiated professional learning.

Successes and Early Indicators of Impact: Since implementing this action, WCPA–Lost Hills has seen clear improvements in adult practice, instructional coherence, and collaborative culture—critical foundational outcomes given the most recent California School Dashboard results identifying ongoing academic needs, particularly for EL and SWD. This work is intentionally distributed across multiple leadership structures, including C&I staff, Guiding Coalitions, site administrators, and instructional consultants, ensuring sustainability and shared ownership of instructional improvement.

Strengthened Instructional Practice and Content Expertise: The Curriculum and Instruction Team continue to work closely with teachers to deepen content knowledge, strengthen standards-aligned planning, and improve instructional delivery. Teachers are demonstrating increased capacity to identify priority standards and learning targets, design and use common formative assessments, and adjust instruction based on evidence of student learning. These improvements directly address instructional root causes reflected in Dashboard academic indicators.

Improved Quality of PLC and PLT Collaboration: Guiding Coalition members are successfully leading Professional Learning Teams (PLTs), modeling effective use of PLC protocols and mentoring peers in collaborative inquiry. As a result, PLTs are engaging in more focused, data-driven conversations, teams are using the TNTP rubric more consistently to reflect on instructional practice, and teachers are developing greater collective responsibility for student outcomes.

Progress Toward Coherent MTSS Implementation: Collaborative teams are increasingly using assessment data to identify students in need of Tier 2 and Tier 3 supports and to design targeted interventions and extensions. While this work is still developing, early indicators show improved alignment between core instruction and intervention planning.

Positive Feedback from Educational Partners: Teachers report increased clarity around instructional expectations, improved collaboration, and stronger support from instructional leaders. School leaders note improved consistency in lesson planning, assessment use, and instructional language across classrooms. Instructional consultants have observed increased readiness among staff and administrators to lead and sustain PLC practices in the second year of implementation.

Student Outcome Indicators: While large-scale shifts in summative outcomes such as CAASPP typically require multiple years of sustained implementation, early indicators suggest improved student engagement in standards-aligned tasks, more timely identification of learning gaps through common formative assessments, and increased consistency in instructional delivery across classrooms. These outcomes support the long-term goal of improving academic performance trends reflected in the California School Dashboard.

Overall, differentiated professional learning at WCPA–Lost Hills is yielding meaningful early successes, particularly in adult learning, instructional alignment, and collaborative practice. The strengthened role of the C&I Team, effective leadership by Guiding Coalitions, and continued support from instructional consultants have built strong momentum toward full PLC implementation. This foundation is essential for achieving sustained improvements in student achievement and closing equity gaps.

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.

WCPA-Lost Hills identified the following material differences between budgeted expenditures and estimated actual expenditures for actions under Goal 1 during the 2025-26 school year.

- **Action 1: Highly Qualified Administrators and Teachers**: Estimated actual expenditures were less than the budgeted amount due to fewer classroom teachers being hired during the 2025-26 school year than originally projected at the time of LCAP budget development. As a result, salary and benefits expenditures associated with classroom teacher staffing came in below the budgeted amount.
- **Action 2: Coherent Professional Learning Model and MTSS Implementation**: Estimated actual expenditures were less than the budgeted amount as a direct consequence of the reduction in teachers hired under Action 1. Because the Teacher Induction Program is provided to newly credentialed teachers participating in their two-year induction process, the lower number of teacher hires resulted in a corresponding reduction in teacher induction costs, including mentor stipends, induction program fees, and associated professional learning expenditures.
- **Action 3: Intellectual Preparation Protocol and PLC Refinement**: Estimated actual expenditures exceeded the budgeted amount due to an increase in the number of substitute teachers used to provide classroom coverage for teachers participating in professional development sessions, instructional coaching cycles, PLC collaboration, and Guiding Coalition training during the 2025-26 school year. The expanded substitute teacher usage reflects the school's deepened investment in job-embedded professional learning and PLC implementation in alignment with the Differentiated Assistance work conducted with KCSOS and Williams Education Strategies.

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

Action 1: This action was effective in supporting progress toward strengthening instructional quality and equity through qualified administrators and educators. Stable site leadership and a largely credentialed teaching workforce contributed to improved instructional coherence, stronger Tier 1 practices, and more consistent support for student groups requiring targeted academic acceleration, including EL and SWD.

Effectiveness was evaluated using multiple data sources, including California School Dashboard academic indicators (ELA and Math), local assessment data (NWEA, CFAs, DIBELS), staff retention and credentialing data, professional learning participation and feedback, and administrative observation and walkthrough evidence. While overall academic performance challenges persist, consistent leadership and targeted coaching helped stabilize instructional delivery and maintain continuity during staffing disruptions, supporting LCAP-aligned metrics tied to ELA and Math outcomes.

Recommended Modifications for 2026–27: For 2026–27, refinement is warranted to strengthen impact, including more differentiated professional learning by content area and subgroup need, expanded use of formative data to accelerate instructional adjustments, continued investment in recruitment pipelines and induction supports, and tighter alignment between professional learning priorities and Dashboard-identified student groups. Overall, maintaining highly qualified, equity-oriented administrators and educators remains a central and effective lever in WCPA's strategy to improve academic outcomes and close achievement gaps.

Action 2: This action is being implemented effectively and is contributing to measurable progress toward the goal of improving instructional quality and strengthening Tier I instruction within an MTSS framework. While the most recent California School Dashboard results for WCPA–Lost Hills indicate continued areas of need in academic performance and student group outcomes—particularly for EL and SWD—the data reinforce the importance of sustained, coherent professional learning as a foundational strategy for long-term improvement.

Data Used to Measure Effectiveness: Effectiveness is measured using both quantitative and qualitative data. Classroom observation and coaching data demonstrate increased use of differentiated instruction, structured literacy practices, and academic discourse strategies. Interim and benchmark assessment data in literacy and math show early indicators of improved student engagement and growth. MTSS documentation reflects more consistent use of Tier 1, Tier 2, and Tier 3 supports. PBIS and SEL implementation data are aligned to improvements in student behavior and engagement, and teacher feedback indicates increased confidence in instructional planning, data use, and intervention implementation.

Connection to LCAP Metrics: This action directly supports multiple LCAP metrics. High-quality instruction supports ELA and Math academic performance as measured by CAASPP and interim assessment growth. MTSS and instructional capacity-building support improved outcomes for EL and SWD student groups. SEL, PBIS, and restorative practices support the Chronic Absenteeism and Suspension Rate indicators. By strengthening Tier I instruction and adult capacity, this action establishes the conditions necessary to close achievement gaps and improve Dashboard performance over time.

Contribution to Progress, Gap Closure, and Sustainability: Based on current data, this action is contributing to progress by improving instructional coherence and consistency, laying the foundation for closing achievement gaps, particularly for EL and SWD students, and supporting the maintenance of gains through improved adult practices, teacher retention supports, and leadership capacity. While immediate large-scale changes in Dashboard indicators are not yet evident, this is expected given the systemic nature of instructional improvement. Sustained implementation is necessary for long-term impact.

Recommended Modifications for 2026–27: Since this action was effective, it will be continued and refined rather than replaced. Planned modifications include increased alignment of professional learning cycles to Dashboard-aligned priority standards, deeper differentiation of professional learning based on educator role, experience level, and student group needs, and expanded use of outcome-based metrics—such as student growth targets tied to PD focus areas—to more explicitly link professional learning to student results.

Conclusion: Sustained, research-based professional learning at WCPA–Lost Hills is an effective, high-leverage action that is strengthening Tier I instruction, improving instructional coherence, and building educator capacity. By investing in job-embedded professional learning and coaching, WCPA–Lost Hills has laid the foundation for measurable improvements in student achievement and equity. This work directly addresses the instructional root causes identified through the California School Dashboard and positions the school for continued improvement and equity-driven outcomes aligned to our LCAP goals.

Action 3: This action is currently effective in making progress toward the goal. While the most recent California School Dashboard results for WCPA–Lost Hills indicate continued need for improvement in ELA and Math performance and persistent gaps for EL and SWD, differentiated professional learning has strengthened the adult systems and instructional conditions necessary for sustained student achievement gains.

Progress Toward the Goal: To support high-quality implementation, WCPA developed and implemented a five-domain Professional Learning Team (PLT) rubric to clarify expectations, strengthen collaborative practice, and drive continuous instructional improvement. The rubric defines effective PLTs as teams that establish clear, standards-aligned instructional goals; maintain a strong instructional and student-outcome focus; operate within a culture of trust, collaboration, and shared accountability; use multiple sources of data to guide instructional decisions and monitor impact; and produce meaningful artifacts that document learning, support implementation, and allow effective practices to be sustained and scaled. This structure has resulted in more focused PLC conversations, increased consistency in instructional planning, and improved use of data to inform instruction and intervention.

Data Used to Measure Effectiveness: Effectiveness is evaluated using a combination of quantitative and qualitative data. PLT rubric scores and artifacts demonstrate improved quality of collaborative inquiry. Classroom observation and coaching data aligned to the TNTP rubric domains—Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning—provide insight into instructional growth. Common formative assessment results and interim assessment data are used within PLTs to monitor student progress. MTSS documentation reflects more intentional identification of students needing Tier 2 and Tier 3 supports. Teacher and administrator feedback indicates increased clarity, coherence, and confidence in collaborative instructional practices.

Connection to LCAP Metrics: This action directly supports multiple LCAP metrics. High-quality instruction and data-driven collaboration support improved ELA and Math outcomes as measured by CAASPP and interim assessments. PLC-driven MTSS implementation supports improved outcomes for EL and SWD student groups. Consistent instructional practices contribute to increased student engagement and progress toward mastery, as reflected in formative assessment data. By improving Tier I instructional quality and coherence, this action addresses the instructional root causes contributing to Dashboard performance trends.

Contribution to Progress, Gap Closure, and Sustainability: Based on available data, this action is contributing to progress by strengthening instructional alignment and collaborative decision-making, laying the foundation for closing achievement gaps—particularly for EL and SWD students—and supporting the maintenance of gains through shared expectations, documented practices, and leadership capacity within PLTs. While Dashboard indicators typically lag behind instructional improvements, current evidence suggests the action is positively influencing adult practice and student learning conditions.

Planned Modifications for 2026–27: Since the action is effective, WCPA will continue and refine implementation in 2026–27. Planned modifications include increasing alignment between PLT goals and Dashboard-identified priority standards, using PLT rubric data to differentiate support for teams at varying levels of implementation, and more explicitly linking PLT outcomes to measurable student growth targets.

Overall, differentiated professional learning at WCPA–Lost Hills is an effective, high-leverage strategy for improving instructional quality and advancing equitable outcomes. By strengthening PLT structures, clarifying expectations, and embedding continuous improvement practices, this action directly supports progress toward LCAP goals and addresses the needs highlighted in the California School Dashboard.

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.

WCPA-Lost Hills develops an annual LCAP based on a comprehensive needs assessment, a review of local and California School Dashboard data, and feedback from educational partners, including educational partner surveys. For the 2026-27 school year, the LCAP Goal 1 itself has not changed, nor have the metrics or target outcomes. However, in response to the school's eligibility for Differentiated Assistance, modifications and refinements have been made to several actions in order to strengthen implementation and improve the overall delivery of instruction and student academic outcomes.

WCPA-Lost Hills is implementing a multi-year, multi-phase approach to providing high-quality, differentiated professional learning opportunities through the implementation of Professional Learning Communities (PLCs). This work was initially supported in collaboration with the Fresno County Superintendent of Schools (FCSS) as part of the Differentiated Assistance partnership. The Differentiated Assistance work has now shifted to the Kern County Superintendent of Schools (KCSOS), which has contracted the services of Williams Education Strategies to support WCPA-Lost Hills with its PLC model implementation and leadership training. Guiding Coalition members will be trained during the summer and will lead the PLC work with grade-level teachers and content-specific teachers throughout the school year. This work is conducted in collaboration with the school principals, while the Chief Academic Officer leads the training during the summer at the schoolwide level and among the school leadership team.

Professional development for the 2026-27 school year will focus on PLC collaborative structures, PLC progress monitoring, PLC Plan-Do-Study-Act (PDSA) cycles, differentiated learning, and additional priority areas identified through the Comprehensive Needs Assessment and feedback from educational partners.

Additional changes for the 2026-27 school year include the expansion of the academic calendar from 180 instructional days to 182 instructional days, exceeding the California charter school requirement of 175 instructional days by seven days. This expansion will provide students with additional instructional minutes and expanded learning opportunities for intervention support. Professional development structures will also be refined for the 2026-27 school year. Educators will participate in five days of professional learning during the summer, and during the school year the prior 10-day professional development structure will be adjusted to nine full days of professional development focused on instructional priorities and one full day of professional development focused on safety, which is reflected in Goal 3 of the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will continue to invest in highly qualified administrators and teachers to ensure that all students have access to a broad course of study and high-quality instruction during the 2026-27 school year. WCPA-Lost Hills will employ two school site principals serving the Elementary (TK-6) and Secondary (7-12) divisions and will employ appropriately credentialed and assigned teachers to serve grades TK-12 in providing a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts (VAPA), Spanish, and Physical Education. WCPA-Lost Hills' educational program will prioritize strong Tier 1 instruction, instructional continuity, and professional learning systems that support all learners, including English Learners (EL), Students with Disabilities (SWD), and students requiring additional academic intervention or acceleration. WCPA-Lost Hills' teacher residency program with Loyola Marymount University (LMU) will continue to support a teacher pipeline in high-need subject areas, and WCPA-Lost Hills' Teacher Induction Mentor will work closely with teacher residents to ensure they remain on track to complete their credential programs. Substitute teachers across all grade levels will be employed to maintain continuity of instruction and prevent interruptions to student learning.	$3,022,222	N

Instructional Calendar

WCPA-Lost Hills will increase the academic calendar from 180 instructional days to 182 instructional days for the 2026-27 school year, exceeding the California charter school requirement of 175 instructional days by seven days. This increase will provide students with additional instructional minutes and expanded opportunities for learning and intervention support throughout the school year.

Professional Learning Structure

Professional development structures will be refined for the 2026-27 school year. Educators will participate in four days of professional learning during the summer before the school year begins, reduced from six summer days in the prior structure, to ensure a strong start and instructional alignment for teachers. During the school year, educators will participate in nine full days of professional development, adjusted from the prior ten-day structure. The school will also designate one full day of professional development focused on Safety, which is reflected in Goal 3 of the LCAP. Weekly professional development will continue throughout the school year to further develop instructional and intervention skills that support all students and close academic gaps for all learners, including English Learners and Students with Disabilities.

Professional Development Focus Areas

The professional development focus areas for the 2026-27 school year are directly aligned to the Comprehensive Needs Assessment 2026-27 Action Plan and have been revised to address the school's eligibility for Differentiated Assistance. The focus areas target the priority student groups identified through the needs assessment process, including Long-Term English Learners (LTEL), English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, and reflect the instructional and intervention priorities required to accelerate academic achievement and address the performance gaps identified on the 2025 California School Dashboard.

Professional development during the 2026-27 school year will focus on the following areas: PLC Structures and Strong Goal Alignment; Standards Institute with emphasis on Supporting All Learners through Standards; School Site Strong Starts; Standards Learning Progression, Standards Tiered Supports, Standards Rigor, and Standards Mastery; PLC Data Cycles using NWEA, Interim Assessment Blocks (IABs), Common Formative Assessments (CFAs), and DIBELS; the TNTP instructional priorities of Academic Ownership, Demonstrations of Learning, Essential Content, and Culture of Learning; Unit Plans, SMART Goals, and Progress Monitoring; the Warm Demander framework; Universal Design for Learning (UDL); Integrated ELD Strategies; Panorama; Classroom Management; Progress Monitoring; and Critical Consumer of Curriculum.

Recruitment, Retention, and the LMU Teacher Residency Program

		WCPA-Lost Hills will strengthen recruitment and retention efforts for appropriately credentialed teachers in high-need subject areas, including Mathematics, Science, Special Education, and bilingual instruction. The school will continue expanding and leveraging the Loyola Marymount University Teacher Residency Program to strengthen long-term educator pipelines and support staffing sustainability in a rural community context. WCPA-Lost Hills will enhance onboarding, mentoring, and instructional support systems for teacher residents, early-career educators, long-term substitutes, and newly hired staff to improve instructional continuity and effectiveness. **Differentiated Professional Learning for Priority Student Groups** WCPA-Lost Hills will increase differentiated professional learning opportunities by grade span, content area, and student group need to better support English Learners, Students with Disabilities, and students requiring academic acceleration. The school will continue implementation of integrated English Language Development strategies within core instruction to improve access and outcomes for English Learners across content areas. **Instructional Coaching, Calibration, and Curriculum Fidelity** The school will refine and strengthen instructional coaching systems through more frequent coaching cycles, classroom walkthroughs, and feedback aligned to WCPA-Lost Hills' High-Quality Instructional Framework (HQIF) and TNTP instructional priorities. WCPA-Lost Hills will increase administrative calibration and monitoring processes to ensure stronger curriculum fidelity, consistent implementation of instructional expectations, and equitable access to high-quality instruction across classrooms. **Formative Assessment, Data-Driven Collaboration, and Tier 1 Supports** WCPA-Lost Hills will continue leveraging the use of formative assessment data, including NWEA, IABs, CFAs, and DIBELS, to improve real-time instructional adjustments, intervention planning, and student progress monitoring. The school will strengthen data-driven collaboration structures, including quarterly data talks and professional learning communities (PLCs), to improve instructional planning and accelerate student achievement outcomes. The school will also strengthen Tier 1 instructional and behavioral supports within the Multi-Tiered System of Supports (MTSS) framework to improve consistency of classroom practices across all grade levels. **Deepening Teacher Understanding of Grade-Level Standards** WCPA-Lost Hills will place a stronger emphasis on developing teacher understanding of grade-level standards and ensuring standards-aligned instruction across all tiers of support. Professional learning, instructional coaching, collaborative planning, and data analysis structures will increasingly focus on helping teachers unpack standards,		

		identify priority learning targets, align instruction and assessment to rigor expectations, and provide appropriately scaffolded instruction within Tier 1, Tier 2, and Tier 3 settings. This work is intended to strengthen instructional coherence across classrooms and improve student access to rigorous, standards-based learning experiences. **In-Time Intervention Structures** WCPA-Lost Hills will strengthen in-time intervention structures during the instructional day to provide students with more immediate and targeted academic support. Improvements will focus on refining intervention scheduling, strengthening alignment between core instruction and intervention services, utilizing real-time student data to identify intervention needs, and increasing consistency in intervention implementation across grade levels. These strengthened intervention systems are intended to improve responsiveness to student learning needs while minimizing interruptions to core instructional access. --- **Funding Investments:** Funding will be used to invest in: • Two (2) school site principals • 36 core teachers • Recruitment supplies and hiring costs		
2	**SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will provide all educators (General Education and Special Education) with a coherent, sustained, research-based professional learning model that results in high-quality Tier 1 instruction within a Multi-Tiered System of Supports (MTSS) for all students. WCPA-Lost Hills uses the California Department of Education (CDE) definition of high-quality instruction, which emphasizes that effective instruction meets each student at their current point in learning the curriculum, builds on prior knowledge, and is differentiated to reflect students' learning styles, backgrounds, perspectives, and cultural identities. The CDE notes that differentiated instructional design produces particularly significant improvements for students working below grade level. To meet the needs of WCPA-Lost Hills' diverse student population, the school will include culturally responsive professional learning and the systematic integration of language development strategies within core academic instruction to increase student outcomes for all students, with particular emphasis on Students with Disabilities (SWD) and English Learners (EL). **Professional Learning Structure** All educators will participate in five days of professional learning during the summer, nine days of professional learning during non-instructional days throughout the school year, and weekly professional development during the school year to further develop	$85,000	N

		instructional and intervention skills that support all students and close academic gaps for all learners, including English Learners and Students with Disabilities. Professional learning content is differentiated by educator role and grade span to address the specific instructional priorities of Elementary (TK-6) classrooms, Secondary (7-12) classrooms, and administrative leadership. **Professional Learning for Elementary Educators** Elementary educators will participate in professional learning focused on the following areas: PLC Collaborative Structures; PLC Progress Monitoring; PLC PDSA Cycles; Play-Based Learning; Differentiated Learning Centers; Use of Manipulatives; the Institute for Multi-Sensory Education (IMSE); Reading Intervention; Math Intervention; EL Achieves ELD; Integrated ELD; Pause Mindful Moment; MyWorld Interactive; Best Practices aligned to TNTP; and De-Escalation Strategies. **Professional Learning for Secondary Educators** Secondary educators will participate in professional learning focused on the following areas: PLC Collaborative Structures; PLC Progress Monitoring; PLC PDSA Cycles; Small Group Instruction; Student Tools and Notebooks; Reading Intervention; Math Intervention; EL Achieves ELD; Integrated ELD; Best Practices aligned to TNTP; and De-Escalation Strategies. **Professional Learning for Administrators** Administrators will participate in professional learning focused on the following areas: Improvement Science Best Practices; Strong PDSA Cycles; PBIS Training; 4 Domains of Work Management; Transactional versus Transformational Leadership; and Instructional Leadership. **External Workshops and Conferences** WCPA-Lost Hills will support educators and administrators through participation in external workshops and conferences, including the MTSS Professional Learning Institute Conference, the California Charter Schools Association (CCSA) conference, the PLC Conference, the Standards Institute, the California Association of Supervisors of Child Welfare and Attendance (CASCWA) Conference, the National PBIS Leadership Forum, the PBIS Leadership Forum, and the Community Schools Conference. **Alignment of Professional Learning to Dashboard Data and HQIF** WCPA-Lost Hills will strengthen alignment between professional learning priorities, California School Dashboard data, and the school's High-Quality Instructional Framework (HQIF) to more directly address identified areas of need in English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rate outcomes. The school will expand differentiated professional learning opportunities by grade span, content area, and student group need, with additional emphasis on accelerating		

		outcomes for English Learners, Long-Term English Learners (LTEL), and Students with Disabilities. **Refining Weekly PD and PLC Structures** WCPA-Lost Hills will continue to refine weekly professional development and PLC structures to increase opportunities for teachers to analyze formative assessment data, collaboratively plan instruction, and implement targeted instructional adjustments aligned to MTSS practices. **Integrated ELD and Culturally Responsive Instruction** The school will continue strengthening integrated English Language Development strategies and culturally responsive instructional practices within core academic instruction to improve access and engagement for multilingual learners. **Administrator Professional Learning and Internal Leadership Capacity** WCPA-Lost Hills will strengthen administrator professional learning focused on instructional leadership, PBIS implementation, restorative practices, adult culture development, and data-driven coaching practices to improve schoolwide systems and instructional consistency. The school will continue building internal leadership capacity through the Chief Academic Officer, Assistant Principals, and instructional coaching structures to sustain high-quality professional learning systems with reduced reliance on external consultants. **SEL, PBIS, and Restorative Practice Implementation** WCPA-Lost Hills will strengthen social-emotional learning (SEL), PBIS, and restorative practice implementation to improve classroom climate, student engagement, behavioral outcomes, and Tier 1 behavioral supports. **Coherence Across Professional Learning Systems** The school will improve coherence across professional learning systems by strengthening alignment between coaching, PLCs, walkthrough evidence, assessment cycles, and schoolwide instructional expectations. **Monitoring Professional Learning Effectiveness** WCPA-Lost Hills will increase monitoring of professional learning effectiveness through educator feedback, coaching evidence, walkthrough trends, student engagement indicators, and Dashboard-aligned academic and behavioral data to inform ongoing continuous improvement efforts. --- **Funding Investments:** Funding will be used to invest in:		

		• Chief Academic Officer • Conference & Workshop fees • Guiding Coalition Members (Stipend for additional duties) • Teachers: (8)		
3	**DIFFERENTIATED PROFESSIONAL LEARNING**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will continue to refine the Intellectual Preparation Protocol (IPP) process during the 2026-27 school year, in which site leaders facilitate discussions among teachers focused on data results from standards-aligned assessments. Using Improvement Science methodology, WCPA-Lost Hills will strengthen how teachers collaborate in ongoing cycles of inquiry to reach 80% end-of-unit Common Formative Assessment (CFA) mastery rates among students. The school will achieve this outcome by integrating formal Professional Learning Community (PLC) protocols into the IPP process, drawing on the PLC framework described in Learning by Doing (Third Edition), which identifies the characteristics of effective PLCs as shared mission and vision, collective inquiry, collaborative teams focused on learning, action orientation and experimentation, commitment to continuous improvement, and results orientation. These are intended to address the school's eligibility for Differentiated Assistance by strengthening the PLC, intervention, and instructional coaching systems that support priority student groups. **Strengthening PLC Structures** WCPA-Lost Hills will refine and strengthen Professional Learning Community structures to increase collective teacher efficacy, instructional coherence, shared accountability for student outcomes, and alignment of instructional practices across grade levels and content areas. The school will continue strengthening PLCs through formalized collaborative structures that support data analysis, instructional planning, standards alignment, intervention responsiveness, and consistent implementation of high-quality instructional practices. WCPA-Lost Hills will build teacher capacity for creating strong CFAs aligned to grade-level standards through the use of item banks. **Integrating Weekly PLC Cycles with MTSS** The school will transition data dives into ongoing weekly PLC cycles to create stronger integration between instructional planning and the Multi-Tiered System of Supports (MTSS) process. This shift will increase teacher awareness of available Tier 1, Tier 2, and Tier 3 supports, strengthen teacher ownership of student progress monitoring, and position teachers as integral contributors to identifying student needs, informing intervention placement decisions, and monitoring the effectiveness of supports provided to students. **Aligning PLC Work to Dashboard Trends and LCAP Priorities**	$392,400	Y

		WCPA-Lost Hills will strengthen alignment between PLC work, California School Dashboard performance trends, and LCAP priorities, with an increased focus on accelerating English Language Arts and Mathematics outcomes for English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and other student groups demonstrating academic need. **Refining Tier 2 and Tier 3 Intervention Systems** WCPA-Lost Hills will refine intervention systems to improve identification of students requiring Tier 2 and Tier 3 supports and to ensure more timely, directive, diagnostic, systematic, and standards-aligned instructional responses within the MTSS framework. The school will strengthen in-time intervention structures during the instructional day to improve access to targeted academic support, increase intervention responsiveness, and ensure stronger alignment between core instruction, intervention services, and student learning needs. **Realignment of Curriculum and Instruction Staffing** WCPA-Lost Hills will realign Curriculum and Instruction staffing structures by transitioning current Instructional Coordinator roles into Intervention Coordinator positions to strengthen targeted instructional support and improve systems designed to close academic gaps through stronger alignment between Tier 1 instruction, intervention systems, and progress monitoring practices. The school will expand the role of Intervention Coordinators to provide more direct support with student intervention planning, progress monitoring, MTSS implementation, instructional data analysis, instructional coaching, and teacher support focused on closing student group achievement gaps and strengthening standards mastery. **Implementation Fidelity Through Walkthrough and Coaching Evidence** The school will increase the use of instructional walkthrough evidence, coaching feedback, classroom observation data, and progress monitoring systems to strengthen implementation fidelity, instructional consistency, and equitable access to high-quality instruction across classrooms and grade spans. **Guiding Coalition Structures and Teacher Leadership** WCPA-Lost Hills will strengthen Guiding Coalition structures and teacher leadership opportunities to support schoolwide continuous improvement efforts, instructional problem-solving, collaborative inquiry, and implementation of data-based decision-making practices aligned to the school's instructional priorities. **Deepening Teacher Understanding of Grade-Level Standards** The school will increase focus on teacher understanding of grade-level standards and standards-aligned instruction across all tiers of support through professional learning,		

		collaborative planning, coaching cycles, and instructional calibration practices to ensure rigorous and equitable learning opportunities for all students. **Multi-Source Effectiveness Monitoring** The school will continue monitoring effectiveness using multiple data sources, including California School Dashboard indicators, CFA mastery rates, NWEA growth data, walkthrough evidence, coaching records, intervention progress monitoring data, and teacher feedback, to evaluate progress toward improving instructional quality and closing achievement gaps. --- **Funding Investments:** Funding will be used to invest in: • Curriculum and Instruction Staff (four Intervention Coordinators: Secondary School ELA, Secondary School Math, Elementary ELA, and Elementary Math) • Intervention Coordinators: Content-specific • Instructional Consultants • Guiding Coalition Stipends		

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.

WCPA-Lost Hills developed this goal based on the recognition that equitable access to high-quality Tier 1 instruction, rigorous and culturally relevant curriculum, and tiered academic interventions within a Multi-Tiered System of Supports (MTSS) framework are the central instructional levers required to close persistent achievement gaps and accelerate outcomes for all students, with particular attention to historically underserved student groups.

Connection to Dashboard Performance and Student Need: The 2025 California School Dashboard reflects sustained achievement gaps in both English Language Arts and Mathematics for WCPA-Lost Hills' priority student groups. On the 2025 Dashboard, the English Learner student group received a Red performance level on the Mathematics Academic Indicator, and the Long-Term English Learner (LTEL) student group received a Red performance level on the Mathematics Academic Indicator on both the 2024 and 2025 Dashboards. Schoolwide ELA performance declined to an Orange performance level for All Students and English Learners on the 2025 Dashboard, and Mathematics performance declined to Orange for All Students, Socioeconomically Disadvantaged students, and Hispanic students. The Students with Disabilities (SWD) student group received a Red performance level on the Mathematics Academic Indicator and an Orange performance level on the ELA Academic Indicator. These performance trends affirm the urgent need for a coordinated instructional response that strengthens Tier 1 instruction, expands tiered academic interventions, and improves equitable access to grade-level content for all student groups.

Response to Differentiated Assistance Eligibility: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data for the LTEL and English Learner student groups. Goal 2 was developed in direct response to this eligibility, with the recognition that closing the Dashboard-identified academic performance gaps requires sustained investment in curriculum implementation, instructional intervention systems, language acquisition supports, and integrated MTSS structures. The Differentiated Assistance work, conducted in partnership with the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies, centers on strengthening the school's PLC model, Data-Based Decision-Making (DBDM) processes, and intervention coordination to ensure that every English Learner, LTEL, and Student with Disabilities receives the academic supports necessary to accelerate growth.

Findings from the Comprehensive Needs Assessment: The Comprehensive Needs Assessment conducted for the 2026-27 LCAP cycle identified several root causes that this goal is designed to address. These root causes include gaps in foundational literacy and mathematics skills, inconsistent access to rigorous Tier 1 instruction, limited early intervention for students with unfinished learning, the need for stronger vertical articulation of instructional practices across the TK-12 program, and historical student group achievement trends that require sustained and intensive targeted support. Internal data from NWEA Reading and NWEA Math reflect meaningful growth in the share of students meeting individual growth projections, but Dashboard outcomes confirm that this growth has not yet translated into reduced achievement gaps for priority student groups. Educational partner feedback gathered through ELAC, DELAC, EL-PAC, PAC, the Student Advisory Committee, classified staff, and the School-Based Leadership Team consistently identified expanded academic interventions, strengthened supports for English Learners and Students with Disabilities, expanded dual enrollment and college and career readiness opportunities, and increased access to enrichment and project-based learning as top priorities for the 2026-27 school year.

Equitable Access to a Broad Course of Study: WCPA-Lost Hills developed this goal to ensure that every student, including Unduplicated Pupils and Students with Disabilities, has equitable access to a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Spanish, and Physical Education. The goal also reflects the school's commitment to expanding college and career readiness opportunities through its three dual-enrollment pathways with Bakersfield College, Taft College, and California Polytechnic State University, San Luis Obispo. Recognition as an Exemplary School for the Dual Enrollment Program by the California Department of Education in both 2024 and 2026 affirms the impact of this work and reinforces the school's commitment to ensuring that all students have access to rigorous, college-preparatory coursework and pathways to earning an Associate's degree alongside a high school diploma.

Multi-Tiered System of Supports and Data-Based Decision-Making: As a recipient of the SUMS MTSS Phase 3 grant, WCPA-Lost Hills developed this goal to continue strengthening its Multi-Tiered System of Supports framework. The goal reflects the school's commitment to using Data-Based Decision-Making with fidelity, leveraging multiple data sources including NWEA, IAB, CAASPP, DIBELS, Panorama, and the Early Warning System to identify student needs early, deploy timely and targeted interventions, and monitor intervention effectiveness. The addition of new Intervention Coordinators under the supervision of the Director of Curriculum and Instruction beginning in the 2026-27 school year reflects the school's recognition that strengthening intervention systems requires dedicated leadership capacity focused on closing achievement gaps for English Learners, LTELs, Students with Disabilities, and other student groups demonstrating academic need.

Targeted Supports for English Learners, LTELs, and Students with Disabilities: WCPA-Lost Hills developed this goal to advance an equity-oriented instructional program that explicitly addresses the language acquisition, academic, and behavioral needs of English Learners, Long-Term English Learners, and Students with Disabilities. The English Learner student group's sustained growth on the English Learner Progress Indicator (ELPI), from Red on the 2023 Dashboard, to Green on the 2024 Dashboard, to Blue on the 2025 Dashboard, demonstrates that targeted Designated and Integrated English Language Development instruction is producing measurable progress in language acquisition. Goal 2 reflects the school's commitment to translating this language proficiency progress into accelerated academic outcomes in ELA, Mathematics, and Science through strengthened integrated ELD strategies, Universal Design for Learning (UDL) practices, and language-rich Tier 1 instruction across all content areas. The goal also reflects the school's commitment to improving services for Students with Disabilities through IEP-aligned instructional planning, strengthened collaboration between General Education and Special Education teachers, and inclusive instructional practices.

Connection to Student Outcomes and Continuous Improvement: The goal 2 reflects WCPA-Lost Hills' belief that sustained improvement in student academic outcomes requires coherent, sustained investment in curriculum, instruction, intervention, and assessment systems. By providing high-quality Tier 1 instruction grounded in rigorous and culturally relevant curriculum, expanding tiered and targeted academic interventions, and aligning instructional decision-making with Dashboard-identified priorities, WCPA-Lost Hills will create the conditions necessary to narrow achievement gaps for Students with Disabilities, English Learners, LTELs, Socioeconomically Disadvantaged students, and Hispanic students, while advancing the school's mission to prepare every student for success in college, career, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0% No Difference
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -50.2 EL -65.7 SED -55.9 Hispanic -51.1	2023-24 ELA CAASPP DFS All Students -31.9 EL -54.7 LTEL -100.4 SED -36.2 Hispanic -32.1	2024-25 ELA CAASPP DFS All Students -30.1 EL -53.2 LTEL -72.4 SED -30.6 Hispanic -29.1	2025-26 ELA CAASPP DFS All Students -28.1 EL -51.2 LTEL -70.4 SED -28.6 Hispanic -27.1	All Students: +20.1 EL: +12.5 *LTEL: N/A SED: +25.3 Hispanic: +22 *Not numerically significant in either Baseline or Y2 Outcome
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -69.3 EL -81.1 SED -75.1 Hispanic -70.4	2023-24 Math CAASPP DFS All Students -65.3 EL -84.3 LTEL -134.5 SED -68 Hispanic -66.7	2024-25 Math CAASPP DFS All Students -81.3 EL -100.1 LTEL -141.5 SED -81 Hispanic -80.9	2025-26 Math CAASPP DFS All Students -78.3 EL -97.1 LTEL -138.5 SED -78 Hispanic -77.9	All Students: -12 EL: -19 *LTEL: N/A SED: -5.9 Hispanic: -10.5 *Not numerically significant in either Baseline or Y2 Outcome
6	CA Science Test (CAST)	2022-23 CAST % Met/exceeded All Students 10.31% EL 0% SED 3.95% Hispanic 9.68% Source: CAASPP website	2023-24 CAST % Met/exceeded All Students 10.31% EL 0.00% SED 3.95% Hispanic 9.68% Source: CAASPP website	2024-25 CAST % Met/exceeded All Students 17.69% EL 1.75% SED 16.92% Hispanic 17.48% Source: CAASPP Website	2025-26 CAST (Science Points) All 49.7 EL 45 LTEL 40.5 SED 49.3 Hispanic 49.7	All Students: +7.38% EL: +1.75% SED: +12.97% Hispanic: +7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-24 CAST (Science Points) All 46.4 EL 41.8 LTEL 34.7 SED 45.6 Hispanic 46.4 Source: CA School Dashboard	2024-25 CAST (Science Points) All 47.7 EL 43 LTEL 38.5 SED 47.3 Hispanic 47.7 Source: CA School Dashboard		
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	33.8% Source: 2023 Dashboard	47.9%: EL 55.1%: LTEL Source: 2024 Dashboard	59.6%: EL 63.4% LTEL Source: 2025 Dashboard	2025-26: 55.5%: EL 61.8%: LTEL	EL: +25.8% *LTEL: N/A *Not numerically significant in either Baseline or Y2 Outcome
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 9.5% Proficient	2023-24: 13.83% Proficient	2024-25: 16.1% Proficient	2025-26: 17%	+6.6%
9	Reclassification Rate Source: CALPADS	2022-23: 9%	2023-24: 15%	2024-25: 2.6%	2025-26: 14.9%	-6.4%
10	% students including Unduplicated Pupils, and SWD, participating in (access to and enrolled in) an elective course or enrichment for all	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0% No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students. (Broad Course of Study) Source: Master Schedule, CALPADS					
11	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 (Broad Course of Study) Source: SARC	2022-23: 100%	2023-24: 98%	2024-25: 98%	2025-26: 100%	-2%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 (Broad Course of Study) Source: SARC	2022-23: 96%	2023-24: 100%	2024-25: 97%	2025-26: 100%	+1%
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 (Broad Course of Study) Source: SARC	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0% No Difference

Goal Analysis for 2025-26

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

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

Action 1: This action was implemented as planned. Wonderful College Prep Academy (WCPA)–Lost Hills ensured that all students had access to high-quality, standards-based curriculum and instructional materials across all core subject areas throughout the school year. This action served as a foundational strategy to address instructional needs reflected in the most recent California School Dashboard results, which indicate continued need for improvement in academic performance and consistency of Tier I instruction.

Specific Activities, Services, and Resources Implemented: WCPA-Lost Hills provided standards-aligned core curriculum and instructional materials for all students in ELA, Math, Science, Social Studies, and Physical Education. School leadership and instructional staff conducted annual curriculum reviews to assess alignment to standards and instructional effectiveness. Curriculum-related student consumables and digital licenses were purchased and distributed to support instruction, and Physical Education curriculum and supplies were invested in to ensure students received access to a comprehensive, standards-based PE program. The Curriculum and Instruction (C&I) Team coordinated with site staff to ensure curriculum implementation aligned with instructional expectations and professional learning priorities.

Fidelity of Implementation: There were no substantive differences between the planned action and actual implementation. The scope, intent, and student groups served remained consistent with what was approved in the 2025–26 LCAP. All components of this action were implemented; no curriculum areas, student groups, or instructional materials were excluded or delayed. All students were served as intended, and the resources used aligned with the original plan.

There were no changes to the budgeted amount for this action. Funds were expended as planned to support curriculum materials, student consumables, and PE supplies.

Overall, the High-Quality Standards-Based Core Curricular Program was implemented with fidelity. By ensuring equitable access to aligned curriculum and instructional materials, WCPA–Lost Hills strengthened the foundation for high-quality Tier I instruction and directly supported ongoing efforts to improve student academic outcomes and address areas of need identified in the California School Dashboard.

Challenges: WCPA–Lost Hills did not experience significant barriers to providing students with access to high-quality, standards-based curriculum across all core subject areas. However, as with any large-scale instructional program, minor implementation challenges were encountered and addressed to ensure continuity and quality of instruction.

Staffing Transitions and Onboarding: Periodic staffing changes and new teacher onboarding required additional support to ensure consistent implementation of curriculum and instructional materials. New staff needed time and guidance to become familiar with adopted curricula, pacing, and instructional expectations.

Curriculum Familiarity and Training Needs: While materials were available, some educators required additional training to effectively implement curriculum components with fidelity, particularly in ensuring alignment to standards and differentiation to meet the needs of student groups highlighted in the California School Dashboard, such as EL, LTEL, SED and SWD.

Logistical and Material Management Considerations: Minor logistical challenges included coordinating the timely distribution of student consumables, managing digital licenses, and ensuring instructional materials were refreshed or replaced as needed throughout the year.

Mitigation Strategies: To address these challenges, WCPA-Lost Hills provided targeted onboarding and coaching support from site administrators and the C&I Team to ensure consistent curriculum implementation. Ongoing professional learning was aligned to curriculum use, standards alignment, and instructional best practices. The school maintained proactive inventory management and coordination to ensure timely access to consumables and digital resources, and continuous curriculum review processes were used to identify and address gaps or needs promptly.

Addressing these minor challenges was critical to maintaining strong Tier I instruction, a key lever for improving academic outcomes reflected in the California School Dashboard. While no substantial challenges impeded implementation, WCPA–Lost Hills proactively addressed staffing, training, and logistical considerations to ensure full and timely access to high-quality curriculum for all students.

Successes and Early Indicators of Impact: Since implementing this action, WCPA–Lost Hills has successfully established consistent, equitable access to standards-aligned curriculum and instructional materials for all students across core subject areas. This foundational work directly supports the instructional conditions needed to address areas of need reflected in the most recent California School Dashboard, particularly in ELA and Math performance.

Timely and Equitable Access to Instructional Materials: WCPA's instructional and operations teams ensured that all required curriculum materials, student consumables, and digital resources were fully in place prior to the start of the school year. This proactive approach minimized instructional disruptions and allowed teachers to begin the year with consistent materials and pacing.

Improved Instructional Consistency Across Classrooms: With all students using the same standards-based core curriculum, teachers were better able to align instruction to grade-level standards, implement common pacing and unit planning, and collaborate more effectively through PLC and IPP structures. This consistency supports stronger Tier I instruction—a key lever for improving student outcomes identified in Dashboard data.

Stronger Teacher Preparedness and Confidence: Teachers have provided positive feedback regarding the availability and organization of curriculum resources, noting increased preparedness at the start of the school year and improved ability to focus on instructional delivery rather than material access.

Early Indicators of Student Impact

While this action is primarily foundational, early indicators suggest improved student engagement and smoother instructional routines at the beginning of the year. These conditions are necessary to support academic growth over time, particularly for English Learners and Students with Disabilities.

Feedback from Educational Partners: Teachers and staff have expressed appreciation for the timely distribution of materials and the alignment of curriculum resources with instructional expectations. School leadership reports improved coherence between curriculum, professional learning, and instructional planning.

Overall, the successful implementation of the High-Quality Standards-Based Core Curricular Program has created the conditions necessary for strong Tier I instruction. By ensuring timely access to aligned curriculum and instructional materials, this action supports long-term academic improvement and directly contributes to addressing the instructional priorities highlighted in the California School Dashboard.

Action 2: This action is fully implemented. WCPA–Lost Hills provides tiered, targeted academic interventions during both the instructional day and the after-school program to address identified learning gaps in English Language Arts and Mathematics. Implementation focuses on students demonstrating academic need based on local assessment data, classroom performance, and progress monitoring results, with particular attention to student groups reflected on the California School Dashboard as performing below standard—including Unduplicated Pupils (UP), English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students.

Activities, Services, and Resources Implemented: WCPA–Lost Hills provides small-group, targeted academic interventions in ELA and Mathematics delivered during the school day using a tiered service model. After-school intervention programming offers additional instructional time for students struggling academically, particularly in reading and mathematics. Academic mentors and intervention staff were trained to deliver instruction using research-based

strategies and aligned intervention curricula, focusing on skill gaps identified through diagnostic and formative assessments. Progress monitoring practices guide adjustments to instructional groupings and intervention intensity based on student response. Integrated enrichment activities within the after-school program support student engagement and reinforce academic learning through hands-on, applied experiences.

These efforts align to Dashboard indicators in ELA and Mathematics, with the intent of accelerating learning and supporting progress toward meeting grade-level standards for all students, with particular focus on EL, LTEL, SWD, and SED populations.

Fidelity of Implementation: The action has been implemented without substantive changes. All major components—including targeted in-school interventions, after-school academic supports, and staffing—were carried out as planned. Student groups served remain consistent with the LCAP description, and no reductions in scope or service delivery occurred. The same student populations were served, and the instructional focus, service delivery model, and resources utilized remained aligned with the original action description.

There were no changes to the budgeted amount allocated for this action. Expenditures align with the 2025–26 LCAP Expenditure Worksheet and were used as intended to support staffing, instructional materials, and program implementation for tiered academic interventions.

Challenges: While WCPA–Lost Hills made meaningful progress implementing tiered academic interventions, several challenges affected the consistency, intensity, and scalability of implementation.

Staffing and Capacity Challenges: One of the primary barriers was maintaining consistent staffing across intervention roles, including Small Group Instructors, Instructional Assistants, and academic support staff. Staffing transitions and onboarding timelines limited continuity in service delivery and required additional training and calibration to ensure fidelity to research-based intervention practices. These challenges occasionally delayed full implementation of targeted supports, particularly for students requiring more intensive Tier 2 and Tier 3 interventions. To mitigate this, WCPA–Lost Hills prioritized targeted professional learning, leveraged existing staff to ensure uninterrupted services where possible, and adjusted student groupings to maintain access to interventions while new staff were onboarded and trained.

Logistical and Scheduling Constraints

Another significant challenge involved coordinating intervention access for students who commute from multiple surrounding communities. Transportation schedules and family availability impacted consistent participation in after-school and expanded learning interventions, particularly for Unduplicated Pupils, English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—student groups identified on the California School Dashboard as experiencing persistent academic gaps. In response, WCPA–Lost Hills emphasized interventions delivered during the instructional day, ensuring that students with the highest needs received targeted academic support regardless of transportation or after-school participation barriers. This shift supports more equitable access to intervention services aligned with Dashboard indicators in ELA and Mathematics.

Program Alignment and Family Engagement: Identifying and refining the most effective intervention programs for the diverse needs of the student population also presented challenges. Ensuring that intervention platforms, instructional strategies, and schedules aligned with family needs required ongoing adjustments informed by formative assessment data and feedback from educators and families. School teams addressed this by using a Data-Based Decision-Making (DBDM) process to refine intervention placement, adjust program offerings, and prioritize interventions with the strongest evidence of impact for students demonstrating the greatest academic need.

Despite these challenges, WCPA–Lost Hills successfully implemented the core components of this action by maintaining a focus on in-school, tiered academic interventions and refining systems to improve access and effectiveness. These adjustments support continued progress toward addressing inequities highlighted on the California School Dashboard, while informing improvements to implementation for future LCAP cycles.

Successes and Early Indicators of Impact: Through implementation of this action, WCPA–Lost Hills has observed several early indicators of success demonstrating progress toward strengthening its Multi-Tiered System of Supports (MTSS) and addressing inequities identified on the California School

Dashboard, particularly for Unduplicated Pupils, English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strengthened Student Support Systems: The expansion of Guidance Counselor services and dedicated academic intervention staffing has significantly improved the capacity of WCPA–Lost Hills to identify, monitor, and respond to student academic needs in a timely manner. Counselors and intervention staff work collaboratively with site teams to review academic data, conduct progress monitoring, and coordinate targeted supports, resulting in more intentional and data-driven intervention placement.

Improved Access to Tiered Academic Interventions: Students requiring additional academic support now more consistently access Tier 2 and Tier 3 interventions during the instructional day, reducing barriers associated with after-school participation. This increased access strengthens equity in service delivery and ensures that students with the highest needs—including EL, LTEL, SWD, and SED students—receive targeted support aligned to their identified skill gaps in English Language Arts and Mathematics.

Early Evidence of Academic Growth and Engagement: Formative assessment data and local progress monitoring indicate improved academic growth for students participating in targeted interventions, particularly in foundational literacy and mathematics skills. While statewide Dashboard indicators reflect the need for continued improvement, these local data trends suggest that students receiving tiered supports demonstrate increased engagement and incremental progress toward grade-level proficiency.

Educator and Stakeholder Feedback

Teachers, counselors, and support staff report greater clarity and consistency in the intervention referral process due to refinements in Data-Based Decision-Making practices. Families also respond positively to increased communication and coordination of services, particularly for students receiving intensive academic supports.

Overall, implementation of this action has resulted in stronger systems, improved coordination of services, and increased access to targeted academic interventions. These successes represent meaningful progress toward closing achievement gaps identified on the California School Dashboard and provide a foundation for continued improvement and refinement of the MTSS framework at WCPA–Lost Hills in future LCAP cycles.

Action 3: This action was fully implemented as a core component of WCPA's academic MTSS and Data-Based Decision-Making (DBDM) systems. WCPA-Lost Hills maintains a comprehensive, standards-aligned assessment calendar and embeds regular data analysis cycles that enable teachers and site leaders to monitor student learning, identify gaps, and deploy timely Tier 1, Tier 2, and Tier 3 interventions.

Schoolwide Assessment Administration. NWEA MAP Reading and Math are administered three times per year (fall, winter, and spring) to establish baselines, set growth targets, and monitor progress. DIBELS is administered three times per year for students in grades TK–6 to support early literacy screening and progress monitoring. Common Formative Assessments (CFAs) are administered via Edulastic four times per year in ELA and Math across grade levels. K–2 students complete the required Screening for Risk of Reading Difficulties in alignment with Education Code Section 53008.

Data Review and Decision-Making Structures. Teachers engage in weekly data analysis using classroom assessments, CFAs, and benchmark data. Formal DBDM cycles follow each interim assessment window to identify students requiring Tier 2 and Tier 3 supports. MTSS meetings leverage an Early Warning System integrating academic, attendance, behavior, and social-emotional learning indicators via Panorama to guide intervention placement and monitor progress with fidelity.

Staffing and Oversight: The Chief Academic Officer oversees assessment administration and fidelity of implementation. The Curriculum and Instruction Special Projects Coordinator manages testing logistics. Two Data Analysts develop actionable reports aligned to classroom, site, and network needs to inform instruction and professional development.

Fidelity of Implementation: WCPA-Lost Hills has implemented this action with fidelity, with no substantive changes. All planned student groups are served, the assessment tools outlined in the action are utilized as intended, and the scope of implementation remains consistent. No assessment components were omitted or reduced.

Budget: There are no changes to the budgeted amount for this action. Funds are used as planned to support assessment software licenses and staffing for two Data Analysts, consistent with the 2025–26 LCAP Expenditure Worksheet.

Overall, this action is implemented with fidelity and coherence, strengthening instructional alignment, improving the timeliness of intervention supports, and ensuring that assessment data meaningfully inform classroom practice and MTSS decision-making across the academy.

Challenges: While this action is largely implemented as designed, WCPA-Lost Hills encounters implementation challenges that affect the efficiency, consistency, and depth of assessment use and data-driven instructional decision-making.

Staff Capacity and Training: Although Data Analysts are in place, variability in staff familiarity with assessment platforms including NWEA MAP, DIBELS, and Edulastic and inconsistent application of data protocols initially limit the speed and instructional impact of data analysis. Teacher turnover and the onboarding of new staff create a need for additional training to ensure assessment data are consistently interpreted and translated into targeted Tier 1, Tier 2, and Tier 3 instructional responses.

Time and Scheduling Constraints: Balancing instructional minutes with assessment administration and structured data review meetings presents logistical challenges. Protecting sufficient time for teachers to engage in high-quality DBDM cycles, particularly following interim assessments requires ongoing adjustments to master schedules, professional learning calendars, and meeting structures.

Data Integration and System Alignment. While multiple data systems are in place, integrating academic, attendance, behavior, and social-emotional learning data into a cohesive Early Warning and MTSS framework requires refinement. Aligning timelines across platforms and ensuring timely, actionable access to data for teachers and site leaders remains an ongoing implementation challenge.

Student-Level Barriers Identified through Dashboard Data. The most recent California School Dashboard results indicate persistent academic challenges for specific student groups, particularly Long-Term English Learners (LTEL), English learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). These outcomes highlight the need to strengthen the connection between assessment results and the timely deployment of targeted Tier 2 and Tier 3 interventions.

Mitigation Strategies: To address these barriers, WCPA-Lost Hills expanded professional development focusing on assessment literacy, data interpretation, and instructional planning aligned to the DBDM framework. The school refined MTSS and data meeting protocols to prioritize students identified through interim assessment results and Dashboard trends. Collaboration between site leaders, Data Analysts, and instructional staff increases to improve the clarity, usability, and timeliness of data reports. Adjustments to schedules and meeting structures better protect instructional staff time for data analysis and intervention planning.

Although staffing, scheduling, and system-alignment challenges affect the pace and consistency of implementation, WCPA-Lost Hills proactively addressed these barriers through targeted professional learning, process refinement, and strengthened data systems. These adjustments improve the school's capacity to use ongoing assessments to individualize instruction, deploy tiered interventions, and respond strategically to trends identified on the California School Dashboard.

Successes: Through implementation of this action, WCPA-Lost Hills has observed several positive outcomes that indicate improved instructional coherence, stronger use of data, and early signs of academic progress aligned to the most recent California School Dashboard results.

ELA Growth and Equity Progress: Ongoing assessment data including NWEA MAP Reading, DIBELS, and Common Formative Assessments (CFA), indicate consistent growth in English Language Arts across grade levels. This growth aligns with Dashboard trends showing progress for English Learner student groups,

reflecting improved instructional targeting and the effective use of interim data to support language development and literacy acquisition. Teachers report increased clarity around student skill gaps and greater confidence in adjusting instruction based on assessment results.

Improved Identification and Support for English Learners: The integration of standards-aligned assessments with the DBDM process strengthened early identification of English Learners needing additional support. As a result, targeted Tier 2 interventions are deployed more consistently, contributing to progress toward closing equity gaps for EL students as reflected in internal growth data and supported by Dashboard indicators.

Strengthened Data Culture and Instructional Practice: Teachers and site leaders reported positive feedback regarding the clarity and usefulness of data reports developed by the Data Analyst team. Regular data review cycles increase instructional alignment across classrooms and improve the consistency of Tier 1 instruction, while also supporting more intentional placement of students into Tier 2 and Tier 3 interventions.

Pockets of Success in Mathematics: Although math remains an area for continued improvement, assessment data demonstrate pockets of strong growth in specific grades and classrooms. These successes provide actionable exemplars for effective instructional strategies and intervention models that are now being analyzed and replicated across the campus to drive more consistent math outcomes.

Areas for Continued Focus: Despite these successes, assessment and Dashboard data indicate that Students with Disabilities continue to experience larger learning gaps, particularly in ELA and Math. Additionally, while progress occurs in mathematics, the need to strengthen the coherence, intensity, and fidelity of math interventions remains a priority.

Overall, implementation of this action resulted in improved ELA growth, progress toward closing equity gaps for EL, LTEL, SED and SWD, and a stronger culture of data-informed instruction. These successes provide a solid foundation for refining intervention practices particularly for Students with Disabilities and in mathematics to accelerate academic growth and sustain improvements reflected in future California School Dashboard results.

Action 4: This action is fully implemented. WCPA's IT unit ensures universal access to technology for students and staff to support instruction, assessment administration, communication, and daily operations. Implementation centers on reliable device access, instructional technology infrastructure, cybersecurity safeguards, and consistent system performance across campuses and transportation services.

Implementation remains consistent as outlined in this action. There are no substantive differences in the student groups served, the resources utilized, or the scope of services. All students and staff receive technology supports as intended, and services are maintained across instructional settings and transportation.

Key Components Currently Implemented: WCPA-Lost Hills maintains a 1:1 Chromebook/laptop model for students to ensure access to curricular materials, digital assessments, and instructional platforms. Staff laptops and classroom devices are provided to support lesson delivery, assessment administration, and data monitoring. WCPA-Lost Hills implements classroom technology upgrades to support digital instruction and interactive learning and maintains/upgrades network infrastructure, including internet connectivity and systems hardware, to ensure reliable performance and uptime. The IT unit continues administration and maintenance of curriculum and assessment software subscriptions and supports secure access to online instructional platforms used for daily instruction and intervention.

WCPA-Lost Hills maintains internet safety and cybersecurity safeguards, including firewall protections, GoGuardian, and social media monitoring systems, to support student safety and compliance with digital use expectations. WCPA-Lost Hills also sustains Wi-Fi access on school buses, expanding learning time for students with longer commute times and enabling homework completion and study during transportation. The IT department is fully staffed with three IT employees who provide device deployment, troubleshooting, technical support, system maintenance, and instructional technology assistance.

Components Implemented as Planned
All components of this action are implemented as planned. No elements were reduced, delayed, or omitted, and the action remains fully maintained across campuses and transportation.

Budget Implementation: There are no changes to the budgeted amount for this action during the 2025–26 school year. Expenditures align with the approved 2025–26 LCAP Expenditure Worksheet and support devices, staffing, software subscriptions, cybersecurity systems, and infrastructure upgrades as intended.

Challenges: WCPA-Lost Hills manages operational and logistical challenges typical of a large-scale technology program. While the IT department is staffed as planned, periods of high service demand occur during assessment windows and large device deployments, requiring careful prioritization of support requests and proactive maintenance. Sustaining a 1:1 device model requires ongoing repairs, replacements, and device reimaging due to expected wear and tear, particularly in younger grades. Repair turnaround times and vendor timelines occasionally require short-term device reallocation to maintain access.

WCPA-Lost Hills also addresses connectivity constraints related to network congestion, aging hardware, and environmental factors that can affect Wi-Fi performance across campuses and buses. Infrastructure upgrades often need to occur outside instructional hours, which can limit the pace of implementation during the school year. Cybersecurity systems require continuous monitoring, updates, and compliance checks, which increases workload and demands ongoing staff training to keep pace with evolving security requirements and platform updates.

To maintain continuity of access, WCPA -Lost Hills prioritizes device allocation during instruction and assessment windows, implements preventative maintenance protocols (routine system checks, scheduled updates, proactive troubleshooting), phases infrastructure upgrades to reduce instructional disruption, coordinates closely with site and instructional leadership to align rollout timelines, and leverages vendor partnerships to accelerate repairs, replacements, and security updates when delays arise.

Successes: Universal access to student devices and classroom technology supports consistent participation in digital instruction and assessments and reduces technology-related disruptions to teaching and learning. Bus Wi-Fi expands learning time for students with long commute times and supports homework completion and independent study. Teachers report improved access to real-time student performance data through instructional and assessment platforms, enabling more timely instructional adjustments and targeted interventions. Operationally, IT process refinements reduce device downtime, improve response times, and increase overall system reliability across campuses, including during high-stakes assessment windows. Staff and students provide positive feedback regarding device availability, classroom technology functionality, and responsiveness of IT support, and families benefit from more consistent access to digital communication and learning platforms.

Action 5: WCPA–Lost Hills has fully implemented this action. This schoolwide action aligns to WCPA's commitment to whole-child development by ensuring students have access to enrichment opportunities beyond core academic subjects. These opportunities support student engagement, school connectedness, and access to diverse learning experiences, which are especially important in the context of Dashboard indicators related to attendance and student engagement.

Specific Activities, Services, and Resources Implemented: WCPA–Lost Hills continues to provide students with a broad range of enrichment opportunities during the instructional day and through extended learning programs. In the area of arts and performance, students in TK–8 received art instruction, TK–6 students participated in Visual Art, and music programs including Band, Mariachi, and Music Appreciation were offered to students in TK–12. In STEM and enrichment, Robotics and STEM rotations and clubs were available for TK–12, and Spanish language courses were offered to students in grades 9–12.

To ensure equitable access, instruments, supplies, and supplemental instructional materials were provided for all applicable electives and enrichment courses. Supplemental enrichment experiences were also supported through the California Community Schools Partnership Grant, allowing WCPA–Lost Hills to expand offerings and provide afterschool clubs aligned to student interest.

Fidelity of Implementation: There were no substantive differences. All planned components were implemented, student groups served remained consistent, and the scope of services was maintained. No elective areas listed in the LCAP were discontinued or reduced.

There was no material changes to the budgeted amount allocated for this action. Expenditures aligned with the 2025–26 LCAP Expenditure Worksheet and supported staffing, instructional materials, instruments, and enrichment resources necessary to fully implement the broad course of study.

Challenges: WCPA–Lost Hills did not experience significant barriers to implementing the Broad Course of Study action. At the elementary level (TK–6), there are no scheduling conflicts because all students are guaranteed access to the courses offered and the wide variety of electives available. The structure of the elementary program ensures that enrichment is embedded within the school day for every student.

In grades 7–12, WCPA–Lost Hills offers a wide variety of courses. As students request courses they wish to take, the flexibility within their schedule over the course of their four years in high school ensures they have access to those courses. This scheduling model minimizes access barriers and allows students to pursue enrichment opportunities alongside their core academic and graduation requirements.

Successes and Early Indicators of Impact: Since implementing the Broad Course of Study action, WCPA–Lost Hills has observed several positive outcomes related to student engagement, participation, and access to enrichment, supporting the school's whole-child approach.

Expansion and Sustainability of Elective Offerings: One notable success has been the continued expansion and sustainability of elective offerings, particularly in music, arts, and STEM. Several original courses including music programs such as Band, Mariachi, and Music Appreciation, as well as Robotics and STEM have been well received by students, resulting in consistent enrollment, strong attendance in elective periods, and increased student interest in expanded offerings during both the school day and afterschool programs.

Student Engagement and School Connectedness: Access to arts, music, and STEM enrichment has contributed to improved student engagement and school connectedness, which is especially important given recent California School Dashboard results indicating ongoing challenges related to chronic absenteeism for specific student groups, including EL, LTEL, SWD, and SED students. While this action is not directly tied to a single academic indicator, providing engaging, interest-based learning opportunities supports the conditions that promote regular attendance and sustained participation in school.

Academic and Developmental Benefits: At the elementary level, programs such as Readers Theater and Visual Art have supported student confidence, oral language development, and creative expression, complementing core instruction. At the secondary level, access to world language, music, and STEM electives has supported student motivation and long-term academic planning, particularly for students balancing graduation requirements and postsecondary goals. These benefits are especially meaningful for EL, LTEL, SWD, and SED students, for whom enrichment opportunities serve as additional pathways for engagement and academic identity development.

Educational Partner Feedback: Feedback from students and staff indicates that these enrichment opportunities are valued components of the instructional program, contributing to a more well-rounded educational experience. Teachers have reported increased student enthusiasm and participation during elective rotations, while families have expressed appreciation for access to programs that may not otherwise be available outside of school.

Overall, the success of this action demonstrates that maintaining a broad course of study is a key strategy for supporting student engagement, equitable access, and whole-child development. These outcomes reinforce the commitment of WCPA–Lost Hills to sustaining and refining enrichment opportunities as part of its broader efforts to improve attendance, engagement, and long-term student success reflected on the California School Dashboard.

Action 6: This action was partially implemented. WCPA–Lost Hills continues to focus on the second year of its Professional Learning Community (PLC) implementation with a targeted emphasis on enhancing collaboration between general education and Special Education teachers. Professional development was designed to strengthen differentiated assistance in the classroom and ensure all educators are working together to support students in meeting their Individualized Education Program (IEP) goals. This action directly responds to the most recent 2025 California School Dashboard results, which identified Students with Disabilities (SWD) as receiving an Orange performance level for the Suspension Rate Indicator and an Red performance level for the Chronic Absenteeism indicator.

Professional Learning and Differentiated Assistance

WCPA–Lost Hills launched Year 2 of PLC implementation with a targeted emphasis on collaboration between general education and Special Education teachers. Professional development focused on delivering high-quality Tier I instruction, differentiated classroom practices, and alignment of instruction to

students' IEP goals. Special Education teachers received targeted training on effective progress monitoring, intervention fidelity, and instructional strategies to support SWD in ELA and Math.

Data-Based Decision-Making and MTSS Structures: WCPA–Lost Hills implemented formal Data-Based Decision-Making (DBDM) routines to review academic, behavioral, and attendance data for Students with Disabilities. School leaders, Student Support Services staff, and SPED administrators used Power BI dashboards to monitor attendance, behavior referrals, and academic risk indicators such as Ds and Fs. Student Success Teams (SSTs) were increasingly used to identify students needing Tier 2 supports, refine interventions, and guide decisions related to evaluations and service intensity.

Instructional and Programmatic Supports: Collaboration between general education and Special Education teachers increased through co-planning of IEP-aligned lesson plans and support for inclusion. Intervention teachers were deployed to provide IEP-aligned Math and ELA intervention supports for Students with Disabilities. The TNTP instructional rubric continued to be implemented for both general education and SPED teachers, with feedback focused on Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. WCPA–Lost Hills also continued expanding PBIS practices to reduce exclusionary discipline and increase engagement for SWD, EL, LTEL, and SED students.

Behavioral and Mental Health Supports: WCPA–Lost Hills continued its focus on reducing suspension rates for Students with Disabilities by emphasizing restorative practices and alternatives to exclusionary discipline. Preparation for in-house delivery of Educationally Related Mental Health Services (ERMHS) was advanced, including increased collaboration among School Psychologists, Social Workers, and site leaders.

Fidelity of Implementation: Implementation closely matched the action description. No student groups were excluded, and services continued to prioritize Students with Disabilities across all grade spans. Core strategies—including MTSS, DBDM, PLCs, and instructional coaching—remained intact and aligned to the stated theory of action.

While most of the action was implemented full implementation of enhanced student-led IEP practices is still in progress, with initial focus placed on secondary grades and pre-IEP student interviews. This adjustment did not change the scope of students served and did not result in a reduction of services; rather, it reflected operational sequencing and staffing realities.

There were no substantive changes to the budgeted amount. Funds were used as planned to support SPED administrative staffing, Special Education teachers and service providers, SPED-specific curriculum and software.

Challenges: The most recent California School Dashboard results underscore the urgency of this work: Students with Disabilities received a Red performance level for Chronic Absenteeism, and an Orange performance level on the Suspension Rate indicator.

Staffing Capacity and Leadership Stability: One of the most significant barriers to full implementation was a vacancy in the Director of Special Education role—a critical leadership position responsible for overseeing instructional coherence, compliance, and service delivery for Students with Disabilities. This vacancy limited the system's capacity to consistently monitor IEP quality and alignment to grade-level standards, ensure uniform implementation of DBDM across sites, and provide timely coaching and feedback to Special Education teachers and case managers.

To mitigate this challenge, WCPA–Lost Hills redistributed leadership responsibilities among SPED administrators and site leaders and increased collaboration with county-level partners through Differentiated Assistance. While these interim supports maintained compliance and continuity of services, they reduced the speed at which deeper instructional shifts could be implemented.

Professional Learning and Training Gaps: Another challenge involved meeting the evolving professional learning needs of both general education and Special Education teachers. As WCPA–Lost Hills works to implement a coherent MTSS framework and improve Tier I instruction, staff required differentiated training on aligning IEP goals to grade-level instruction, progress monitoring and intervention fidelity, and balancing inclusive practices with targeted pull-out supports. Competing instructional demands and limited release time constrained opportunities for sustained job-embedded professional learning. In response, WCPA–Lost Hills prioritized PLC-based collaboration, targeted coaching using the TNTP rubric, and embedded professional learning into existing meeting structures to maximize impact without increasing staff burden.

Collaboration and Scheduling Constraints: Ensuring consistent collaboration between general education and Special Education teachers proved challenging due to master schedule limitations and competing site-level priorities. These constraints impacted the frequency and depth of IEP-aligned lesson planning and co-teaching opportunities. To address this, school leaders adjusted PLC agendas to explicitly include SWD data reviews and instructional planning, and Guiding Coalitions were used to elevate systemwide problem-solving around instructional coherence.

Successes and Early Indicators of Impact: WCPA–Lost Hills has observed several meaningful successes this year in its efforts to improve outcomes for Students with Disabilities. The school has maintained a strong focus on ensuring that IEPs are up to date with clear goals, that all areas of compliance are strong, and that students are receiving high-quality instruction grounded in Universal Design for Learning principles and supported through PLC collaboration structures.

Improved Tier I Instructional Quality: One of the most notable successes has been an increased focus on high-quality Tier I instruction across general education classrooms. Through professional learning, PLC collaboration, and use of the TNTP rubric, teachers have strengthened alignment to grade-level standards and instructional clarity. As a result, Students with Disabilities are experiencing greater access to rigorous instruction and demonstrating improved success on their first attempt at grade-level tasks, reducing over-reliance on pull-out supports and reinforcing inclusive practices.

Increased Student Engagement and Access to Learning: WCPA–Lost Hills has also seen positive outcomes from the adaptation of Special Education curriculum and instructional materials, particularly within learning center and intervention settings. More hands-on, multimodal instructional approaches have increased student engagement and allowed Students with Disabilities to demonstrate learning in multiple ways. Staff report improved student participation, persistence, and confidence when engaging with academic content, especially in Math and ELA interventions.

Stronger Collaboration and Instructional Coherence: Collaboration between general education and Special Education teachers has strengthened through PLC structures and IEP-aligned planning. This has led to greater coherence between classroom instruction and IEP services, supporting more consistent implementation of accommodations and instructional strategies. Teachers report increased clarity around shared responsibility for student outcomes and improved alignment between instruction, interventions, and progress monitoring.

Positive Feedback from Educational Partners: Feedback from staff and families indicates growing confidence in the direction and commitment of WCPA–Lost Hills to improving outcomes for Students with Disabilities. Teachers have expressed appreciation for clearer instructional expectations and more targeted professional learning, while families have noted improved communication and increased student engagement. These qualitative indicators reinforce that system-level changes are beginning to positively influence school culture and practice.

Action 7: This action is fully implemented. WCPA-Lost Hills has established the core staffing, systems, and professional learning structures to strengthen English Learner (EL) language acquisition and academic progress. Implementation focuses on building systemwide coherence through staffing, data systems, instructional supports, and family engagement structures aligned to California School Dashboard English Learner Progress indicators and the EL Student group across all Dashboard indicators.

Staffing and Leadership. The EL Coordinator position is fully staffed and leads the EL program implementation, professional learning, monitoring, and the EL Master Plan revision process. Designated ELD teachers continue to provide targeted language instruction for English Learners, Long-Term English Learners (LTELs), and newcomer students.

Instructional Supports and Tiered Interventions: Designated and Integrated ELD have been implemented across grade levels, supported by PLC collaboration between teachers and the EL Coordinator. Tier 1, Tier 2, and Tier 3 language acquisition interventions are informed by triangulated data, including classroom performance, ELPAC results, and local assessments. Language-rich classroom environments expand to include ELD libraries, Spanish novels, and Spanish Eureka Math materials to support access to core instruction.

Professional Development: Ongoing Integrated and Designated ELD professional development is provided throughout the year. Teachers and administrators participate in EL Achieve training, strengthening instructional practices, student monitoring, and reclassification readiness. Focused professional learning on Universal Design for Learning (UDL) supports linguistically diverse learners.

Data Systems and Monitoring: Ellevation serves as the primary EL data management and monitoring platform, organizing student data, supporting compliance, guiding instructional planning, and informing reclassification decisions. EL Achieve tools are used to identify Long-Term English Learners and monitor progress toward English proficiency.

Family and Community Engagement; WCPA-Lost Hills collaborates with ELAC, DELAC, and EL-PAC to support EL program planning, feedback, and shared accountability. Families are engaged through communication and outreach aligned to the evolving EL Master Plan. Annual recognition and celebration of reclassified students reinforce high expectations and family partnership.

Fidelity of Implementation: There are no substantive changes. While the EL Master Plan revision is ongoing, this is anticipated as a multi-phase process, and interim practices aligned with the plan's intended framework continue to be implemented throughout the year. All major components including staffing, professional development, instructional supports, and data systems have been implemented.

Budget: There are no changes to the budgeted amount for this action. Funds were expended as planned to EL Coordinator, Ellevation software, ELD Libraries, Spanish Eureka Math, and professional development.

Overall, this action has been effectively implemented, establishing the foundational systems, staffing, and instructional supports necessary to address persistent English Learner performance gaps reflected on the California School Dashboard. The structures in place position WCPA-Lost Hills to deepen impact through continued refinement of the EL Master Plan, sustained professional learning, and data-driven instructional decision-making in future LCAP cycles.

Challenges: While this action is largely implemented as planned, WCPA-Lost Hills encountered several implementation challenges that require adaptive problem-solving and continuous improvement to ensure fidelity and impact.

Family Engagement and Participation: One ongoing challenge is consistent and equitable parent participation in ELAC and DELAC meetings. Although families attend meetings, participation levels vary, and some parents express hesitation in actively contribute to discussions. In some cases, conversations were dominated by a small number of voices, which can limit broader representation of family perspectives. These dynamics present a barrier to fully realizing the intent of collaborative decision-making embedded in the EL Master Plan and LCAP.

Staffing Capacity and Training Demands: While the EL Coordinator and Designated ELD positions are successfully filled, the time required for staff training and implementation presents challenges. Teachers and administrators balancing instructional responsibilities with participation in EL Achieve training, PLC collaboration, and data monitoring require careful scheduling. Ensuring consistent implementation of Designated and Integrated ELD practices across classrooms remains an ongoing area for growth, particularly as staff deepen their understanding of language acquisition strategies and Universal Design for Learning.

Data Systems and Implementation Learning Curve: The adoption of Ellevation and EL Achieve introduces an initial learning curve for staff as systems are integrated into existing workflows. Early implementation requires additional coaching and technical support to ensure accurate data entry, consistent progress monitoring, and effective use of data to inform instructional decisions. These challenges affect the pace at which teams are able to fully leverage data systems to support English Learner progress.

Scheduling and Instructional Logistics: Providing Designated ELD, targeted interventions, and newcomer supports within the master schedule requires ongoing adjustments, particularly at secondary sites. Balancing access to core instruction while ensuring adequate language development time for ELs and LTELs requires iterative scheduling refinements and site-based problem-solving.

Mitigation Strategies: To address these challenges, WCPA-Lost Hills strengthened facilitation practices and norms during ELAC and DELAC meetings to encourage inclusive participation, including structured discussion protocols and intentional outreach to families. Ongoing coaching and job-embedded

professional learning were provided through the EL Coordinator to support consistent implementation of Designated and Integrated ELD practices. Technical assistance and modeling for staff using Ellevation and EL Achieve increased to improve data accuracy and instructional application. PLCs and site leadership teams were utilized to adjust schedules and intervention models to better align with student language development needs.

Despite these challenges, WCPA remains committed to implementing this action with fidelity. Barriers related to family engagement, staff capacity, data systems, and scheduling are actively addressed through targeted supports and continuous improvement practices. These lessons learned inform refinements to the EL Master Plan and strengthen implementation in future LCAP cycles, supporting improved outcomes for English Learners as reflected in California School Dashboard indicators.

Successes: Through implementation of this action, WCPA-Lost Hills observed early, meaningful progress in English Learner language development and system coherence, particularly in Designated ELD instruction, data monitoring, and reclassification practices. These successes reflect intentional investments in staffing, professional learning, instructional resources, and data systems aligned to California School Dashboard EL Performance.

Student Outcomes and Academic Progress: As a result of strengthened Designated ELD instruction, consistent monitoring through EL Achieve and Ellevation, and clearer reclassification criteria, WCPA observed increased student movement toward reclassification. Students demonstrate stronger English language proficiency across listening, speaking, reading, and writing domains, indicating progress toward long-term academic access and success. The implementation of EL Achieve tools also improved the identification and monitoring of Long-Term English Learners, allowing site teams to provide more targeted interventions. This increased visibility supported earlier instructional adjustments and more intentional supports for students historically overrepresented in lower performance categories on the California School Dashboard.

Instructional and System-Level Improvements: Professional development, coaching, and PLC collaboration with the EL Coordinator led to greater consistency and instructional quality in Designated ELD classrooms, resulting in more structured language development opportunities for ELs and newcomers. The adoption of Ellevation as a centralized EL management platform improved staff capacity to analyze student progress, monitor interventions, and make timely instructional decisions. Teachers reported increased clarity around student language profiles, progress monitoring, and next instructional steps. Investments in ELD libraries, Spanish novels, and Spanish Eureka Math materials increase student engagement and access to grade-level content while supporting language acquisition.

Educator and Stakeholder Feedback: Teachers and administrators reported increased confidence in supporting English Learners as a result of ongoing professional learning in Designated and Integrated ELD, EL Achieve training, and collaboration within PLCs. Families of reclassified students expressed appreciation for the intentional recognition and celebration of student progress, reinforcing positive school–home connections and high expectations for English Learners.

While the most recent California School Dashboard continues to reflect persistent performance gaps for English Learners in academic indicators, the successes observed in reclassification readiness, instructional consistency, and data systems represent leading indicators of improvement. These early gains establish a stronger foundation for accelerating growth and closing equity gaps in future Dashboard cycles.

Continuous Improvement Focus: WCPA-Lost Hills recognizes that while progress occurred particularly in Designated ELD continued work is needed to strengthen Integrated ELD practices across all content areas. Closing the remaining achievement gap between English Learners and English-only peers remains a priority and is addressed through sustained professional learning, instructional refinement, and full implementation of the updated EL Master Plan.

Overall, this action produced clear early successes in English Learner language development, system coherence, and staff capacity. These improvements position WCPA to deepen impact, accelerate student growth, and improve long-term outcomes for English Learners as reflected in future California School Dashboard results.

Action 8: The California School Dashboard defines Long-Term English Learners (LTELs) as students who have not achieved English proficiency within seven years of their initial assessment. Overall, the action is substantially implemented. In response to the 2024 California School Dashboard results identifying the LTEL student group at RED performance levels for ELA, and Math; the 2025 Dashboard Red performance level for Math and Suspension Rate; and Orange for ELA, Chronic Absenteeism. WCPA-Lost Hills prioritized system-level supports to strengthen early identification, targeted intervention, and family engagement for LTEL students.

Early Warning System and Data-Driven Identification. WCPA-Lost Hills has strengthened its Early Warning System (EWS) to more effectively identify students who are currently classified as LTELs or at risk of becoming LTELs. This system integrates attendance, academic performance, English Learner progress, and behavioral indicators, allowing staff to engage in deeper data analysis and timely intervention placement. LTEL students are prioritized for tiered academic and language supports, including targeted ELD-aligned instruction, supplemental tutoring, and MTSS interventions addressing both academic and attendance-related barriers.

Professional Learning and Instructional Support. WCPA-Lost Hills expanded professional learning focused on integrated ELD practices, providing additional training for teachers to better support experienced multilingual learners within language-rich classrooms. PLC structures are used to review LTEL-specific data and align instructional strategies to identified needs.

Family Engagement: The school increased efforts to educate and engage families, ensuring parents and guardians are informed about LTEL status, student progress, and available supports, thereby strengthening home–school partnerships.

Fidelity of Implementation: Implementation does not differ substantively from what is outlined in this action. While some elements such as continued refinement of MTSS alignment and expanded coaching support remain ongoing, these adjustments reflect phased implementation rather than reduced scope. All core components of the action were implemented; however, certain systems-level practices, such as full integration of all MTSS fidelity checks and expanded leadership coaching cycles, are still being strengthened and continue into the next implementation cycle to ensure sustainability and impact.

Budget: There were no changes to the budgeted amount allocated for this action. Funds were used as intended to support staffing, professional development, intervention services, and instructional resources aligned to LTEL needs.

Overall, implementation of this action strengthened WCPA's capacity to identify, monitor, and support LTEL students in response to Dashboard-identified needs. This action outlines the foundation for improved language acquisition, academic progress, and attendance outcomes through improved systems, targeted services, and stronger family engagement, consistent with the goals and commitments outlined in the approved LCAP.

Challenges: While implementation of this action progressed as planned, WCPA encountered several challenges that impacted the pace and consistency of implementation. These challenges are closely connected to the complexity of LTEL identification and the significant needs reflected in the 2024 California School Dashboard results identifying the LTEL student group at RED performance levels for ELA, and Math; the 2025 Dashboard Red performance level for Math and Suspension Rate; and Orange for ELA, Chronic Absenteeism.

Family Communication and LTEL Identification: One primary barrier is effectively communicating LTEL identification and status to families. Recent changes to state-level English Learner classification and LTEL eligibility requirements create confusion for both staff and families, particularly regarding timelines, criteria, and the distinction between "at risk of LTEL" and formally identified LTEL students. This complexity makes it challenging to ensure consistent messaging and shared understanding, which initially limits family engagement in support planning.

Timeliness of LTEL Identification: Because formal LTEL designation relies on census-date reporting and longitudinal data, identifying students early enough to proactively provide targeted supports requires significant manual data analysis and cross-department collaboration. This creates delays in some cases between recognizing early warning indicators and formally assigning LTEL-specific interventions.

Staff Capacity and Training; WCPA faces capacity and training-related constraints as staff continue to build expertise in integrating Early Warning System data, MTSS processes, and English Learner progress indicators. While professional development is provided, variation in staff familiarity with LTEL-specific data and instructional strategies initially slows consistent implementation across classrooms and PLCs.

Mitigation Strategies: To address these barriers, WCPA-Lost Hills strengthened internal data review processes by leveraging the Early Warning System to flag students approaching LTEL status earlier in the year, even prior to official reporting. The school refines family communication practices by developing clearer, more accessible explanations of LTEL status and supports, including providing information in families' home languages and increasing opportunities for direct dialogue through meetings and conferences. WCPA-Lost Hills also prioritizes ongoing professional learning focused on English Learner identification, integrated ELD strategies, and data-informed decision-making within PLCs. Coaching and collaborative planning time are used to build staff capacity and consistency, allowing teams to more effectively respond to the academic and attendance challenges contributing to LTEL outcomes.

Despite these implementation challenges, WCPA-Lost Hills adapted systems and practices to mitigate barriers and ensure continued progress toward supporting LTEL students. These lessons learned informed refinements to communication, early identification, and staff training to strengthen implementation fidelity and improve outcomes in future cycles.

Successes: Through implementation of this action, WCPA-Lost Hills observed several early successes that demonstrated progress toward addressing the needs identified in the 2024 California School Dashboard, which reported RED performance levels for LTELs in Chronic Absenteeism, ELA, and Math. However, WCPA-Lost Hills demonstrated significant growth earning a Green performance level on the 2025 Dashboard for the ELPI for LTEL; and Blue performance level for ELs.

Professional Learning and Instructional Impact: A significant success is the positive reception and impact of extensive integrated ELD professional development provided to all instructional staff. Teachers reported increased confidence in implementing language-rich instructional strategies, integrating ELD standards into core content, and differentiating instruction to better support experienced multilingual learners. PLC conversations became more focused on LTEL-specific data, resulting in stronger alignment between instructional planning, formative assessment use, and targeted interventions.

Improved Identification and Monitoring: The strengthening of the Early Warning System led to improved identification and monitoring of LTEL students and those at risk of becoming LTELs. As a result, students were placed into academic, attendance, and behavioral supports earlier and more intentionally. Staff noted improved consistency in MTSS referrals and clearer pathways for intervention, particularly for students demonstrating patterns of chronic absenteeism that directly impact language development and academic progress.

Student Engagement and Attendance: Early indicators suggested improvements in student engagement and attendance among LTEL students participating in targeted supports, reflecting increased adult monitoring and more responsive interventions. Families provided positive feedback regarding clearer communication about LTEL status and available services, contributing to stronger partnerships and increased family participation in support meetings.

Systems-Level Coherence: Collaboration with the Fresno County Superintendent of Schools (FCSS) strengthened instructional coherence across classrooms through focused coaching on Universal Design for Learning and data-driven instruction. Administrators and teachers reported that this support improved collective efficacy and consistency in addressing LTEL learning gaps.

While continued implementation and monitoring are necessary to achieve sustained academic gains and increased redesignation rates, early outcomes indicate that this action positively influenced instructional practice, student engagement, and systems coherence. These successes provided a strong foundation for continued progress toward improving academic achievement, reducing chronic absenteeism, and increasing English Learner redesignation opportunities for LTEL students.

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.

WCPA-Lost Hills identified the following material differences between budgeted expenditures and estimated actual expenditures for actions under Goal 2 during the 2025-26 school year.

- **Action 2: Tiered Academic Interventions**: Estimated actual expenditures exceeded the budgeted amount due to an increase in the number of Instructional Aides and Small Group Instructors (SGIs) hired to provide academic intervention support for students during the regular school day, after-school programming, intersession, and Summer Academy. This expansion of intervention staffing reflects the school's deepened investment in tiered academic supports for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students in response to California School Dashboard performance and the school's eligibility for Differentiated Assistance.
- **Action 4: Technology Infrastructure**: Estimated actual expenditures were less than the budgeted amount due to a reduction in actual costs for Information Technology equipment. WCPA-Lost Hills overestimated the amount of funds required for the purchase of technology devices during the 2025-26 school year, resulting in lower actual expenditures than originally projected at the time of LCAP budget development.
- **Action 6: Services for Students with Disabilities**: Estimated actual expenditures significantly exceeded the budgeted amount due to higher-than-projected costs for Special Education services delivered during the 2025-26 school year. The increased expenditures were necessary to meet the individual needs of Students with Disabilities, including provision of specialized instruction, related services, and supports outlined in student Individualized Education Programs (IEPs).

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

Action 1: The High-Quality Standards-Based Core Curricular Program has been effective in making progress toward the LCAP goal by establishing consistent access to standards-aligned instructional materials across all core subject areas at WCPA–Lost Hills. While the most recent California School Dashboard indicates that ELA and Math performance remain areas of need, this action has successfully addressed a critical foundational condition for academic improvement: equitable access to high-quality Tier I instructional resources.

Data Used to Measure Effectiveness: WCPA-Lost Hills uses both quantitative and qualitative data to assess the effectiveness of this action. Inventory and verification of curriculum materials, licenses, and student consumables confirm full distribution. Curriculum implementation is monitored through classroom observations and instructional walkthroughs. PLC and instructional planning artifacts are aligned to adopted curricula, and interim and formative assessment data, including unit assessments and benchmarks are aligned to curriculum standards. These data sources confirm that all classrooms are implementing the adopted core curriculum with fidelity and consistency, allowing instruction to begin without material-related delays and supporting coherent instructional delivery.

Contribution to Equity and Sustainability: The action has been particularly effective in maintaining instructional consistency and equity, ensuring that all students—regardless of classroom, grade level, or student group—have access to the same high-quality instructional materials. While achievement gaps remain, this action has reduced variability in instructional inputs and positioned WCPA-Lost Hills to more effectively address disparities identified on the Dashboard in future cycles.

The High-Quality Standards-Based Core Curricular Program at WCPA–Lost Hills is an effective, foundational action that ensures equitable access to standards-aligned curriculum and instructional materials for all students. By establishing consistency across classrooms and grade levels, this action supports the instructional conditions necessary for long-term academic improvement and directly contributes to addressing the priorities identified in the California School Dashboard and LCAP goals.

Action 2: To date, this action is partially effective in making progress toward the goal of improving academic outcomes and strengthening equitable access to instruction. The expansion and refinement of the Multi-Tiered System of Supports at WCPA–Lost Hills, grounded in a Data-Based Decision-Making process,

has improved the school's ability to identify student needs, deliver targeted academic interventions, and monitor progress. While statewide performance indicators continue to show that significant improvement is needed—particularly for Unduplicated Pupils, English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—local data demonstrate early progress and system-level improvements aligned to the goal.

Evaluation Data Sources: WCPA–Lost Hills evaluates the effectiveness of this action using multiple quantitative and qualitative data sources, including local formative and diagnostic assessment data such as literacy and mathematics progress monitoring and benchmark assessments, participation and progress data from Tier 2 and Tier 3 interventions, course performance, grades, and credit completion data at the secondary level, and California School Dashboard indicators in English Language Arts and Mathematics. Local assessment data indicate that students receiving targeted interventions demonstrate measurable academic growth, particularly in foundational literacy and numeracy skills. Additionally, improved access to in-school interventions has increased consistency of support for students who previously faced barriers to participation.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports LCAP metrics related to ELA and Mathematics academic achievement and growth as measured by CAASPP and local assessments, progress toward grade-level proficiency for identified student groups, and reduction of achievement gaps for Unduplicated Pupils, English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The MTSS framework and DBDM processes strengthen alignment between intervention placement and these metrics by ensuring instructional supports are responsive to student performance data.

Contribution to Progress and Gap Closure: Based on available data, this action is contributing to incremental academic growth for students participating in Tier 2 and Tier 3 interventions, improved identification and support of high-need students resulting in more equitable service delivery, and stabilization and early gains in academic performance—though not yet at the level needed to significantly shift statewide Dashboard outcomes. While achievement gaps persist, the action helps slow learning loss, maintain gains, and establish the stronger systems necessary for long-term improvement.

Recommended Modifications for 2026–27: To increase effectiveness and accelerate progress, WCPA–Lost Hills plans to strengthen Tier I instructional coherence and rigor to reduce the number of students requiring intensive intervention, increase intervention dosage and frequency for students with the highest needs, further refine DBDM cycles to ensure timely adjustments to intervention placement, and enhance professional learning to improve fidelity of implementation across classrooms and intervention settings.

Overall, this action is moderately effective in advancing progress toward the goal and strengthening systems that support academic equity. Continued refinement and increased intensity in the 2026–27 school year are necessary to translate early gains into sustained improvements reflected on the California School Dashboard.

Action 3: This action is effective in making progress toward the goal of improving instructional alignment, strengthening MTSS implementation, and increasing the use of data to inform targeted supports. While student outcome gains are still emerging in some areas, evidence from both internal assessment data and the most recent California School Dashboard indicates that this action contributes to improved practice and early academic progress.

Evaluation Data Sources: Progress toward this goal is evaluated using a combination of quantitative and qualitative data, including NWEA MAP Reading and Math growth data across fall, winter, and spring administrations; DIBELS benchmark and progress-monitoring results for TK–6; Common Formative Assessment results in ELA and Math administered through Edulastic; MTSS placement and progress-monitoring data; and the 2024 California School Dashboard Academic Indicators in ELA and Math, with attention to student group performance trends. These data sources provide educators with timely, actionable information to identify learning gaps, set growth targets, and monitor the effectiveness of Tier 1, Tier 2, and Tier 3 supports.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports LCAP academic metrics tied to ELA and Math achievement as measured by state indicators and interim assessment growth. The strengthened assessment and DBDM processes improve teachers' ability to align instruction and

interventions to identified student needs, supporting progress toward improved CAASPP outcomes and the maintenance of gains where performance stabilizes.

Contribution to Progress and Gap Closure: Based on available data, this action contributes to progress in ELA, with internal assessment data and Dashboard trends indicating growth and early signs of gap closure for English Learners. The action improved the precision and consistency of MTSS decision-making, ensuring students are more accurately placed into Tier 2 and Tier 3 interventions. While gains in mathematics are less consistent, assessment data identify effective practices in certain grades and classrooms that can be scaled to improve outcomes more broadly. Students with Disabilities continue to demonstrate larger academic gaps, indicating that while identification improves, the intensity and alignment of interventions must be strengthened.

Overall, this action has been effective, particularly in improving instructional practice, data use, and early identification of student needs. However, its impact on closing achievement gaps—especially in mathematics and for Students with Disabilities—remains an area for continued refinement.

Recommended Modifications for 2026–27: To increase effectiveness in the next cycle, WCPA-Lost Hills plans to strengthen the alignment between assessment data and intervention design, particularly for math and special education services; increase coaching and professional learning focused on translating data into high-impact instructional and intervention strategies; refine progress-monitoring expectations to ensure consistent evaluation of Tier 2 and Tier 3 intervention effectiveness; and leverage Dashboard trends more explicitly during DBDM cycles to prioritize student groups with persistent gaps.

Through refined assessment practices, educators at WCPA-Lost Hills are better informed about individual student needs, enabling a more targeted and responsive MTSS approach. While continued improvement is needed, particularly in mathematics and special education outcomes, this action contributes meaningfully to progress toward WCPA's academic goals and provides a strong foundation for future growth.

Action 4: This action is effective in ensuring equitable access to instructional resources and supporting student engagement and academic monitoring. WCPA-Lost Hills evaluates effectiveness using technology access metrics (device availability and functionality), assessment participation rates, platform usage data for curriculum and intervention tools, and staff/student feedback on reliability and instructional continuity. While the California School Dashboard does not include a direct technology access indicator, reliable technology access supports progress on LCAP-aligned outcomes and Dashboard-related indicators by enabling consistent access to digital curricula, formative assessments, and intervention platforms (ELA and Math) and supporting engagement through access to assignments, learning materials, and connectivity beyond the school day (including transportation), which is relevant to Chronic Absenteeism and participation.

Overall, WCPA-LH's technology systems operate as a fully implemented, enabling condition for equitable access to instruction, consistent assessment participation, and data-informed decision-making schoolwide.

Action 5: This action is effective in making progress toward the goal of supporting student engagement, equitable access to enrichment, and whole-child development at WCPA–Lost Hills. While the Broad Course of Study is not directly tied to a single academic Dashboard indicator, it addresses foundational conditions—including school connectedness, attendance, and student engagement—that are essential for long-term academic improvement and for supporting the needs of EL, LTEL, SWD, and SED student groups.

Data Used to Measure Effectiveness: WCPA–Lost Hills evaluates the effectiveness of this action using multiple data sources. Elective enrollment and participation data confirm consistent and strong student engagement across arts, music, and STEM offerings at all grade levels. Attendance data during elective and enrichment periods indicate high levels of student participation. Chronic absenteeism trends are monitored alongside enrichment access to assess whether engagement in a broad course of study contributes to improved attendance patterns. Feedback from students, families, and staff provides qualitative evidence that enrichment opportunities are valued and support a positive school culture.

Connection to LCAP Metrics and Dashboard Indicators: This action supports LCAP metrics and Dashboard indicators related to chronic absenteeism, student engagement, and school climate. By providing equitable access to arts, music, STEM, and world language instruction, WCPA–Lost Hills creates the conditions

that promote regular attendance and sustained school connectedness. These conditions are particularly important for EL, LTEL, SWD, and SED students, who may benefit most from expanded learning opportunities that reinforce academic identity and strengthen ties to the school community.

Contribution to Progress and Sustainability: Based on available data, this action is contributing to progress by maintaining high levels of student participation in enrichment offerings, strengthening school connectedness and student engagement as foundational conditions for academic improvement, and providing equitable access to diverse learning experiences for all students, including those in historically underserved student groups. The continued expansion and strong enrollment in elective programs suggest that the Broad Course of Study is sustainable and valued by the school community.

Recommended Modifications for 2026–27: Given the overall effectiveness of this action, no major modifications are recommended for the 2026–27 school year. WCPA–Lost Hills will continue implementation and explore opportunities to further expand enrichment offerings based on student interest data, strengthen connections between enrichment programming and core academic goals, and monitor the relationship between enrichment participation and attendance and engagement outcomes for EL, LTEL, SWD, and SED students to inform future LCAP planning.

The Broad Course of Study at WCPA–Lost Hills is an effective action that ensures all students have equitable access to enrichment opportunities beyond core academics. By sustaining and expanding arts, music, STEM, and world language offerings, this action supports student engagement, school connectedness, and whole-child development—foundational conditions for improving outcomes reflected on the California School Dashboard. Continued implementation positions WCPA–Lost Hills to strengthen attendance, engagement, and long-term student success, particularly for English Learners, Long-Term English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Action 6: This action is partially effective in making progress toward the goal of improving academic outcomes, reducing chronic absenteeism, lowering suspension rates, and increasing access to high-quality instruction for Students with Disabilities at WCPA–Lost Hills.

Data Used to Measure Effectiveness: WCPA–Lost Hills evaluates the effectiveness of this action using multiple quantitative and qualitative data sources. These include suspension rate and chronic absenteeism data from the California School Dashboard, interim academic data such as classroom-based assessments, intervention progress monitoring, and i-Ready growth data, IEP progress monitoring data and service delivery logs, attendance and behavior data accessed through the Power BI dashboard, and qualitative feedback from teachers, site leaders, and families. Together, these data sources provide a comprehensive picture of both system-level improvements and emerging student outcomes.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports LCAP metrics related to academic achievement in ELA and Math for Students with Disabilities, suspension rate reduction, chronic absenteeism, and instructional quality and inclusion. The MTSS framework, DBDM processes, and PLC structures strengthen alignment between instructional supports and these metrics by ensuring that services are responsive to student performance data and that SWD receive equitable access to rigorous, grade-level instruction. These same systems also benefit dually-identified SWD and EL, LTEL, and SED students who share overlapping needs for differentiated support and instructional responsiveness.

Contribution to Progress and Gap Closure: Based on available data, this action is contributing to improved Tier I instructional quality and increased access to grade-level content for Students with Disabilities, strengthened systems for identifying and supporting high-need students through DBDM routines and SSTs, early reductions in exclusionary discipline through expanded PBIS and restorative practices, and improved collaboration between general education and Special Education teachers. While Dashboard indicators have not yet reflected the level of improvement needed, the systemic changes underway are establishing the conditions necessary for sustained academic growth and gap closure.

Planned Modifications for 2026–27: Given that this action is partially effective, WCPA–Lost Hills will continue implementation and pursue targeted modifications in 2026–27. These include filling the Director of Special Education vacancy to restore leadership capacity and instructional coherence, deepening PLC collaboration between general education and Special Education teachers with explicit focus on IEP-aligned instructional planning, expanding student-led IEP practices across all grade spans, increasing intervention dosage and fidelity monitoring for students with the highest academic needs, and enhancing professional learning on inclusive practices, progress monitoring, and alignment of IEP goals to grade-level standards.

The Improved Outcomes for Students with Disabilities action at WCPA–Lost Hills reflects a strong commitment to addressing root causes identified through Dashboard data. By strengthening professional learning, improving data-based decision-making, and increasing alignment between general and special education, WCPA–Lost Hills has laid critical groundwork for improving academic outcomes, reducing chronic absenteeism, lowering suspension rates, and increasing access to high-quality instruction for Students with Disabilities. Continued refinement and increased intensity in 2026–27 are necessary to translate early systemic gains into sustained improvements reflected on the California School Dashboard—for SWD as well as for EL, LTEL, and SED student groups.

Action 7: This action is partially effective in making progress toward the goal of improving outcomes for English Learners. Implementation results in measurable improvements in language development systems and reclassification readiness, while persistent achievement gaps on the California School Dashboard indicate that additional refinement particularly in Integrated ELD and content-area instruction is necessary to accelerate academic growth and close equity gaps.

Evaluation Data Sources: Progress toward the goal is evaluated using a combination of quantitative and qualitative data aligned to LCAP metrics and California School Dashboard indicators. Dashboard results continue to reflect performance gaps for English Learners; however, internal monitoring shows improved tracking of EL progress toward English proficiency, particularly through strengthened Designated ELD and reclassification processes. Reclassification readiness and outcomes improve as a result of clearer criteria, consistent monitoring through EL Achieve and Ellevation, and targeted language instruction, serving as an early indicator of progress toward long-term academic success. PLC data reviews, classroom-based assessments, and intervention progress monitoring indicate improved student access to instruction when UDL principles and EL-specific scaffolds are implemented with fidelity. Teachers report increased confidence in supporting English Learners due to ongoing professional learning, monthly instructional guidance from the EL Coordinator, and clearer planning structures centered on access and language development.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports LCAP metrics tied to English Learner Progress Indicator, ELPAC Proficiency, and Reclassification Rates, as well as ELA and Math academic performance as measured through state and local assessments such as CAASPP and interim benchmarks. Improved language proficiency and instructional access are foundational to closing gaps in ELA and Math performance reflected on the California School Dashboard.

Contribution to Progress and Gap Closure: Based on available data, this action contributed to progress in language acquisition, instructional coherence, and EL monitoring systems. It maintains and strengthens gains in Designated ELD implementation and reclassification processes. However, academic achievement gaps are not yet fully closing, particularly in Integrated ELD across content areas, which continues to limit acceleration in ELA and Math outcomes for English Learners. The action is effective in building the conditions for improvement including staffing, systems, professional learning, and instructional planning frameworks but requires targeted enhancements to translate these conditions into accelerated academic outcomes.

Recommended Modifications for 2026–27: To increase effectiveness and address remaining gaps, WCPA plans to deepen Integrated ELD implementation by shifting professional learning from awareness to content-specific coaching with a focus on ELA and Math classrooms. The school plans to strengthen accountability for instructional practice by incorporating Integrated ELD and UDL look-fors into instructional walkthroughs, feedback cycles, and PLC inquiry. Supports for Long-Term English Learners will be differentiated by expanding targeted Tier 2 and Tier 3 supports using more precise language and academic data. WCPA-Lost Hills also plans to align EL supports with Special Education best practices by continuing to leverage UDL structures while maintaining EL-specific language development strategies.

In summary, this action is moderately effective and establishes a strong instructional and systemic foundation for English Learner success. With strategic refinements in Integrated ELD implementation and instructional accountability, WCPA-Lost Hills is positioned to accelerate progress and improve English Learner outcomes reflected in future California School Dashboard results.

Action 8: Based on implementation data and early outcome indicators, this action is effective and shows early signs of progress toward the goal. This determination is grounded in both quantitative and qualitative data and is responsive to the 2024 California School Dashboard, which identifies LTEL students at RED performance levels for Chronic Absenteeism, ELA, and Math, resulting in eligibility for Differentiated Assistance.

Evaluation Data Sources: WCPA-Lost Hills uses multiple data sources to evaluate the effectiveness of this action, including attendance data with a focus on chronic absenteeism trends for LTEL students; academic performance data including interim assessments, classroom-based formative assessments, and English Learner progress measures aligned to ELD standards; Early Warning System indicators integrating academic, attendance, and behavioral data to monitor student risk levels; PLC quality rubrics and staff surveys measuring teacher collective efficacy and instructional alignment for LTEL supports; and qualitative feedback from educators, administrators, and families regarding instructional practices, communication, and student engagement. These data sources directly align to the LCAP metrics tied to this action, including ELA and Math academic performance and Chronic Absenteeism rates, which are priority indicators for the LTEL student group on the California School Dashboard.

Contribution to Progress and Gap Closure: Early data indicates that this action contributes to improved identification, monitoring, and support placement for LTEL students. Strengthened use of the Early Warning System increases the timeliness of interventions, while integrated ELD professional development improves instructional coherence and teacher capacity to address language development within core content. Qualitative feedback from staff reflects stronger alignment between PLC planning, MTSS supports, and LTEL student needs. While Dashboard-level outcomes have not yet fully improved which is expected given the longitudinal nature of language acquisition and redesignation early indicators suggest progress toward closing gaps by addressing root causes such as inconsistent instruction, delayed intervention, and chronic absenteeism. At this stage, the action is considered effective in building systems and capacity, with emerging student-level impact.

Recommended Modifications for 2026–27: To strengthen effectiveness in the 2026–27 school year, WCPA-Lost Hills plans to refine earlier identification of students approaching LTEL status prior to census reporting, further integrate attendance interventions with academic and language supports to directly address chronic absenteeism, strengthen progress monitoring cycles to ensure more frequent data-informed instructional adjustments, and expand family engagement strategies with clearer, more proactive communication regarding LTEL pathways and redesignation criteria.

In summary, while this action does not yet result in full outcome-level improvement on the California School Dashboard, it effectively addresses foundational system gaps and demonstrates early progress toward improving academic achievement, attendance, and language development for LTEL students. These efforts position WCPA to achieve stronger and more sustainable gains in future cycles.

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

As stated earlier, WCPA-Lost Hills develops a one-year LCAP based on feedback from its educational partners and on an analysis of local, state, and California School Dashboard data. For the 2026-27 school year, no changes are being made to the LCAP goal or target outcomes. However, several actions are being refined as a result of the school's Differentiated Assistance work and ongoing reflection on prior practice.

WCPA-Lost Hills will continue to strengthen and refine its Multi-Tiered System of Supports (MTSS). For the 2026-27 school year, the school will establish a new leadership structure to strengthen intervention systems and instructional coherence through the addition of Intervention Coordinators, who will report to the Director of Curriculum and Instruction. These changes are intended to improve the delivery of instruction and tiered intervention services and to advance overall student academic outcomes.

California Science Test (CAST) Reporting Alignment with the California School Dashboard: Wonderful College Prep Academy – Lost Hills (WCPA-Lost Hills) is updating the reporting framework for Metric #6 (California Science Test, CAST) under Measuring and Reporting Results for the 2026-27 LCAP. Beginning with the 2026-27 LCAP, Metric #6 will be reported using Science Points rather than the percentage of students who met or exceeded standards. With the release of the 2025 California School Dashboard, the State Board of Education added the Science Academic Indicator as a state-reported indicator that now receives a performance level (color) and is reported using Science Points. To align the school's LCAP reporting with the California School Dashboard

methodology, the Science Indicator will be reported on this LCAP using Science Points, consistent with the methodology used for the State Board of Education's Science Academic Indicator.

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**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will continue ensuring that all students have equitable access to high-quality, standards-aligned curriculum and instructional materials across all core subject areas, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education, during the 2026-27 school year. WCPA-Lost Hills will maintain consistent investment in curriculum implementation, instructional materials, and annual review processes to support a guaranteed and viable curriculum across all grade spans and classrooms. The systems described in this action are intended to address academic student performance and the school's eligibility for Differentiated Assistance by strengthening the curriculum implementation and Tier 1 instructional systems that support priority student groups. **Annual Curriculum Review** WCPA-Lost Hills will maintain annual curriculum review processes to evaluate alignment to California State Standards, instructional rigor, vertical alignment, and effectiveness in supporting student achievement outcomes, particularly in English Language Arts and Mathematics. **Curriculum Implementation Data and Tier 1 Coherence** School leadership and the Curriculum and Instruction Team will continue reviewing curriculum implementation data, classroom walkthrough evidence, and teacher feedback to identify opportunities for refinement and to support coherent Tier 1 instruction across classrooms and grade levels. **Investment in Consumables, Digital Licenses, and Instructional Materials** WCPA-Lost Hills will continue investing in curriculum-related student consumables, digital licenses, and instructional materials to ensure uninterrupted access to standards-based instruction for all students. **Alignment Between Curriculum, PLCs, and Formative Assessment**	$324,518	N

Action #	Title	Description	Total Funds	Contributing
		The school will continue strengthening alignment between curriculum implementation, PLC collaboration, formative assessments, and instructional planning to support a guaranteed and viable curriculum across all grade spans. **Funding Investments:** Funding will be used to invest in: • Curriculum and student consumables • Physical Education curriculum and supplies		
2	**ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS** **(LREBG)**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) recognizes that performance on the Academic Indicators on the California School Dashboard demonstrates the need for systemic improvement and that significant inequities persist, with the need to close persistent performance gaps among student groups, particularly Long-Term English Learners (LTEL), Students with Disabilities (SWD), English Learners (EL), Socioeconomically Disadvantaged students, and Hispanic students. WCPA-Lost Hills will expand tiered interventions to increase the number of students performing at or growing toward grade-level proficiency. WCPA-Lost Hills 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. To address this need, WCPA-Lost Hills will refine existing processes and implement a disciplined Data-Based Decision-Making (DBDM) process that supports an effective Multi-Tiered System of Supports (MTSS) and ensures that all students reach their full potential. The systems described in this action are intended to address the school's eligibility for Differentiated Assistance by strengthening the intervention, MTSS, and instructional support systems that serve priority student groups. **Strengthening MTSS and DBDM Processes** WCPA-Lost Hills will continue to strengthen and refine its Multi-Tiered System of Supports and Data-Based Decision-Making processes to improve the identification, monitoring, and support of students demonstrating academic need, particularly Unduplicated Pupils (UP), English Learners, Long-Term English Learners, and Students with Disabilities. **New Intervention Leadership Structure** WCPA-Lost Hills will create a new leadership structure beginning in the 2026-27 school year to strengthen intervention systems and instructional coherence through the addition of Reading Interventionist (Title I funded $145,083) and Math	$1,338,669	Y

Action #	Title	Description	Total Funds	Contributing
		Interventionist (Title I funded $97,382, LREBG funded $45,110; LCFF S&C $5,508) under the supervision of the Director of Curriculum and Instruction. The Director of Curriculum and Instruction will oversee Intervention Coordinators to ensure that all teachers and students receive targeted instructional support, intervention coordination, and progress-monitoring assistance aligned to student academic needs and Tier 1 instructional improvement goals. **Tier 1 Instructional Coherence and Rigor** The school will continue strengthening Tier 1 instructional coherence and rigor to reduce the number of students requiring intensive interventions and to improve access to grade-level instruction across classrooms. **Intervention Dosage, Frequency, and Responsiveness** WCPA-Lost Hills will increase intervention dosage, frequency, and responsiveness for students with the highest academic needs through more refined intervention scheduling, targeted instructional groupings, and data-driven adjustments to supports. The school will continue prioritizing in-school intervention delivery to reduce barriers associated with transportation and after-school participation, ensuring equitable access to intervention services for students with the highest needs. **Data-Driven Intervention Placement and Coordination** WCPA-Lost Hills will continue leveraging local assessment data, progress-monitoring tools, course performance data, and California School Dashboard indicators to refine intervention placement and evaluate intervention effectiveness. Expanded coordination between Guidance Counselors, intervention staff, teachers, and site leadership will continue to strengthen student support systems, academic monitoring, and intervention alignment at both the elementary and secondary levels. **Refining Intervention Programs Through Ongoing Feedback** WCPA-Lost Hills will continue refining intervention programs and support structures through ongoing educator feedback, family input, and analysis of student outcome data to ensure that intervention systems remain responsive to student needs and aligned to LCAP priorities. **Evidence-Based Academic Interventions** Students will continue to have access to evidence-based academic interventions during the 2026-27 school year. Edmentum Study Island will be offered as a Tier 2 intervention across all subjects during intervention blocks within the instructional school day and after school for additional instruction. After-school tutoring and credit recovery will continue to be offered for students requiring academic acceleration or		

Action #	Title	Description	Total Funds	Contributing
		course recovery. Expanded learning opportunities will be provided through after-school programming, intersession, and summer programming. Air Tutor will be offered as a supplemental intervention program available to students after the school day to help close academic gaps. The school will continue providing these evidence-based intervention programs, after-school tutoring, Expanded Learning Opportunities Program (ELO-P) supports, intersession learning opportunities, and Summer Academy programming to accelerate learning and address persistent academic gaps. **Summer Academy** To further accelerate progress and close achievement gaps, WCPA-Lost Hills 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, with particular emphasis on English Learner students, Socioeconomically Disadvantaged students, and Students with Disabilities. The Summer Academy will focus on English Language Arts, Mathematics, and credit recovery using the Plato platform to ensure that students are on track to graduate and meet the University of California A-G course requirements. The Director of Student Experience and the Curriculum and 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 partner 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 that students are on track for graduation and on track to receive an Associate's degree from Bakersfield College. Summer Academy programming will continue emphasizing standards-aligned literacy and mathematics interventions, enrichment opportunities, credit recovery, dual enrollment access, and targeted academic acceleration for identified student groups. **Expanded Learning Opportunities Program (ELO-P)** Funding from the Expanded Learning Opportunities Program will provide WCPA-Lost Hills students with additional academic support through interventions, STEM experiences, academic and social clubs, sports, and enrichment opportunities to enhance student well-being. WCPA-Lost Hills will leverage ELO-P to further accelerate learning for students and to narrow achievement gaps through targeted intervention groups. **Transportation and Connectivity Support**		

Action #	Title	Description	Total Funds	Contributing
		WCPA-Lost Hills will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA-Lost Hills buses will be equipped with Wi-Fi internet accessibility so that students commuting to and from school can complete homework or study during commute times. --- **LREBG Funded Position: Math Interventionist** **Amount of LREBG Funds:** $45,110 **Rationale:** The Math Interventionist provides targeted Tier 2 and Tier 3 mathematics intervention support for students performing significantly below grade-level standards, with priority access for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. The Math Interventionist delivers small-group, standards-aligned mathematics intervention during the instructional day and after-school programming, using diagnostic data from NWEA MAP, Interim Assessment Blocks (IABs), CAASPP, and Panorama to identify student skill gaps and design responsive intervention plans. The Math Interventionist collaborates with classroom teachers within Professional Learning Communities (PLCs) and Plan-Do-Study-Act (PDSA) cycles to align intervention delivery with Tier 1 mathematics instruction, ensuring that students receive coherent, scaffolded learning experiences that accelerate progress toward grade-level proficiency. This position directly addresses the mathematics achievement gaps identified in the needs assessment as the primary root cause of WCPA-Lost Hills' Differentiated Assistance eligibility for the LTEL and English Learner student groups. The Math Interventionist integrates mathematical discourse, academic vocabulary, and language scaffolds within mathematics intervention instruction to support the dual academic and language acquisition needs of English Learner and LTEL students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches. **Evidence Tier:** Tier 2 (Moderate Evidence). Research demonstrates that high-dosage, small-group mathematics intervention delivered by trained instructional staff, aligned to grade-level standards, and supported by diagnostic and formative assessment data produces significant academic gains for students performing below grade level, particularly for English Learners and Students with Disabilities. Studies meeting ESSA Tier 2 evidence standards confirm that targeted mathematics intervention is among the most effective strategies for accelerating learning recovery and closing mathematics achievement gaps.		

Action #	Title	Description	Total Funds	Contributing
		Metrics #5: CAASPP Mathematics Distance from Standard (DFS) disaggregated by English Learner, LTEL, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic student groups as reported annually on the California School Dashboard performance levels for the Mathematics Academic Indicator. **Funding Investments** Funding will be used to invest in: • 5 Small Group Instructors • Reading Interventionist • Math Interventionist • 3 Instructional Assistants • 2 Guidance Counselors • Learning software • After-school programming • Director of Curriculum and Instruction		
3	**MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) recognizes that administering evidence-based, standards-aligned assessments throughout the school year is essential to assess learning gaps, monitor student progress, develop student growth targets, and deploy appropriate tiered interventions. Standards-aligned assessments and an effective Data-Based Decision-Making (DBDM) process must be tightly integrated by design to effectively serve students. This integration is necessitated by the academic side of the Multi-Tiered System of Supports (MTSS) pyramid, which ensures that each student is provided with high-quality Tier 1 instruction supported by a guaranteed and viable curriculum. Results from interim assessments are used to identify when students are not demonstrating mastery of standards at any given point during the academic year. Site teams 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 at Tier 2, and individualized interventions at Tier 3. **Schoolwide Assessment Administration** WCPA-Lost Hills students will be assessed using NWEA MAP Reading and Math assessments three times per year to provide baseline performance data in the fall and	$78,556	N

Action #	Title	Description	Total Funds	Contributing
		to monitor progress in winter and spring administrations. These data will be used to develop trimester growth targets, measure and monitor student academic progress and growth, and identify students requiring academic interventions. The California State Board of Education has approved Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA MAP is a research-based computer-adaptive assessment that measures students' reading and mathematics performance and accurately reflects student growth over time. NWEA results provide teachers with accurate and actionable evidence to help target instruction for each student or group of students, regardless of how far above or below grade-level proficiency they are. DIBELS assessments will be administered three times per year for students in grades TK-6. Common Formative Assessments (CFAs) using Edulastic will be administered across all disciplines four times per year in Mathematics and English Language Arts. Students in grades K-2 will complete the required Screening for Risk of Reading Difficulties as mandated by Education Code Section 53008 to ensure early identification and intervention support. **Assessment Oversight and Data Coordination** WCPA-Lost Hills' Chief Academic Officer will oversee and monitor the administration of schoolwide assessments. Data reviews will be embedded as part of the DBDM process to effectively deploy interventions for students. The Curriculum and Instruction Special Projects Coordinator will coordinate the logistics of schoolwide testing for both internal and state-mandated assessments. The Data Manager (formerly the Lead Data Analyst role) and the Data Analyst will develop data reports for 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. **Transition of the Lead Data Analyst Role to Data Manager** WCPA-Lost Hills has transitioned the Lead Data Analyst role into a Data Manager position to strengthen oversight, coordination, and integration of schoolwide student data systems in partnership with the Executive Team and school leaders. The school will continue strengthening collaboration between the Data Manager, the Curriculum and Instruction Team, school leaders, and teachers to improve the clarity, usability, and timeliness of data reports and intervention planning. **Alignment of Assessment Data with Instruction and Intervention**		

Action #	Title	Description	Total Funds	Contributing
		The school will continue to strengthen alignment between assessment data, instructional planning, and intervention design to improve ELA and Mathematics outcomes, particularly for English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD). WCPA-Lost Hills will continue refining the Data-Based Decision-Making and MTSS processes to improve the timely identification, monitoring, and support of students requiring Tier 2 and Tier 3 interventions. **Professional Learning in Assessment Literacy** WCPA-Lost Hills will expand professional learning focused on assessment literacy, data interpretation, and the use of formative assessment data to inform high-impact instructional and intervention practices. **Integration of Academic, Attendance, Behavior, and SEL Data Through the Early Warning System** WCPA-Lost Hills will strengthen integration of academic, attendance, behavior, and social-emotional learning data through the Early Warning System to improve coordination of student supports. **Progress Monitoring and Intervention Effectiveness** WCPA-Lost Hills will refine progress-monitoring systems and data review cycles to ensure that interventions are consistently evaluated for effectiveness and adjusted based on student performance trends and California School Dashboard indicators. --- **Funding Investments:** Funding will be used to invest in: • Assessment software • Data Analyst • Data Managers		
4	**ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills)' Information Technology (IT) unit will ensure that all students have access to a technology device to access curricular and instructional materials and assessments during the 2026-27 school year. The IT unit will provide classroom devices for teachers, implement classroom technology upgrades, maintain and administer curriculum software subscriptions, manage internet security safeguards including firewall protections, GoGuardian, and social media monitoring, and provide reliable Wi-Fi for school buses so that students can study and complete homework while commuting to and	$249,688	N

Action #	Title	Description	Total Funds	Contributing
		from school. The technology systems described in this action are intended to strengthen the technology infrastructure and instructional technology systems that support equitable access to learning for all students, including priority student groups identified through the needs assessment process. **IT Leadership Expansion and Strategic Oversight** WCPA-Lost Hills will add a Director of Information Technology position and expand the IT department to four total IT employees to strengthen strategic oversight, infrastructure management, cybersecurity, instructional technology support, and long-term technology planning. The school will expand collaboration between the IT department, school leadership, and instructional teams to better align technology systems, software platforms, and instructional needs with WCPA-Lost Hills' academic and operational priorities. **Equitable Student Device Access** The school will continue maintaining a 1:1 Chromebook/laptop model to ensure that all students have equitable access to curricular materials, assessments, intervention platforms, and digital learning opportunities. **Classroom Technology and Network Infrastructure Upgrades** WCPA-Lost Hills will continue upgrading classroom technology, network infrastructure, and internet systems to improve reliability, reduce downtime, and support high-quality digital instruction and assessment administration across campuses. The school will strengthen preventative maintenance systems, device replacement cycles, and technology deployment processes to improve response times and minimize disruptions during instructional and assessment windows. **Cybersecurity and Internet Safety Systems** WCPA-Lost Hills will continue enhancing cybersecurity systems, internet safety safeguards, and monitoring tools, including firewall protections, GoGuardian, and social media monitoring platforms, to support student safety and system security. **School Bus Wi-Fi Connectivity** WCPA-Lost Hills will continue maintaining reliable Wi-Fi access on school buses to expand learning opportunities, support homework completion, and improve connectivity for students commuting from surrounding communities. **Monitoring Technology Effectiveness**		

Action #	Title	Description	Total Funds	Contributing
		The school will continue monitoring technology effectiveness through device availability metrics, system reliability reports, and staff and student feedback to support equitable access to instruction and data-informed decision-making. **Funding Investments:** Funding will be used to invest in: • Chromebooks and laptops • Classroom technology upgrades • Director of Information Technology • (3) IT employees • Software and internet security safeguards • Internet and systems hardware • Infrastructure upgrades		
5	**BROAD COURSE OF STUDY**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) strongly believes in providing students with an educational program focused on whole child needs, including exposure to the arts and STEM programs. WCPA-Lost Hills will provide all students with a broad course of study beyond the core subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education during the 2026-27 school year. The broad course of study includes exposure to the arts, music, and STEM through school day rotations and after-school clubs. **Broad Course of Study Offerings** WCPA-Lost Hills will offer the following broad course of study: • Art (TK-8) • Music, including Band, Mariachi, and Music Appreciation (TK-12) • Visual Art (TK-6) • Robotics and STEM (TK-12) • Spanish (grades 9-12) WCPA-Lost Hills will provide instruments and supplemental instructional materials for electives and student enrichment opportunities. Supplemental experiences will be provided through the California Community Schools Partnership Program (CCSPP) Implementation Grant.	$757,583	N

Action #	Title	Description	Total Funds	Contributing
		Sustaining a Broad Course of Study Across TK-12 WCPA-Lost Hills will continue maintaining a broad course of study that supports whole-child development through access to arts, music, STEM, world language, and enrichment opportunities across TK-12. The school will continue leveraging broad course of study offerings as part of its strategy to support attendance, student engagement, school connectedness, and long-term student success aligned to LCAP priorities and California School Dashboard indicators related to chronic absenteeism and student engagement. **Refining Secondary Master Scheduling** WCPA-Lost Hills will continue refining secondary master scheduling processes to increase student access to electives and enrichment opportunities while balancing graduation requirements, A-G coursework, and intervention supports. **Expanding and Sustaining After-School Enrichment Through CCSPP** WCPA-Lost Hills will continue expanding and sustaining after-school enrichment opportunities through the California Community Schools Partnership Program Implementation Grant, with a focus on increasing student engagement, participation, and school connectedness. **Monitoring Participation, Engagement, and Equitable Access** School leaders will continue monitoring student participation and enrollment trends in arts, music, STEM, and world language programs to ensure equitable access across grade spans and student groups. WCPA-Lost Hills will strengthen data monitoring practices by reviewing participation, attendance, and engagement trends for students involved in enrichment programs to better inform future program planning and support Dashboard-related engagement goals. --- **Funding Investments:** Funding will be used to invest in: • 5 Elective Teachers • Music Teacher • Art/Music supplies		
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) is committed to leading by example through a disciplined approach to continuous improvement, humility in leadership, and a willingness to change in response to student outcome data. On the 2025 California School Dashboard, the Students with Disabilities (SWD)	$402,186	N

Action #	Title	Description	Total Funds	Contributing
		student group received a Red performance level on the Chronic Absenteeism Indicator, identifying this student group as a critical priority for targeted attendance, engagement, and intervention supports during the 2026-27 school year. In response, **Restorative Practices and Check & Connect Mentoring** WCPA-Lost Hills will continue implementation of restorative practices and the Check & Connect mentoring model, pairing chronically absent Students with Disabilities with adult mentors who provide consistent, relationship-based attendance support, academic monitoring, and connection to the school community. **Targeted Attendance Intervention and Home Visit Supports** WCPA-Lost Hills will expand attendance intervention, and home visit supports with priority outreach to families of Students with Disabilities, leveraging bilingual outreach staff to ensure language access and partnering with case managers and Special Education staff to address disability-specific barriers to consistent attendance. **Strengthened Panorama and MTSS Progress Monitoring** WCPA-Lost Hills will strengthen Panorama and MTSS progress monitoring systems to identify Students with Disabilities at risk of chronic absenteeism earlier in the school year, enabling coordinated tiered intervention before absence patterns become entrenched and ensuring that attendance data is integrated with IEP progress monitoring practices. **Social-Emotional and Mental Health Interventions** WCPA-Lost Hills will increase social-emotional and mental health interventions that address underlying barriers to consistent attendance for Students with Disabilities, leveraging Educationally Related Mental Health Services (ERMHS), School Psychologists, School Social Workers, and Community Schools partnerships to deliver coordinated supports aligned to each student's IEP and individual needs. **Community Schools Implementation Strategies** WCPA-Lost Hills will continue Community Schools implementation strategies that integrate attendance supports for Students with Disabilities with family services, health and wellness resources, and expanded learning opportunities, ensuring that families experience a coordinated and seamless system of support across academic, behavioral, and attendance domains. **Proactive Family Engagement and Communication** WCPA-Lost Hills will increase proactive family engagement and communication with families of Students with Disabilities regarding attendance data, the academic impact		

Action #	Title	Description	Total Funds	Contributing
		of chronic absenteeism, IEP-related supports, and available family resources, leveraging ELAC, PAC, Parent Power Hour, and IEP team structures to build family data literacy and partnership. **Integrated Monitoring of Attendance and IEP Progress** WCPA-Lost Hills will integrate attendance monitoring into the Special Education department's data review cycles to ensure that chronic absenteeism patterns for Students with Disabilities trigger IEP team review of accommodations, service delivery, and behavioral or mental health supports that may be contributing to or affected by attendance challenges. **Coherent Professional Learning Model and MTSS Implementation** During the 2026-27 school year, WCPA-Lost Hills will continue to define and implement a coherent professional learning model focused on empowering adults in the system to deliver and measure the effectiveness of high-quality instruction and supports within a Multi-Tiered System of Supports (MTSS). The school's theory of action centers on the premise that if WCPA-Lost Hills defines and implements a coherent professional learning model focused on empowering adults to deliver and measure the effectiveness of high-quality instruction and supports within an MTSS, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices within the MTSS framework, and student outcomes for all students, particularly Students with Disabilities, will improve. **Data-Based Decision-Making and IEP Quality** Using Data-Based Decision-Making (DBDM) with fidelity, WCPA-Lost Hills will strive to improve services to Students with Disabilities through Individualized Education Programs (IEPs) by aligning IEP goals to grade-level teaching and learning standards; ensuring that IEPs are comprehensive in addressing all challenges students are experiencing in an interrelated way, including the interactions between academic progress, engagement, and attendance patterns; supporting a deep analysis of valid barriers that prevent students from benefiting from IEP services and closing learning gaps; ensuring that IEP interventions are aligned to the student's unique barriers and disability characteristics in combination with appropriate accommodations; increasing precision in balancing instructional time with non-disabled peers compared to pull-out services to support inclusion; providing a roadmap for ensuring that interventions are working through increased precision in the use of progress data combined with measures of intervention fidelity; providing a structure for troubleshooting why interventions are not working or are not working well enough; providing guidance for when to include new or different content experts based on student response to services; reducing inefficiency and random decision-making		

Action #	Title	Description	Total Funds	Contributing
		when adjusting, modifying, or improving IEPs; improving IEP team progress monitoring practices, including frequency and methods; and informing decisions about when to increase or reduce the intensity of services. **Integration Between General Education and Special Education** WCPA-Lost Hills 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 Mathematics and ELA to help close achievement gaps and support academic growth. Guiding Coalitions will meet using Professional Learning Community (PLC) principles to monitor student performance on schoolwide assessments and adapt strategies throughout the school year to support academic growth for all Students with Disabilities. **Whole Child Approach and TNTP Instructional Framework** Through WCPA-Lost Hills' whole child approach, the school will continue to focus on addressing exclusionary practices of suspension in favor of other means of consequence and will continue to increase student engagement and attendance. WCPA-Lost Hills will continue its commitment to utilize the TNTP rubric to provide both Special Education and general education teachers with consistent feedback in the following areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. Through the TNTP framework, both general education and Special Education teachers will focus on improving instructional skills through targeted professional development with the purpose of increasing academic performance across all grade levels for Students with Disabilities. **Data Systems, PBIS, and Educationally Related Mental Health Services (ERMHS)** WCPA-Lost Hills will leverage the Power BI dashboard to allow school leaders to gather and analyze information including student attendance and absences, referrals, and grades of D and F. Student Support Services, school site leaders, and Special Education administrators will work together to implement strategies for all students falling behind academically, struggling with attendance, or experiencing social-emotional challenges that affect their behavior. WCPA-Lost Hills will continue growing its Positive Behavioral Interventions and Supports (PBIS) work to increase the number of students meeting schoolwide expectations inside and outside of the classroom. WCPA-Lost Hills will continue to provide 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		

Action #	Title	Description	Total Funds	Contributing
		Psychologists and School Social Workers will address specific student needs and more easily collaborate with school site staff to better support overall student success. **Speech and Language Services** Based on parent feedback through surveys and conversations, as well as staff feedback, WCPA-Lost Hills has identified Speech and Language services as an area of growth for the Special Education department. WCPA-Lost Hills will continue to expand in-person Speech and Language services for Students with Disabilities to improve service continuity and responsiveness to student needs. **Student Voice in IEP Processes** WCPA-Lost Hills will continue to improve student involvement in IEP processes, particularly within the secondary grades (7-12), to increase student engagement and self-advocacy. Special Education staff will continue to refine how students participate in their IEPs at the secondary level. Case managers will complete student interviews prior to IEPs at all ages to gather information in preparation for IEP meetings. **Student Success Team and Special Education Referral Processes** Using DBDM, Student Support Services staff will work with School Psychologists and others to identify students with behavioral or academic needs requiring intervention. All WCPA-Lost Hills instructional staff will be encouraged to request a Student Success Team (SST) for any academic or behavioral concerns requiring support. Based on information presented through these processes, students in need of Tier 2 supports will be offered academic or behavior interventions to support their success. DBDM will also support the identification of students with suspected disabilities. If a parent requests a Special Education evaluation, an SST meeting will be held within the legally mandated 15-day timeline to collaborate as a team regarding the student's quantitative and qualitative data. The SST will make recommendations regarding next steps, including continued monitoring, intervention, or moving forward with an evaluation. If a parent determines that an assessment is not warranted, the parent will be able to sign an agreement to that effect. If the parent chooses to proceed with an evaluation regardless of the SST recommendation, the School Psychologist will propose an evaluation and complete it within the 60-day timeline. WCPA-Lost Hills staff will continue to work to improve the transfer process to more efficiently identify students who are transferring to WCPA-Lost Hills with established Special Education services to ensure that they receive their services in a timely manner. **Strengthening MTSS and Differentiated Assistance Implementation** WCPA-Lost Hills will continue strengthening MTSS, Data-Based Decision-Making, and PLC collaboration structures in response to California School Dashboard results		

Action #	Title	Description	Total Funds	Contributing
		and the school's eligibility for Differentiated Assistance, particularly for Students with Disabilities in English Language Arts, Mathematics, and Suspension Rate indicators. The school will maintain focused implementation of Differentiated Assistance priorities in partnership with the Fresno County Superintendent of Schools (FCSS), including improving Tier 1 instruction, IEP-to-standards alignment, progress monitoring, and inclusive instructional practices to address persistent achievement gaps for Students with Disabilities. WCPA-Lost Hills will continue monitoring effectiveness using California School Dashboard indicators, interim assessment data, IEP progress monitoring, attendance and behavior data, and educator and family feedback to evaluate progress toward closing achievement gaps and meeting Differentiated Assistance improvement priorities for Students with Disabilities. **Special Education Leadership and Staffing** WCPA-Lost Hills will strengthen leadership capacity through the successful hiring of the Director of Special Education position, which is no longer vacant beginning in 2026-27, to improve oversight of IEP quality, instructional coherence, compliance systems, and implementation consistency across sites in response to Dashboard-identified needs. The school will continue strengthening recruitment and retention efforts for specialized service providers, particularly Speech and Language services, to improve service continuity and responsiveness to student needs. **Coaching and Professional Learning for General Education and Special Education Staff** WCPA-Lost Hills will increase coaching and professional learning for general education and Special Education staff focused on improving access to grade-level standards, strengthening inclusion practices, and accelerating academic outcomes for Students with Disabilities in ELA and Mathematics. The school will strengthen collaboration between general education and Special Education teachers through PLCs, co-planning structures, and TNTP-aligned coaching to improve instructional consistency, intervention alignment, and shared accountability for student outcomes. **Behavioral and Mental Health Supports to Address Suspension Rate Outcomes** WCPA-Lost Hills will continue refining behavioral and mental health supports, including PBIS, restorative practices, and Educationally Related Mental Health Services (ERMHS), to reduce exclusionary discipline and improve Suspension Rate outcomes for Students with Disabilities identified on the California School Dashboard.		

Action #	Title	Description	Total Funds	Contributing
		Funding Investments: Funding will be used to invest in: • Director of Special Education • Special Education administrative staff (two positions) • Special Education specific curricula and software • 1 Special Education Teacher • Special Education service providers and consultants		
7	**SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION**	The English Learner student group has demonstrated sustained growth on the English Learner Progress Indicator (ELPI) across three consecutive Dashboard years, improving from a Red performance level on the 2023 California School Dashboard, to a Green performance level on the 2024 Dashboard, and to a Blue performance level on the 2025 Dashboard. This three-year trajectory reflects consistent annual growth in the percentage of English Learners making progress toward English language proficiency and affirms the impact of WCPA-Lost Hills' Designated and Integrated English Language Development instruction, EL Achieve framework implementation, and targeted language acquisition supports. While ELPI outcomes reflect strong progress, on the 2025 California School Dashboard the English Learner student group received a Red performance level on both the Mathematics Academic Indicator and the Suspension Rate Indicator, identifying these as priority areas for targeted academic and behavioral supports. **Differentiated Assistance Eligibility**: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. On the 2024 California School Dashboard, the Long-Term English Learner (LTEL) student group received Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2025 California School Dashboard, the English Learner (EL) student group received a Red performance level on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator. The combination of these two consecutive years of Red performance levels across multiple indicators for the LTEL and EL student groups has resulted in WCPA-Lost Hills' eligibility for Differentiated Assistance. The eligibility criteria for charter schools are the same as those for districts and COE's, except that charter schools must meet them for two consecutive years. Results from the 2024 and 2025 Dashboards are used in Differentiated Assistance determinations for charter schools. **English Learner Master Plan**	$44,373	N

Action #	Title	Description	Total Funds	Contributing
		WCPA-Lost Hills will focus on updating the English Learner Master Plan, which seeks to identify, confront, and interrupt inequities so that all students can reach their full potential. The Master Plan will create a roadmap to provide English Learners with the support they need to become proficient speakers and writers and, ultimately, active members of the community. The Master Plan will help WCPA-Lost Hills engage parents and families to ensure that learning continues at home while respecting and encouraging the traditions and beliefs of every English Learner household. The EL Master Plan will be interwoven into every aspect of the LCAP to ensure inclusiveness of key actions across its three goals. Working in collaboration with the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), the English Learner Parent Advisory Committee (EL-PAC), and a range of other educational partners, the Master Plan will outline WCPA-Lost Hills' strategies and processes in the following areas: Early Learner Identification and Assessment, which ensures that students receive the necessary supports and services on their academic journey; the English Language Development Program, which provides guidance to implement high-quality instruction and programs for English Learners; English Learner Monitoring and Reclassification, which monitors English Learners' academic and linguistic progress, proficiency, and reclassification determinations; English Language Development Designated and Integrated Instruction, which develops English Learners' proficiency and provides access to academic content; Access to the Core Curriculum, which ensures that English Learners have access to well-articulated, high-quality, standards-based core curriculum and instruction; Staffing and Professional Development, which outlines certification requirements and staffing procedures for providing instruction to English Learners as well as essential components of WCPA-Lost Hills' comprehensive, longitudinal professional learning programs; Standards, Assessment, and Accountability, which delineates program evaluation and accountability for English Learner programs, including Early Warning System data collection, and which 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, which 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; and English Learner Program Inclusion in Site Budgets, which allocates and monitors resources to support the successful implementation of the EL Master Plan at the school sites. **High-Quality Instruction and Tiered Supports for English Learners** WCPA-Lost Hills will strive to ensure that English Learners receive high-quality instruction and is unwavering in its commitment to setting high expectations for all		

Action #	Title	Description	Total Funds	Contributing
		students. WCPA-Lost Hills acknowledges 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-Lost Hills will continue refining Tier 1, Tier 2, and Tier 3 intervention systems for English Learners using triangulated data, including ELPAC, classroom assessments, interim assessment results, and Dashboard trends to provide more targeted language and academic supports. **PLC Collaboration and Data-Driven Decision-Making for ELs** WCPA-Lost Hills teachers will collaborate with the EL Coordinator (Specialist) within PLCs to ensure consistent data-driven decision-making to address EL-specific learning gaps and implementation of Universal Design for Learning (UDL) principles to support linguistically diverse learners. **Designated and Integrated English Language Development** WCPA-Lost Hills will continue creating a language-rich environment to strengthen English Language Development (ELD) during both designated and integrated instruction. The school will continue strengthening Designated and Integrated ELD implementation across all grade levels and content areas to improve language acquisition, instructional access, and academic outcomes for English Learners and Long-Term English Learners. WCPA-Lost Hills will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for English Learner students will include redesigned advisory courses for newcomers, supplemental intervention through Lexia Learning (Title III funded $1,050), Spanish novels, and the expansion of classroom ELD libraries (Title III funded: $20,830). WCPA-Lost Hills will continue maintaining ongoing professional learning, coaching, and PLC collaboration focused on Integrated ELD, Universal Design for Learning, and language-rich instructional practices to improve consistency of implementation across classrooms. Reclassified students will be celebrated annually as a WCPA-Lost Hills community to honor students and their families. **EL Coordinator and Designated ELD Staffing** WCPA-Lost Hills will fund an EL Coordinator to lead the EL Program schoolwide, facilitate the EL Master Plan task force, and lead professional learning for teachers on Designated and Integrated ELD, including strategies to engage English Learners.		

Action #	Title	Description	Total Funds	Contributing
		Designated ELD teachers will be employed to focus on providing a language-rich learning environment to accelerate English language proficiency among English Learners and Long-Term English Learners and to provide newcomers with the resources and supports they need to excel. **EL Achieve Training and Reclassification Monitoring** Teachers and administrators will participate in the five-day EL Achieve training or EL Achieve Institute (Title II funded $2,000) to enhance student monitoring and to support English Learners through the EL Achieve framework. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an English Learner is ready for reclassification and in identifying Long-Term English Learners. **Ellevation Data Management System** The Ellevation software program (Title III funded $5,160) will be utilized as a management platform that organizes all English Learner student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. WCPA-Lost Hills will continue leveraging Ellevation and EL Achieve data systems to strengthen progress monitoring, reclassification readiness, intervention planning, and identification of Long-Term English Learners requiring additional support. **Family Engagement and Educational Partner Collaboration** WCPA-Lost Hills will continue strengthening family engagement and educational partner collaboration through ELAC, DELAC, and EL-PAC structures to support implementation of the EL Master Plan and improve shared accountability for English Learner success. **Instructional Accountability and Implementation Look-Fors** WCPA-Lost Hills will continue increasing instructional accountability by incorporating Integrated ELD and Universal Design for Learning implementation look-fors into instructional walkthroughs, coaching cycles, and PLC inquiry processes to improve instructional coherence and student access to grade-level content. --- **Funding Investments:** Funding will be used to invest in: • EL Coordinator • Ellevation software • EL Achieve PD training		

Action #	Title	Description	Total Funds	Contributing
		• ELD Libraries • Spanish Eureka Math Support Materials		
8	**SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL) THROUGH LANGUAGE ACQUISITION**	The Long-Term English Learner (LTEL) student group has received Red performance levels across multiple California School Dashboard indicators over two consecutive years. On the 2024 California School Dashboard, the LTEL student group received Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2025 California School Dashboard, the LTEL student group received Red performance levels again on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Differentiated Assistance Eligibility**: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. On the 2024 California School Dashboard, the Long-Term English Learner (LTEL) student group received Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2025 California School Dashboard, the English Learner (EL) student group received a Red performance level on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator. The combination of these two consecutive years of Red performance levels across multiple indicators for the LTEL and EL student groups has resulted in WCPA-Lost Hills' eligibility for Differentiated Assistance. The eligibility criteria for charter schools are the same as those for districts and COE's, except that charter schools must meet them for two consecutive years. Results from the 2024 and 2025 Dashboards are used in Differentiated Assistance determinations for charter schools. **Comprehensive Support System and Early Warning System Integration** WCPA-Lost Hills will implement a comprehensive support system that includes strengthening Early Warning System data collection to accelerate English language proficiency and academic achievement among Long-Term English Learners through specialized instruction, family engagement, and multi-tiered interventions addressing both academic and behavioral needs. WCPA-Lost Hills will refine and strengthen earlier identification processes for students approaching LTEL status through expanded use of the Early Warning System (EWS), including more proactive monitoring of attendance, academic performance, English Learner progress, and behavioral indicators prior to formal census-based LTEL identification. **Specialized Instruction and Intervention**	$119,210	N

Action #	Title	Description	Total Funds	Contributing
		To address the identified needs of LTEL students, WCPA-Lost Hills will deploy additional specialized ELD-credentialed teachers who will provide tiered intervention using ELD standards within language-rich learning environments. LTEL students will be prioritized for additional tutoring through after-school programming, intersession, and summer programming to accelerate both language acquisition and academic achievement. The school will implement Multi-Tiered Systems of Support (MTSS) to comprehensively address behavior and attendance challenges that directly impact student learning and engagement. WCPA-Lost Hills will refine intervention systems to provide more timely, directive, diagnostic, and systematic academic and language acquisition supports for LTEL students, including strengthening in-time intervention structures during the instructional day and improving alignment between core instruction and intervention services. **Progress Monitoring Framework** The monitoring system will track progress across four focus areas aligned with WCPA-Lost Hills' existing Differentiated Assistance framework. Teacher collective efficacy will be measured through PLC quality rubric assessments and staff surveys evaluating collaborative effectiveness in supporting LTEL students. Integration between MTSS data and PLC processes will be monitored through fidelity checks on Early Warning System usage in instructional decision-making. Professional learning impact will be assessed by correlating participation in Fresno County Superintendent of Schools (FCSS) training with improved LTEL student outcomes on NWEA, DIBELS, and formative assessments. Leadership development effectiveness will be evaluated through classroom walkthrough data and teacher feedback on administrator support. Data collection will occur quarterly using existing systems, including student performance assessments, attendance and behavioral indicators, PLC rubric scores, and staff perception surveys. FCSS technical assistance will include support for data analysis and interpretation, ensuring that progress monitoring informs continuous improvement efforts. This comprehensive approach aligns with WCPA-Lost Hills' core values of Collective Responsibility and Care, creating sustainable systems change that benefits LTEL students. **PLC Integration and MTSS Alignment for LTELs** WCPA-Lost Hills will increase integration of LTEL data analysis within weekly Professional Learning Community (PLC) cycles to ensure that teachers are more fully integrated into the MTSS process and actively engaged in intervention planning, progress monitoring, and instructional decision-making for LTEL students. The school will strengthen alignment between PLC processes, MTSS intervention systems, and		

Action #	Title	Description	Total Funds	Contributing
		Early Warning System data to improve timeliness of intervention placement, responsiveness to student need, and ongoing progress monitoring for LTEL students. **Integrated ELD and Standards-Aligned Instruction** WCPA-Lost Hills will strengthen teacher understanding and implementation of integrated English Language Development (ELD) strategies and standards-aligned instruction across all tiers of support to improve access to rigorous, language-rich learning experiences for experienced multilingual learners. The school will continue expanding professional learning and coaching support focused on integrated ELD practices, Universal Design for Learning (UDL), language acquisition strategies, and differentiated instruction to improve instructional consistency and academic outcomes for LTEL students. **Professional Development and Coaching Support** All WCPA-Lost Hills teachers will participate in extensive integrated ELD training that begins in the summer and continues through data talk days throughout the school year. This professional development will be enhanced through the establishment of PLCs and targeted teacher coaching provided as part of ongoing technical assistance. WCPA-Lost Hills teachers will collaborate with the EL Coordinator within PLCs to ensure consistent data-driven decision-making to address LTEL-specific learning gaps and the implementation of Universal Design for Learning principles to support linguistically diverse learners. Assistant Principals will receive specialized coaching across all content areas with a specific focus on English Learner strategies, while coordinators will collaborate regularly with the principals to ensure alignment of support efforts across the school. WCPA-Lost Hills will strengthen staff capacity related to LTEL identification requirements, English Learner progress monitoring, and data-informed instructional decision-making to improve consistency of implementation across classrooms, PLCs, and leadership teams. **Partnership with Fresno County Superintendent of Schools (FCSS)** WCPA-Lost Hills will partner with the Fresno County Superintendent of Schools to implement a comprehensive technical assistance program focused on four key areas. FCSS will provide intensive professional development on Universal Design for Learning implementation, training educators to design multiple means of engagement, representation, and expression that specifically support LTEL students' linguistic and academic development. This training will be embedded within existing PLC structures, enhancing collaboration between general education teachers and EL specialists.		

Action #	Title	Description	Total Funds	Contributing
		FCSS coaching support will focus on strengthening data-driven instructional practices through the lens of the TNTP instructional framework. Site-based coaches will work directly with PLCs to integrate Early Warning System data into the four critical questions framework, ensuring that LTEL student needs are systematically addressed in collaborative planning. Coaches will utilize the Skill versus Will matrix to provide differentiated support for educators, pairing intensive mentorship for struggling teachers with leadership opportunities for high-performing staff. WCPA-Lost Hills will continue partnership work with FCSS to strengthen instructional coherence, data-driven coaching practices, and implementation of UDL and integrated ELD instructional strategies. **Instructional Walkthrough and Implementation Fidelity** WCPA-Lost Hills will increase the use of instructional walkthrough evidence, coaching feedback, and classroom observation data to monitor implementation fidelity of integrated ELD practices, language-rich instructional environments, and targeted supports for LTEL students across classrooms and grade levels. **Cross-Functional Collaboration for LTEL Support** WCPA-Lost Hills will expand collaboration between administrators, EL specialists, Intervention Coordinators, and classroom teachers to strengthen instructional planning, student group analysis, and coordinated support efforts for LTEL students across all school sites. **Enhanced Family Engagement and Communication** WCPA-Lost Hills will establish a dedicated student services team to facilitate regular family collaboration meetings, providing quarterly updates to families in their native language regarding student performance and progress. This enhanced communication system will keep families consistently informed about their student's LTEL status and all available supports, fostering stronger partnerships between home and school in supporting student success. A multi-disciplinary team of administrators, educators, support staff, parents, and students will examine data and identify the underlying factors contributing to the performance gaps for Long-Term English Learners. WCPA-Lost Hills will continue strengthening family engagement systems by improving communication regarding LTEL identification, redesignation pathways, student progress, and available supports through clearer messaging, increased opportunities for direct dialogue, and communication provided in families' home languages. **Curriculum and Instructional Resources** WCPA-Lost Hills will purchase additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced		

Action #	Title	Description	Total Funds	Contributing
		multilingual learners. These resources will ensure that all teachers have access to research-based strategies and tools necessary for effective LTEL instruction, creating more targeted and impactful learning experiences. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness using multiple data sources, including California School Dashboard indicators, English Learner Progress Indicator (ELPI) data, attendance and chronic absenteeism trends, classroom-based formative assessments, NWEA and DIBELS data, walkthrough evidence, PLC quality rubrics, coaching records, and educational partner feedback to evaluate progress toward improving language acquisition, academic achievement, attendance, and redesignation opportunities for LTEL students. **Expected Outcomes** This comprehensive approach will provide LTEL students with the academic, behavioral, and family support necessary to accelerate English language proficiency, improve academic achievement, reduce chronic absenteeism, and increase redesignation opportunities. --- **Funding Investments:** Funding will be used to invest in: • Designated ELD Teacher		

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.

WCPA-Lost Hills developed this goal based on the recognition that strong academic outcomes cannot be achieved in isolation from the conditions that support whole-child development. Inclusive learning environments, integrated social-emotional supports, meaningful family engagement, and safe, well-maintained facilities are essential preconditions for student attendance, engagement, behavioral wellness, and academic success.

Connection to Dashboard Performance and Student Need: The 2025 California School Dashboard reflects significant areas of need related to school climate, attendance, and student engagement at WCPA-Lost Hills. The English Learner student group received a Red performance level on the Suspension Rate Indicator, and the Long-Term English Learner (LTEL) student group received Red performance levels on the Suspension Rate Indicator on both the 2024 and 2025 Dashboards, reflecting sustained disproportionality in student discipline outcomes. The Students with Disabilities (SWD) student group received a Red performance level on the Chronic Absenteeism Indicator, identifying this student group as a critical priority for targeted attendance, engagement, and intervention supports. The LTEL student group also reflected an Orange performance level on the Chronic Absenteeism Indicator at 19.6%, demonstrating continuing need for coordinated attendance and engagement interventions. These performance trends affirm the need for a comprehensive whole-child approach that integrates academic, behavioral, social-emotional, attendance, and family engagement supports across the TK-12 program.

Distinguished Performance and Continued Focus: The 2025 California School Dashboard also reflects notable areas of distinguished performance that demonstrate the impact of WCPA-Lost Hills' whole-child investments. The All Students group received a Green performance level on the Chronic Absenteeism Indicator, with the schoolwide chronic absenteeism rate declining significantly over three consecutive years from 17.6% in 2022-23, to 10.5% in 2023-24, to 9.9% in 2024-25. This sustained reduction reflects the cumulative impact of restorative practices, Check & Connect mentoring, family

outreach and home visit supports, MTSS and Panorama progress monitoring, and Community Schools partnerships. Goal 3 was developed to sustain and expand these effective systems while addressing the disproportionality that continues to affect priority student groups.

Response to Differentiated Assistance Eligibility: WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data, including Red performance levels on the Suspension Rate Indicator for both the LTEL and English Learner student groups. Goal 3 was developed in direct response to this eligibility, with the recognition that closing the Dashboard-identified gaps in school climate and student engagement requires sustained investment in social-emotional learning, Positive Behavioral Interventions and Supports (PBIS), restorative practices, mental health services, and integrated MTSS systems. The Differentiated Assistance work, conducted in partnership with the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies, includes strengthening the school's Early Warning System to identify students at risk of chronic absenteeism, suspension, or becoming Long-Term English Learners, and providing coordinated tiered supports to address these risks proactively.

Community Schools Framework and Whole-Child Approach: WCPA-Lost Hills developed this goal in alignment with the California Community Schools Framework, which organizes the school's whole-child approach around four pillars: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices; and Extended Learning Time and Opportunities. As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant and a Deep Dive site selected as one of only six schools statewide, WCPA-Lost Hills serves as a transformation zone for the development of scalable, integrated student supports. Goal 3 reflects the school's commitment to leveraging this framework to remove barriers to learning, integrate wraparound services through the Wonderful Student Wellness Center, and ensure that academic success is supported by robust social, emotional, and family engagement foundations.

Findings from the Comprehensive Needs Assessment: The Comprehensive Needs Assessment conducted for the 2026-27 LCAP cycle identified several root causes that this goal is designed to address. These root causes include attendance and engagement challenges that disrupt instructional continuity, continued disproportionality in behavior and attendance trends for targeted student groups, the need for earlier intervention and progress monitoring systems, gaps in social-emotional and mental health supports for students experiencing barriers to consistent attendance, and the need for increased family understanding of student attendance, behavior, and academic data. Educational partner feedback gathered through ELAC, DELAC, EL-PAC, PAC, the Student Advisory Committee, classified staff, and the School-Based Leadership Team consistently identified expanded family engagement opportunities, increased campus safety and supervision, strengthened PBIS systems, expanded extracurricular and enrichment opportunities, and improved facility conditions as top priorities for the 2026-27 school year.

Family Engagement and Empowerment: WCPA-Lost Hills developed this goal to advance meaningful family engagement and empowerment as essential drivers of student success. Through ELAC, DELAC, EL-PAC, PAC, the Parent Leadership Team, Coffee with the Principal, Town Halls, parent workshops, and the Parent Partnership Program, the school positions families as active partners in reviewing school performance data, shaping LCAP priorities, and supporting their child's academic and social-emotional development. The goal reflects the school's commitment to providing translation, interpretation, and culturally responsive communication supports that ensure equitable access and meaningful participation for multilingual families, with particular attention to families of English Learners, LTELs, Students with Disabilities, and other historically underserved student groups.

Safe, Well-Maintained Facilities and Reliable Transportation: WCPA-Lost Hills developed this goal to ensure that all students and staff have access to safe, clean, and well-maintained learning environments and reliable student transportation systems. The school's commitment to maintaining state-of-the-art facilities is reflected in annual Facility Inspection Tool (FIT) reviews, preventative maintenance practices, investment in campus safety and environmental systems, and the maintenance of reliable Wi-Fi access on school buses to expand learning opportunities for students commuting from surrounding communities. These investments support the conditions for teaching, learning, attendance, and student engagement across all campuses and reflect the school's recognition that physical learning environments directly affect student wellbeing and academic success.

College and Career Readiness and the Widest Array of Postsecondary Options: WCPA-Lost Hills developed this goal to ensure that all students graduate college and career-ready with the greatest number of postsecondary choices from the widest array of options. Through its three dual-enrollment pathways in partnership with Bakersfield College, Taft College, and California Polytechnic State University, San Luis Obispo, the school provides students the opportunity

to graduate with both a high school diploma and an Associate's degree in Agricultural Business, Teaching and Learning, or Health Sciences. The goal reflects the school's commitment to opening doors for students to new experiences for personal and professional growth, developing essential social skills such as communication, collaboration, empathy, and teamwork, and engaging students in civic activities and volunteer initiatives that build the social capital necessary for postsecondary success.

Connection to Student Outcomes and Continuous Improvement: This goal reflects WCPA-Lost Hills' belief that sustained improvement in student academic outcomes requires a comprehensive whole-child approach that integrates social-emotional, behavioral, attendance, family engagement, facilities, and college and career readiness supports. By promoting an inclusive, positive, and supportive learning environment, expanding targeted social-emotional interventions, strengthening family engagement and empowerment, and maintaining state-of-the-art facilities, WCPA-Lost Hills will create the conditions necessary to nurture academic excellence, close engagement and discipline gaps for English Learners, LTELs, Students with Disabilities, and other priority student groups, and advance the school's mission to prepare every student for success in college, career, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No Difference
15	Parent input in decision-making for all students including UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 4 11. 4 12. 4	2024-25: 9. 4 10. 4 11. 4 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 4	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +1 10. +1 11. +1 12. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 4 3. 4 4. 5	2024-25: 1. 4 2. 4 3. 3 4. 4	2025-26: 1. 5 2. 5 3. 4 4. 4	2026-27: 1. 5 2. 5 3. 4 4. 5	1. +1 2. +1 3. 0 4. -1
17	% students college ready measured by Math EAP. Source: CAASPP website	2022-23: 4.55% (Level 4) 13.64% (Level 3)	2023-24: 2.7%: Level 4 10.81%: Level 3	2024-25: 3.33% Level 4 13.33% Level 3	2025-26: 4% Level 4 14% Level 3	Level 4: -1.22% Level 3: -0.31%
18	% students college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 27.27% (Level 4) 27.27% (Level 3)	2023-24: 21.62%: Level 4 37.84%: Level 3	2024-25: 60% Level 4 13.33% Level 3	2025-26: 61% Level 4 14% Level 3	Level 4: +32.73% Level 3: -13.94%
19	Attendance Rate Source: CALPADS	2022-23: 93.79%	2023-24: 94.6%	2024-25: 95%	2025-26: 95.6%	+1.21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
20	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 17.6% EL 18.5% SED 18.9% Hispanic 16.8%	2023-24: Chronic Absenteeism Rate All Students 10.5% EL 9.7% LTEL 15.1% SED 11.3% SWD 20.5% Hispanic 10.1%	2024-25: Chronic Absenteeism Rate All Students 9.9% EL 9.5% LTEL 19.6% SED 10.6% SWD 22.8% Hispanic 9.7%	2025-26 Chronic Absenteeism Rate All Students 7.1% EL 9.1% LTEL 12.5% SED 6.9% SWD 17.3% Hispanic 7.0%	All Students: -7.7% EL: -9% *LTEL: N/A SED: -8.3% *SWD: N/A Hispanic: -7.1% *Not numerically significant in either Baseline or Y2 Outcome
21	Chronic Absenteeism Rates (K-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 18.5% EL 20.8% SED 19.6% SWD 22.2% Hispanic 17.9%	2023-24: Chronic Absenteeism Rate All Students 13.7% EL 13.3% SED 13.9% SWD 28.0% Hispanic 13.6%	2024-25: Chronic Absenteeism Rate All Students 11.6% EL 11.3% SED 12.0% SWD 20.3% Hispanic 11.5%	2025-26 Chronic Absenteeism Rate All Students 9.1% EL 10.8% SED 8.9% SWD 18.6% Hispanic 9.1%	All Students: -6.9% EL: -9.5% SED: -7.6% SWD: -1.9% Hispanic: -6.4%
22	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
23	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 4.5% EL 5.0% SED 5.2% SWD 2.8% Hispanic 4.7%	2023-24: Suspension Rate All Students 5.6% EL 5.8% LTEL 5.9% SED 14.6% SWD 5.6% Hispanic 4.0%	2024-25: Suspension Rate All Students 6.0% EL 9.2% LTEL 16.3% SED 6.0% SWD 4.5% Hispanic 6.2%	2025-26 Suspension Rate All Students 5.0% EL 6.2% LTEL 8.2% SED 5.1% SWD 11.7% Hispanic 4.9%	All Students: +1.5% EL: +4.2% LTEL: N/A SED: +0.8% SWD: +1.7% Hispanic: +1.5% *Not numerically significant in either Baseline or Y2 Outcome
24	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0.2%	2025-26: 0%	+0.2%
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 82% Sense of Safety 82% School connectedness	2024-25: 48% Sense of Safety 85% School Connectedness	2025-26: 74% Sense of Safety 89% School Connectedness	2026-27: 79% Sense of Safety 90% School Connectedness	-8% Sense of Safety +7% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
26	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 74% Sense of Safety 81% School connectedness	2024-25: 88% Sense of Safety 77% School Connectedness	2025-26: 88% Sense of Safety 82% School Connectedness	2026-27: 90% Sense of Safety 85% School Connectedness	+14% Sense of Safety +1% School Connectedness
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 85% Sense of Safety 75% School connectedness	2024-25: 82% Sense of Safety 87% School Connectedness	2025-26: 96% Sense of Safety 92% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+11% Sense of Safety +17% School Connectedness
28	High School Dropout Rate Source: Dataquest	Not reported: WCPA served TK-11	2023-24: 4.2%	2024-25: 4.2%	2025-26: 0%	+4.2% No Baseline
29	High School Grad Rate Source: CA School Dashboard	Not reported: WCPA served TK-11	2023-24: 95.8%	2024-25: 100%	2025-26: 100%	100% No Baseline
30	% students: A-G completion rate Source: Dataquest	Not reported: WCPA served TK-11	2023-24: 45%	2024-25: 73.9%	2025-26: 100%	+73.9% No Baseline

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

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

Goal Analysis for 2025-26

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

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

Action 1: WCPA–Lost Hills has successfully implemented the planned services aimed at improving suspension rates, addressing chronic absenteeism, and enhancing social-emotional and behavioral supports for all students with targeted focus on Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), Socioeconomically Disadvantaged (SED) students, Foster Youth, and Hispanic students. The outlined initiatives, including increased social-emotional and behavioral supports, expanded transportation routes, strengthened Positive Behavioral Interventions and Supports (PBIS) implementation, and enhanced student attendance monitoring, have been executed as planned. WCPA–Lost Hills continues to support students through comprehensive wraparound services at the Wonderful Student Wellness Center.

The 2025 California School Dashboard results underscore the urgency of this work. Suspension rates earned an Orange performance level for All Students, SED, SWD, and Hispanic student groups, and a Red performance level for EL and LTEL. The SWD student group received a Red performance level for the Chronic Absenteeism Rate indicator, and LTEL received an Orange performance level. In response, WCPA–Lost Hills expanded its comprehensive support system to more intentionally address attendance barriers, academic engagement, and social-emotional needs for these high-need student groups.

Activities, Services, and Resources Implemented: WCPA–Lost Hills expanded the Student Attendance Team, led by the Director of Student Support Services, to include Student Incident Response Coordinators, Social Workers, and site administrators. Prior to the start of the school year, staff proactively identified at-risk students—including those previously chronically absent—and conducted home visits, developed individualized attendance plans, and engaged in root-cause analysis with families.

Transportation routes were increased in direct response to family-identified barriers to attendance, reducing logistical obstacles for students and families in surrounding communities. WCPA–Lost Hills continued and strengthened implementation of PBIS, including schoolwide expectations, incentives, celebrations, and positive behavior recognition. Daily culture-building practices—such as welcoming morning announcements, academic goal celebrations, and student motivation strategies—were embedded across all grade levels.

Students also had expanded access to wraparound services through the Wonderful Student Wellness Center, including mental health counseling, social-emotional supports, nursing services, and preventive healthcare. Ongoing monitoring of attendance, behavior, and intervention effectiveness was conducted through Aeries and the Kern Integrated Data System (KiDS).

Fidelity of Implementation: All major components of the action were implemented as described in this action. No substantive elements were eliminated, student groups served remained consistent, and the scope and intensity of services were maintained. Staffing, resources, and strategic interventions were deployed as planned to support a comprehensive, tiered approach to improving attendance, reducing suspensions, and strengthening student engagement.

Challenges: WCPA–Lost Hills encountered challenges in connecting with families of students experiencing high rates of chronic absenteeism. Despite proactive outreach through home visits, phone calls, and in-person meetings, engaging some families in meaningful conversations about the importance of consistent school attendance proved difficult. Barriers such as limited availability, lack of responsiveness, and external family circumstances made it challenging to provide one-on-one meetings and necessary support. These challenges were particularly pronounced among SWD, EL, LTEL, SED, and Foster Youth populations—student groups identified on the California School Dashboard as experiencing the most significant gaps in attendance and suspension outcomes.

Mitigation Strategies: To address these challenges, WCPA–Lost Hills strengthened cross-department collaboration by expanding the Student Attendance Team to include Student Incident Response Coordinators and increasing coordination between social workers, assistant principals, and wellness center staff. The

school refined its early identification process, using prior-year chronic absenteeism data to proactively identify at-risk students before the start of the school year. Flexible engagement strategies were implemented, including varied meeting times, continued home visits, and referrals to community-based and school-based wraparound services through the Wonderful Student Wellness Center.

Additionally, WCPA–Lost Hills leveraged PBIS structures, LiveSchool data, and MTSS consultations to improve consistency and alignment across behavioral, attendance, and academic supports. These adjustments helped mitigate implementation barriers while maintaining progress in improving student behavior and school climate.

WCPA–Lost Hills remains committed to overcoming these obstacles by continuously refining its approach, strengthening community partnerships, and offering flexible support options to ensure that students and families have access to the resources and interventions needed to promote academic success and well-being.

Successes and Early Indicators of Impact: WCPA–Lost Hills has seen measurable and meaningful progress in addressing students' social-emotional, behavioral, and attendance-related needs through a tiered, data-informed approach.

Strengthened Attendance Systems and Family Engagement: The establishment of a dedicated Student Attendance Team, including Campus Culture Coordinators, has strengthened efforts to identify and support at-risk students. Through home visits, individualized attendance plans, and family meetings, WCPA–Lost Hills has increased family engagement and collaboration, particularly for Foster Youth, SWD, EL, LTEL, and SED students and those previously identified as chronically absent. Educational partners report stronger communication with families, improved student re-engagement, and clearer pathways to support through referrals to the Student Wellness Center, school-based mental health providers, and community resources. The expansion of bus transportation routes has further reduced logistical barriers to attendance, as reflected in improved daily attendance monitoring through Aeries and KiDS.

Improved School Culture and Behavioral Outcomes: Schoolwide culture-building efforts—such as morning announcements, recognition of academic and behavioral achievements, PBIS celebrations, and incentives supported by LiveSchool—have contributed to increased student motivation and positive behavior. Staff feedback indicates improved consistency in behavioral expectations and stronger alignment between classroom practices and schoolwide PBIS systems. Assistant Principals' leadership in PBIS and school climate has further strengthened implementation fidelity. The integration of Aeries and the Kern Integrated Data System has enhanced data monitoring, allowing for more targeted and timely interventions.

Expanded Wraparound Services: The Wonderful Student Wellness Center has continued to provide vital wraparound services, including mental health counseling, social-emotional supports, preventive healthcare, and academic support. These services have been particularly beneficial for Foster Youth, SWD, and students with chronic absenteeism, contributing to reduced attendance barriers and improved student well-being.

Action 2: WCPA–Lost Hills currently offers three dual-enrollment pathways: Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences—allowing all students in grades 9–12 to earn both a high school diploma and an associate degree in high-need fields. Through a partnership with Bakersfield Community College, WCPA–Lost Hills ensures equitable course access, continuous student progress monitoring, and internship opportunities through the Wonderful Agricultural Prep Pathways Program. This action supports college and career readiness for all students, with particular attention to outcomes for English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students—groups reflected on the California School Dashboard as requiring continued support in academic achievement and postsecondary preparation.

Activities, Services, and Resources Implemented: WCPA–Lost Hills implemented the three dual-enrollment pathways as planned, providing all students in grades 9–12 with access to college-level coursework aligned to high-need career fields. Through the partnership with Bakersfield Community College, students are enrolled in rigorous college courses while receiving ongoing academic support from site staff and pathway coordinators. The Wonderful Agricultural Prep Pathways Program provides structured internship opportunities, giving students direct exposure to industry experience alongside their academic coursework.

Student progress was continuously monitored through collaboration between WCPA–Lost Hills staff and Bakersfield Community College to ensure students remained on track for both high school graduation and associate degree completion. Academic counseling, pathway advising, and progress monitoring structures were maintained to support student persistence and success in dual-enrollment coursework.

Fidelity of Implementation: This action was fully implemented as described in this action. All three dual-enrollment pathways were fully operational, and 100% of students in grades 9–12 had access to dual-enrollment programming. No planned components were eliminated or reduced in scope. Student groups served, course access, and the partnership with Bakersfield Community College remained consistent with the original action description.

Challenges: WCPA–Lost Hills recognizes the ongoing need to enhance support for English Learners and Long-Term English Learners to improve their College and Career Indicator (CCI) readiness. Despite implementing targeted interventions, challenges remain in ensuring EL and LTEL students receive the necessary supplemental academic and linguistic supports to fully access and succeed in college preparatory coursework. Many EL and LTEL students require additional scaffolding to navigate dual-enrollment courses, career pathway programs, and internship opportunities.

Academic and Linguistic Support Gaps: Limited access to individualized academic counseling, language development resources, and structured college-readiness initiatives presents barriers to success for EL, LTEL, and SED students. Dual-enrollment coursework demands college-level reading, writing, and analytical skills, and students who are still developing English proficiency or who lack prior exposure to postsecondary expectations may struggle to keep pace without targeted support. Ensuring that scaffolding is embedded within the dual-enrollment experience—rather than offered solely as a supplement—remains an area for growth.

Social Capital and Postsecondary Exposure: Gaps in social capital such as mentorship, networking opportunities, and exposure to postsecondary pathways can impact students' ability to envision and pursue higher education and career goals. This challenge is particularly pronounced for first-generation college-going students and those from SED backgrounds, who may have fewer family or community models for navigating college and career systems.

Mitigation Strategies: To address these challenges, WCPA–Lost Hills is continuing to refine its support structures, strengthen instructional strategies within dual-enrollment courses, and expand resources that directly target EL, LTEL, SWD, and SED students' academic and career preparation. The school is also working to increase mentorship opportunities, postsecondary exposure, and individualized advising to build social capital and support long-term college and career success for all students.

Successes and Early Indicators of Impact: WCPA–Lost Hills has achieved significant success in expanding college and career opportunities for students. One hundred percent of students in grades 9–12 have access to dual-enrollment programming through the Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences pathways, placing them on track to earn both a high school diploma and an associate degree in high-need fields.

Equitable Course Access and College-Level Engagement: The partnership with Bakersfield Community College has resulted in equitable course access for all students, allowing them to engage in rigorous college-level coursework while receiving ongoing academic support. This early exposure to college courses helps students develop the academic habits, content knowledge, and confidence needed for postsecondary success—outcomes that are especially meaningful for EL, LTEL, SWD, and SED students who may have fewer opportunities for college-level engagement outside of school.

Structured Internship and Career Exposure: Continuous student progress monitoring and structured internship opportunities through the Wonderful Agricultural Prep Pathways Program have further enhanced students' readiness for postsecondary education and career success. By providing early exposure to both college courses and industry experience, WCPA–Lost Hills is equipping students with the skills, knowledge, and credentials necessary to thrive in their future academic and professional pursuits.

Feedback from Educational Partners: Staff and families report that the dual-enrollment pathways have strengthened student motivation and long-term academic planning. Students express increased confidence in their ability to succeed in college-level coursework, and families appreciate the opportunity for their children to earn college credits and gain career-relevant experience while still in high school.

Action 3: This action was fully implemented including the phased development of the Early Warning System as outlined throughout the LCAP. WCPA-Lost Hills has advanced the foundational components of an Early Warning System (EWS) while simultaneously strengthening student engagement, school climate, and safety supports aligned to a Multi-Tiered System of Supports (MTSS). The core structures and processes necessary for full implementation are in place, with EWS automation and cross-site integration proceeding on the planned development timeline.

Student Support Teams and Early Warning System Development. WCPA-Lost Hills established and refined Student Support Team (SST) criteria to identify students at risk academically, behaviorally, and through attendance indicators. The Early Warning System leveraged data from Aeries, the Kern Integrated Data System (KiDS), and Panorama Education to monitor academic performance, discipline, chronic absenteeism, and student perception data. Data-Based Decision-Making (DBDM) protocols aligned to MTSS provide intensified, tiered supports for students with the highest needs.

Student Voice and Climate Monitoring: Panorama student surveys were administered to gauge student perceptions of school climate, safety, and social-emotional supports. Survey results informed engagement strategies, extracurricular offerings, and schoolwide supports. A second administration of the survey is planned to measure growth and changes over time.

Student Engagement and School Climate Initiatives: WCPA continued investment in student engagement and school climate initiatives, including student incentives, Student Council, student clubs, and athletic programming supported by an Athletic Director, Assistant Athletic Director, campus supervisors, sports equipment, and team supplies. Four campus supervisors-maintained student safety and a positive school climate during instructional and non-instructional times.

These efforts supported Dashboard-aligned needs, particularly in areas related to chronic absenteeism, suspension rates, and student engagement, which are critical indicators of whole-child outcomes.

Fidelity of Implementation: All components of this action are fully implemented as described. The action served the same student populations, utilizes the identified data systems, and maintained its focus on whole-child development, school climate, and student engagement. The Early Warning System proceeded through its planned phased development, with WCPA-Lost Hills building the data infrastructure, shared criteria, and staff capacity necessary for long-term sustainability. Manual data reviews and SST-driven identification processes complemented the EWS development process. No student groups were excluded from services; supports are provided schoolwide, with prioritization for students demonstrating the highest levels of need, consistent with MTSS principles.

Budget: There were no substantive changes to the budgeted amount for this action. Funds supported Panorama surveys, student engagement activities, supervision staffing, and athletic programming as planned.

WCPA-Lost Hills continues refining and operationalizing the Early Warning System by increasing automation, strengthening cross-site data monitoring, and further aligning EWS outputs to targeted MTSS interventions. These improvements support continued progress toward a positive school climate, increased student engagement, and improved attendance and behavioral outcomes reflected on future California School Dashboard results.

Challenges: As WCPA-Lost Hills progresses with implementation of this action, several challenges affect the pace of Early Warning System development and related whole-child supports.

Complexity of System Design: Developing a comprehensive Early Warning System that meaningfully integrates academic performance, attendance, and behavioral indicators proves more complex than anticipated. While data from Aeries, the Kern Integrated Data System, and Panorama Education are available, aligning these data sources into a single, actionable framework requires additional time for system design, calibration, and staff training.

Intervention Alignment and Capacity: A primary challenge involves identifying and sequencing a clear, tiered menu of interventions that appropriately match student needs across academics, behavior, and attendance. This is particularly important given recent California School Dashboard results indicating ongoing needs related to chronic absenteeism and student engagement, which require coordinated academic and social-emotional responses. Ensuring interventions are both evidence-based and feasible within existing staffing and scheduling structures requires careful planning.

Staffing and Training Considerations: While staffing allocations including campus supervisors, athletic staff, and student engagement supports are in place, variability in staff experience with MTSS and data-based decision-making creates a learning curve. Additional time is needed to build shared understanding of EWS criteria, SST processes, and consistent implementation across sites.

Logistical and Time Constraints: Scheduling regular data reviews, SST meetings, and follow-up interventions within the instructional day poses logistical challenges. Competing priorities limit the ability to immediately move from data identification to rapid intervention cycles for all students identified through early indicators.

Mitigation Strategies: To address these challenges, WCPA-Lost Hills utilized manual data reviews and SST-driven processes to complement EWS development. School leaders and support staff engaged in collaborative planning and stakeholder consultation to refine intervention pathways and clarify roles. Students with the highest levels of need were prioritized, consistent with MTSS principles, to ensure limited resources target where they have the greatest impact. Panorama survey results and attendance trends informed climate and engagement-focused supports, including student incentives, clubs, and athletic programming, which support Dashboard-aligned outcomes.

Despite these challenges, implementation of this action proceeded as planned and remained aligned to the intent of the LCAP goal. Lessons learned during the 2025–26 school year informed improvements in system automation, staff training, and intervention coherence in future cycles. WCPA -Lost Hills continues to refine the Early Warning System to ensure more timely identification, clearer intervention alignment, and stronger whole-child outcomes reflected in future California School Dashboard results.

Successes: Through full implementation of this action, WCPA-Lost Hills observed early positive outcomes related to student engagement, school climate, and whole-child supports, particularly in areas aligned to California School Dashboard indicators such as chronic absenteeism, suspension rates, and student connectedness.

Improved Student Engagement and Sense of Belonging: Expanded access to athletics, student clubs, Student Council, and extracurricular activities contributed to increased student participation and engagement across grade levels. These programs provide structured opportunities for students to build relationships, develop leadership skills, and strengthen their connection to school. Increased student involvement supports protective factors associated with improved attendance and behavior outcomes, which are key focus areas reflected on the Dashboard.

Positive School Climate and Student Well-Being: Investments in campus supervision, athletic staff, and student engagement supports strengthened supervision, safety, and positive interactions during instructional and non-instructional times. These efforts aligned with WCPA's whole-child approach and support a learning environment that promotes emotional well-being, teamwork, and resilience factors closely connected to improved behavioral outcomes.

Use of Student Voice and Feedback: WCPA-Lost Hills administers the Panorama Education student survey to gather student feedback on school climate, engagement, and social-emotional supports. Survey results indicate that students value opportunities for involvement, adult support, and a safe school environment. These insights actively inform refinement of engagement strategies, extracurricular offerings, and schoolwide supports.

Strengthened Data-Informed Practices: Through increased use of Aeries and the Kern Integrated Data System, staff improved their ability to monitor attendance trends, identify students at risk of chronic absenteeism, and connect students to targeted supports. These practices supported Dashboard-aligned improvement efforts and reinforce the foundation of the Early Warning System and MTSS framework.

Educator and Stakeholder Feedback: Staff and school leaders reported improved coordination around student supports and increased student participation in engagement-focused activities. Families and students responded positively to expanded extracurricular opportunities and increased attention to school climate and well-being.

WCPA's investments in student engagement, athletics, supervision, and student voice yielded measurable progress in school climate and engagement-related outcomes. These successes represented important leading indicators that support continued improvement in attendance, behavior, and overall student well-being as reflected in future California School Dashboard results.

Action 4: This action was fully implemented as planned. WCPA-Lost Hills prioritized parent empowerment by positioning families as active partners in accountability and continuous improvement, with participation centered on informed input into priorities, actions, and resource decisions rather than traditional involvement activities alone.

WCPA-Lost Hills consistently solicited parent input through established advisory and decision-making structures. ELAC and DELAC meetings focused on academic programming, English Learner supports, attendance, and social-emotional needs. Parent Advisory Committee (PAC) meetings provided a structured venue for parents to review schoolwide priorities, LCAP goals and actions, and offered feedback on resource allocation and student outcomes.

To ensure meaningful access, WCPA-Lost Hills provided translated materials and interpreter services at meetings to remove language barriers for Spanish-speaking families. Within the Community Schools framework, input gathered through these committees informs schoolwide planning and continuous improvement efforts, including focus areas aligned to California School Dashboard needs such as chronic absenteeism, academic performance for Long-Term English Learners, and school climate indicators.

The student groups served, committee structures used, and language access supports align with the original action description. All planned components, including advisory committee meetings and translation supports, were implemented as intended, and no elements were reduced or omitted.

Budget Implementation: There were no changes to the budgeted amount for this action. Funds were used as intended to support advisory committee operations, translation services, and family engagement structures that strengthened parent voice and accountability.

Challenges: WCPA-Lost Hills fully implemented this action while facing ongoing challenges related to participation and continuity of engagement. Parent availability remains a barrier due to work schedules, transportation constraints, and competing responsibilities, which affected meeting attendance and sustained participation. Some families required additional support to build understanding of the LCAP's purpose and the shift toward parent empowerment and accountability ("rendir cuentas"). Language access supports were in place, but real-time dialogue and depth of feedback can still be limited at times. Scheduling meetings to maximize participation across grade spans and student groups also requires ongoing adjustment.

WCPA-Lost Hills responded by increasing targeted outreach and reminders through multiple communication platforms, embedding LCAP learning supports during meetings to connect parent input to goals, budget decisions, and Dashboard-related needs, and continuing translation services and translated materials. WCPA-Lost Hills also used flexible facilitation approaches, including collecting feedback across multiple meetings and follow-up conversations, to ensure parent voice is captured even when attendance varies.

Successes: WCPA-Lost Hills strengthened the depth and quality of participation among families who engaged in ELAC/DELAC and PAC meetings. Participating parents asked clarifying questions about school data and budgeted priorities and provided actionable feedback related to academic programming, attendance supports, and social-emotional services. This reflected progress toward parent empowerment, with families increasingly using the LCAP as an accountability tool ("rendir cuentas") rather than viewing it solely as a compliance document.

Parent input gathered through advisory committees informs planning and discussion on priority areas reflected on the California School Dashboard, including chronic absenteeism, ELA and Math performance, and school climate and student supports. Parents report valuing clearer explanations of data and trends, opportunities to provide input before decisions are finalized, and access to translated materials and interpretation. Staff report that parent feedback strengthens focus on priority needs and reinforces shared responsibility for student outcomes.

Action 5: This action was fully implemented. WCPA-Lost Hills continues to provide meaningful opportunities for parent engagement and empowerment, with a specific focus on families of Unduplicated Pupils and Students with Disabilities. Implementation aligns to WCPA's Community Schools and family partnership framework, offering multiple accessible entry points throughout the year with intentional outreach to families of student groups identified for improvement on the California School Dashboard, including Long-Term English Learners and Students with Disabilities.

Family Voice and Academic Partnership. Coffee with the Principal sessions and Town Hall meetings support two-way communication. Parent workshops such as Math Night and Literacy Night build academic understanding and home–school alignment. Individualized Learning Plan (ILP) Nights strengthen family understanding of student progress and goals. Orientations and Back-to-School Nights provide early access to expectations and resources.

Communication and Language Access. Ongoing communication through ParentSquare, SchoolMint, LiveSchool, and newsletters ensured timely information access. Family and Community Engagement staff facilitated workshops, conducted outreach, and coordinated services. Interpreter services and translated materials in Spanish and English were provided in alignment with primary language survey data and the 15% translation threshold.

Parent Partnership Program: WCPA-Lost Hills continued the Parent Partnership Program, encouraging volunteerism and parent presence on campus.

Fidelity of Implementation: There were no substantive differences of this action. The scope of services, student groups served, and resources utilized remain consistent. Additional emphasis was placed on targeted outreach to families of student groups identified on the Dashboard for Chronic Absenteeism and academic need, representing an enhancement rather than a reduction. All core components are implemented; while attendance at individual events varies by site and time of year, multiple engagement opportunities ensure families can participate in ways that meet their needs.

Budget: There were no changes to the budgeted amount. Funds supported staffing, translation and interpretation services, communication platforms, and family engagement events as planned.

Challenges: While this action is fully implemented, WCPA encountered challenges related to family participation and access, particularly among families of Unduplicated Pupils and student groups identified for improvement on the Dashboard.

Scheduling and Availability: The primary challenge is lower-than-anticipated participation in in-person events such as workshops, ILP Nights, and Town Halls. Barriers include work schedules, transportation limitations, childcare responsibilities, and competing obligations especially for households experiencing economic hardship.

Familiarity and Language Barriers: Limited familiarity or confidence navigating school systems reduced engagement despite available supports, particularly for first-time or newly enrolled families. Language barriers at times limited real-time dialogue even with translation services in place. These challenges were consistent with communities serving high percentages of socioeconomically disadvantaged students and English Learners.

No significant staffing vacancies or budget reductions ed this action. However, staff capacity and time constraints limit the ability to consistently offer events in multiple formats, and coordination of interpreter services occasionally constrained scheduling flexibility.

Mitigation Strategies: WCPA-Lost Hills expanded communication frequency through ParentSquare, newsletters, and targeted campaigns. Family surveys gathered input on preferred event times, formats, and topics. Enhanced outreach included reminders, follow-up messages, and simplified communication. Family and Community Engagement staff conducted relationship-based outreach and individualized follow-up. Spanish and English interpretation and translation services continued to ensure language access. Using an improvement science approach, WCPA analyzed participation data and feedback to refine strategies, with future considerations including hybrid or virtual options, varied event times, and closer alignment of workshop topics to Dashboard-identified needs.

Successes: Through full implementation of this action, WCPA-Lost Hills observed positive outcomes in family communication, awareness, and partnership, particularly among families of Unduplicated Pupils and Students with Disabilities.

Improved Communication and Engagement: Expanded multilingual outreach through ParentSquare, SchoolMint, LiveSchool, and newsletters increased the consistency and reach of school-to-home communication. Families reported greater awareness of events, academic expectations, and available supports. Families who participated in ILP Nights, workshops, and Coffee with the Principal demonstrated stronger understanding of student progress and attendance expectations, reinforcing home–school alignment and shared responsibility for student success.

Educator and Stakeholder Feedback: Feedback from parents, staff, and school leaders indicated that two-way communication opportunities particularly Town Halls and relationship-based outreach foster greater trust and collaboration. Staff noted that family feedback sharpened focus on priority areas and reinforces shared responsibility for improving outcomes.

Support for Dashboard-Aligned Priorities: While family engagement is not a standalone Dashboard metric, strengthened family partnerships contribute to ongoing efforts to address Chronic Absenteeism and academic performance for student groups identified as needing additional support. However, parent engagement is an required metric that is annually reported on the LCAP.

Action 6: This action was fully implemented. WCPA-Lost Hills continued to prioritize safe, clean, and well-maintained learning environments and reliable student transportation across all campuses. Implementation aligned with this action and supported continued performance on the Facilities Local Indicator, which meets state standards.

WCPA-Lost Hills implemented a comprehensive set of facility and transportation supports. WCPA-Lost Hills completed the annual Facility Inspection Tool (FIT), and identified needs are addressed through timely repairs and maintenance. Ongoing custodial services, preventative maintenance, and facilities repairs ensured that schools remain clean, functional, and safe.

To support student and staff health, WCPA-Lost Hills maintained carbon water filtration systems and air quality monitoring systems. The school also invested in campus security measures, including monitoring systems and site safety protocols, to maintain safe learning environments.

WCPA-Lost Hills funded student transportation to ensure safe and reliable service, including staffing transportation personnel. Campus operations and communication systems supported efficient reporting, tracking, and resolution of facilities-related needs.

There were no substantive differences between the approved 2025–26 LCAP and implementation. The same student groups were served, the scope of services was maintained, and the resources used match the action as approved. Continued evaluation of longer-term facility improvement opportunities reflects ongoing continuous improvement and does not represent a change in the action.

Budget Implementation: There were no changes to the budgeted amount for this action. Funds were expended as planned to support transportation services and staffing, facilities maintenance and repairs, campus security, and operational needs.

Challenges: Although implementation is fully in place, several operational factors affect pacing and sequencing during the year. Coordinating facilities planning and maintenance across operations, transportation, security, and instructional leadership requires ongoing cross-department alignment, which can extend timelines for long-term facilities master planning and prioritization.

Transportation staffing shortages and training demands occasionally required route adjustments during periods of turnover. Facilities repair timelines were affected by vendor availability, supply chain delays for materials, and the need to schedule work outside instructional hours to minimize disruption. Competing operational priorities also required prioritizing urgent repairs and safety needs over longer-term enhancement projects.

To address these challenges, WCPA-Lost Hills adjusted transportation routes and schedules while recruiting and onboarding staff, prioritizes FIT-identified items to maintain state standards, used phased planning and interim repairs to address immediate needs while continuing long-term evaluation, and strengthened cross-department coordination to improve communication and response time.

Successes: WCPA-Lost Hills continued to meet state facility standards as reflected in the Facilities Local Indicator, supported by consistent FIT completion and timely correction of identified needs. Operational improvements in maintenance practices, campus security systems, and transportation operations contributed to more reliable daily school functioning. Investments in cleanliness, air and water quality systems, and preventative maintenance supported healthy learning environments and reduced disruptions to instruction.

Staff reported that well-maintained facilities and consistent transportation reduced operational interruptions and allowed greater focus on teaching and student support. Families provided positive feedback regarding campus safety, cleanliness, and dependable transportation, reinforcing confidence in school operations.

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.

WCPA-Lost Hills identified the following material difference between budgeted expenditures and estimated actual expenditures for actions under Goal 3 during the 2025-26 school year.

- **Action 1: Social-Emotional, Behavioral, Attendance, and Wellness Supports**: Estimated actual expenditures were less than the budgeted amount due to a reduction in costs associated with campus activities and special events during the 2025-26 school year. Actual expenditures for student engagement events, PBIS celebrations, and community-building activities came in below the originally budgeted amount at the time of LCAP budget development.

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

Action 1: This action is partially effective in making progress toward the goals of reducing suspension rates, addressing chronic absenteeism, and improving student engagement at WCPA–Lost Hills. While the 2025 California School Dashboard results indicate that suspension rates and chronic absenteeism remain areas of significant concern particularly for EL, LTEL, SWD, SED, and Foster Youth, local data and system-level improvements demonstrate that foundational conditions for sustained progress are being established.

Data Used to Measure Effectiveness: WCPA–Lost Hills evaluates the effectiveness of this action using multiple quantitative and qualitative data sources. These include suspension rate and chronic absenteeism data from the California School Dashboard, daily attendance monitoring through Aeries and the Kern Integrated Data System, behavioral data tracked through LiveSchool and PBIS implementation logs, participation and referral data from the Wonderful Student Wellness Center, Student Attendance Team case documentation including home visit records and individualized attendance plans, and qualitative feedback from teachers, administrators, families, and Student Incident Response Coordinators. Together, these data sources provide a comprehensive picture of both system-level improvements and emerging student outcomes.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports LCAP metrics related to suspension rate reduction, chronic absenteeism, school climate, and student engagement. Strengthened PBIS implementation, expanded attendance monitoring, and increased access to wraparound services address the root causes contributing to the Orange and Red performance levels on the 2025 Dashboard for suspension rates and chronic absenteeism. These systems are designed to benefit all students while providing intensified support for EL, LTEL, SWD, SED, Foster Youth, and Hispanic student groups—those identified as experiencing the most significant disparities.

Contribution to Progress and Gap Closure: Based on available data, this action is contributing to improved early identification of at-risk students and more timely intervention through the Student Attendance Team and DBDM processes, increased family engagement and collaboration through home visits, individualized attendance plans, and flexible outreach strategies, strengthened school culture and behavioral consistency through PBIS implementation and LiveSchool monitoring, reduced logistical barriers to attendance through expanded transportation routes, and expanded access to mental health and wraparound supports through the Wonderful Student Wellness Center. While Dashboard indicators have not yet reflected the level of improvement needed, these systemic changes are establishing the conditions necessary for sustained reductions in suspension rates and chronic absenteeism.

Planned Modifications for 2026–27: Given that this action is partially effective, WCPA–Lost Hills will continue implementation and pursue targeted modifications in 2026–27. These include intensifying proactive outreach and flexible engagement strategies for families of students with the highest absenteeism rates, strengthening alignment between PBIS, MTSS, and academic intervention systems to ensure behavioral and attendance supports are fully

integrated with instructional improvement efforts, expanding the use of data dashboards and early warning indicators to accelerate identification and response for at-risk students across all student groups, deepening restorative practices to further reduce exclusionary discipline—particularly for EL, LTEL, SWD, and SED students—and increasing collaboration between the Student Attendance Team, wellness center staff, and community partners to provide more comprehensive wraparound support.

The Student Engagement, Behavioral Supports, and Attendance action at WCPA–Lost Hills reflects a strong commitment to addressing the root causes of chronic absenteeism and elevated suspension rates identified through the California School Dashboard. Investments in staffing, PBIS implementation, expanded transportation, family engagement, and wraparound services through the Wonderful Student Wellness Center have collectively contributed to a more supportive and inclusive school environment. While Dashboard results indicate that significant improvement is still needed—particularly for EL, LTEL, SWD, SED, and Foster Youth—the systems and practices now in place position WCPA–Lost Hills to accelerate progress toward reducing disparities and improving outcomes for all students in the 2026–27 school year and beyond.

Action 2: This action is effective in making progress toward the goal of ensuring college and career readiness for all students at WCPA–Lost Hills. The dual-enrollment model provides universal access to rigorous, college-level coursework and structured career pathways, establishing conditions that support performance on the College and Career Indicator and long-term postsecondary success. WCPA-Lost Hills graduated its initial cohort of graduates (Class of 2024 with less than 30 students) therefore the school does not have performance levels for the CCI and Graduation Rate Indicators on the 2025 CA School Dashboard.

Data Used to Measure Effectiveness: WCPA–Lost Hills evaluates the effectiveness of this action using multiple data sources, including dual-enrollment participation and course completion rates across all three pathways, student progress monitoring data maintained in collaboration with Bakersfield Community College, internship participation and completion data from the Wonderful Agricultural Prep Pathways Program, College and qualitative feedback from students, families, and pathway staff. These data confirm that all students in grades 9–12 have access to dual-enrollment programming and that the pathways are functioning as designed to support both high school graduation and associate degree completion.

Connection to LCAP Metrics and Dashboard Indicators

This action directly supports LCAP metrics related to college and career readiness, including the College and Career Indicator on the California School Dashboard, high school graduation rates, and postsecondary preparation for all student groups. By ensuring universal access to dual-enrollment pathways and structured career experiences, WCPA–Lost Hills addresses the conditions necessary for EL, LTEL, SWD, and SED students to meet CCI readiness benchmarks and transition successfully to postsecondary education and employment.

Contribution to Progress and Equity: Based on available data, this action is contributing to progress by ensuring 100% of students in grades 9–12 have access to college-level coursework and career pathway programming, providing structured internship experiences that connect academic learning to real-world career opportunities, building student confidence and academic identity through early college engagement, and creating equitable conditions for postsecondary readiness across all student groups. While challenges remain in providing sufficient linguistic and academic scaffolding for EL, LTEL, and SED students, the foundational access and structures are in place to support continued improvement.

Planned Modifications for 2026–27: Given that this action is effective, WCPA–Lost Hills will continue implementation and pursue targeted refinements in 2026–27. These include expanding individualized academic counseling and language development supports for EL, LTEL, and SED students within dual-enrollment courses, increasing mentorship and postsecondary exposure opportunities to build social capital for first-generation college-going students, strengthening progress monitoring and early intervention systems for students at risk of falling behind in dual-enrollment coursework, and deepening the integration of CCI readiness indicators into advising and pathway planning to ensure all student groups are on track for college and career success.

The College and Career Readiness: Dual Enrollment Pathways action at WCPA–Lost Hills is an effective strategy for expanding postsecondary access and preparing students for success in high-need career fields. By ensuring universal access to three dual-enrollment pathways, providing structured internship

opportunities, and maintaining a strong partnership with Bakersfield Community College, WCPA–Lost Hills is equipping students with the skills, credentials, and experiences needed to thrive after high school. Continued refinement of supports for EL, LTEL, SWD, and SED students will be essential to closing equity gaps in college and career readiness and ensuring that all students are positioned for long-term academic and professional success.

Action 3: Based on available quantitative and qualitative data, this action contributed to progress toward the goal, particularly as a leading indicator for improved attendance, behavior, and student engagement outcomes reflected on the California School Dashboard. While full impact cannot yet be definitively measured, early evidence suggests the action is moderately effective and moves in the intended direction.

Evaluation Data Sources: WCPA-Lost Hills uses multiple data sources to evaluate the effectiveness of this action, including attendance and chronic absenteeism data from Aeries and the Kern Integrated Data System; student perception and school climate data from the fall administration of the Panorama Education survey; participation data in athletics, student clubs, Student Council, and extracurricular activities; and staff and student qualitative feedback regarding engagement, supervision, and school climate. These data sources align to LCAP metrics related to chronic absenteeism, suspension rates, student engagement, and school climate.

Connection to LCAP Metrics and Dashboard Indicators: This action directly supports multiple metric connections. Student engagement and SEL supports connect to the Chronic Absenteeism Indicator. Positive school climate and supervision connect to the Suspension Rate Indicator. Extracurricular participation and student voice serve as leading indicators for school connectedness and engagement. California School Dashboard results continue to show areas of need related to attendance and engagement, reinforcing the importance of sustained whole-child supports. Early improvements in student participation and climate-related feedback suggest this action helps maintain gains in behavior and supports incremental progress in attendance-related outcomes.

Contribution to Progress and Gap Closure: Increased student participation in athletics and extracurricular activities strengthens students' sense of belonging and connection to school protective factors associated with improved attendance and behavior. Fall Panorama survey results indicated generally positive student perceptions of safety, adult support, and opportunities for involvement. Improved monitoring of attendance and engagement data enhanced staff responsiveness through SST and MTSS processes. However, because the spring Panorama survey and updated attendance trend data are not yet available, WCPA-Lost Hills cannot fully quantify growth or determine the extent to which gaps between student groups close at this time. At this stage, the action is best characterized as moderately effective, contributing to progress and establishing the necessary conditions for improved Dashboard outcomes, with additional data needed to confirm sustained impact.

Recommended Modifications for 2026–27: To strengthen effectiveness in the 2026–27 school year, WCPA-Lost Hills plans to fully operationalize the Early Warning System to allow for earlier identification and faster intervention cycles. The school will more explicitly align extracurricular participation and engagement data to attendance and behavior interventions within MTSS. Spring Panorama survey results and updated Dashboard data will inform adjusted strategies and targeted supports for student groups demonstrating the greatest need. WCPA will also strengthen progress monitoring to better assess whether gaps in attendance and engagement close over time.

Overall, this action is on track and contributes to progress, with clear evidence of positive early outcomes. Continued refinement, stronger data integration, and longitudinal monitoring are essential to ensure sustained improvement and measurable gains reflected in future California School Dashboard results

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Action 4: This action is effective in advancing parent empowerment and strengthening accountability structures for decision-making. Effectiveness is evaluated using participation evidence and process indicators such as agendas, sign-in sheets, discussion notes, and documented feedback demonstrating parent engagement with school performance information and improvement priorities.

Parent input gathered through advisory committees directly informs schoolwide discussions and planning around areas highlighted on the most recent California School Dashboard, including Chronic Absenteeism (particularly for student groups identified for improvement), academic performance in ELA and Math, and school climate and student supports. While parent engagement is not a direct outcome measure, the feedback provided by parents strengthens

alignment between family priorities and school improvement strategies targeting these Dashboard indicators. This contributes to more responsive planning and greater transparency around how resources are allocated to address identified needs.

Educator and Stakeholder Feedback: Feedback from educational partners including parents and school staff is positive. Parents reported appreciation for clear explanations of school data and performance trends, opportunities to provide input before decisions are finalized, and access to translated materials and interpretation that support meaningful participation. Staff noted that parent feedback helps sharpen focus on priority areas and reinforces shared responsibility for improving student outcomes.

Overall, this action results in stronger, more informed parent voice and deeper partnership between families and the school. While participation levels continue to be an area for growth, the quality of engagement among participating parents represents a significant success and provides a strong foundation for expanding parent empowerment efforts in future LCAP cycles.

Evaluation Data Sources: Effectiveness is measured using qualitative and process-based data, including parent participation and feedback during ELAC, DELAC, and Parent Advisory Committee meetings; evidence of parent input influencing LCAP priorities, actions, and resource allocation; and parent questions and discussion centered on school performance data, including California School Dashboard indicators. Meeting agendas, sign-in sheets, discussion notes, and feedback demonstrated that participating parents increasingly engage with Dashboard data and schoolwide priorities, reflecting progress toward understanding and exercising accountability ("rendir cuentas").

Connection to LCAP Metrics and Dashboard Indicators: This action supports LCAP metrics related to Chronic Absenteeism, academic performance in ELA and Math, and school climate and student supports; and parent engagement. By elevating parent voice in reviewing Dashboard results and identifying areas of need such as attendance challenges and academic performance gaps this action contributes indirectly to progress by ensuring that LCAP actions and resources are responsive to the needs of students and student groups identified for improvement.

Contribution to Progress and Gap Closure: Based on qualitative evidence, this action contributed to improved alignment between family priorities and school improvement strategies, strengthened shared responsibility for addressing areas of need highlighted on the Dashboard, and maintained gains in transparency and stakeholder trust in the LCAP development process. While parent input alone does not close achievement gaps, it plays a critical role in sustaining focus on equity-driven priorities and continuous improvement.

Recommended Modifications for 2026–27: To increase effectiveness in the 2026–27 school year, WCPA-Lost Hills plans to expand parent capacity-building supports to deepen understanding of Dashboard data and LCAP metrics, explore alternative meeting formats or schedules to increase participation, and develop parent leadership pathways to further strengthen sustained engagement and accountability.

Overall, this action is effective in advancing parent empowerment and accountability and continues to be refined to maximize its impact on decision-making and student outcomes in future LCAP cycles.

Action 5: This action was effective in strengthening communication, trust, and partnership with families of Unduplicated Pupils and Students with Disabilities.

Evaluation Data Sources: Effectiveness was measured using participation data from workshops, ILP Nights, orientations, and Town Halls; engagement metrics from ParentSquare and school communication platforms; annual family survey results and focus group feedback; and qualitative input from Family and Community Engagement staff and school leaders. Data indicated improved consistency of communication and increased engagement among participating families.

Connection to LCAP Metrics and Dashboard Indicators: This action supports LCAP metrics tied to Parent engagement, Local Indicators, and Chronic Absenteeism by improving family awareness of attendance expectations, School Climate through strengthened relationships and two-way communication, and academic engagement by increasing family understanding of student progress, ILPs, and instructional expectations. These outcomes are particularly relevant for Long-Term English Learners and Students with Disabilities.

Contribution to Progress and Equity: This action contributed to progress by maintaining gains in family communication and closing access gaps for families requiring language support or guidance navigating school systems. Families who engaged in workshops and ILP activities demonstrate increased understanding of academic and attendance expectations, supporting broader improvement efforts.

Recommended Modifications for 2026–27: For 2026–27, WCPA-Lost Hills plans to expand hybrid and virtual engagement options for working families, offer events at varied times and formats based on survey feedback, strengthen targeted outreach to families of chronically absent or academically at-risk students, and increase alignment between workshops and Dashboard-identified priorities such as attendance, academic growth, and school climate. These modifications ensure continued progress toward equitable parent engagement and empowerment.

Action 6: This action is effective in meeting its intended purpose: maintaining safe, clean, and well-functioning facilities and providing reliable transportation. Effectiveness is monitored through FIT results, Facilities Local Indicator performance, facilities work orders and maintenance tracking, transportation reliability measures, campus safety reports, and stakeholder feedback.

While this action does not directly drive academic indicator changes, it supports foundational conditions tied to attendance, engagement, and school climate by reducing access barriers and ensuring stable, safe learning environments. Continued compliance with state standards indicates the action is successfully maintaining gains and supporting strong operational conditions for teaching and learning.

Ongoing Focus: Because the action is fully implemented and effective, no major changes are required. WCPA-Lost Hills continues to refine long-term facilities planning and preventative maintenance, strengthen transportation staffing and routing efficiencies, and use FIT findings and stakeholder feedback to prioritize future improvements.

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.

WCPA-Lost Hills develops an annual LCAP based on local, internal, state, and California School Dashboard data; feedback from its educational partners; and findings from its analysis of data. For LCAP Goal 3, no changes are being made to the goal, metrics, target outcomes, or actions for the 2026-27 school year. However, WCPA-Lost Hills will continue to strengthen its Multi-Tiered System of Supports (MTSS) to improve the early identification of students at risk for chronic absenteeism, students at risk for suspension or behavioral disengagement, and students at risk for becoming Long-Term English Learners. Through these strengthened MTSS systems, the school will provide appropriate tiered supports to address achievement gaps and attendance challenges for these priority student groups. This work will be conducted as part of the school's Differentiated Assistance collaboration with the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED INTERVENTION**	On the 2025 California School Dashboard, Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) received a Red performance level on the Suspension Rate Indicator for the English Learner and Long-Term English Learner (LTEL) student groups, and a Red performance level on the Chronic Absenteeism	$956,924	Y

Action #	Title	Description	Total Funds	Contributing
		Indicator for Students with Disabilities. On the 2024 California School Dashboard, WCPA-Lost Hills received a Red performance level on the Suspension Rate Indicator for the Long-Term English Learner (LTEL) student group. **Differentiated Assistance Eligibility** WCPA-Lost Hills is eligible for Differentiated Assistance based on two consecutive years of California School Dashboard performance data. On the 2024 California School Dashboard, the Long-Term English Learner (LTEL) student group received Red performance levels on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2025 California School Dashboard, the English Learner (EL) student group received a Red performance level on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator. The combination of these two consecutive years of Red performance levels across multiple indicators for the LTEL and EL student groups has resulted in WCPA-Lost Hills' eligibility for Differentiated Assistance. The eligibility criteria for charter schools are the same as those for districts and COE's, except that charter schools must meet them for two consecutive years. Results from the 2024 and 2025 Dashboards are used in Differentiated Assistance determinations for charter schools. WCPA-Lost Hills will implement a comprehensive support system to accelerate English language proficiency and academic achievement among Long-Term English Learners through specialized instruction, family engagement, and multi-tiered interventions addressing both academic and behavioral needs. These systems are intended to address the school's eligibility for Differentiated Assistance by strengthening the multi-tiered social-emotional, behavioral, attendance, and wellness supports that serve priority student groups. **Addressing Chronic Absenteeism Through Social-Emotional and Behavioral Supports** To address the decline in attendance rates and decrease chronic absenteeism, WCPA-Lost Hills will provide social-emotional and behavioral supports to address the mental health needs of students. Success will be monitored through the school's student information system Aeries and the Kern Integrated Data System (KiDS). Foster Youth students show the greatest need for these additional supports. WCPA-Lost Hills will continue refining MTSS, PBIS, and Early Warning System processes to improve early identification, intervention coordination, and proactive support for students experiencing chronic absenteeism, behavioral challenges, or disengagement from school. WCPA-Lost Hills will continue prioritizing Differentiated Assistance improvement efforts for Students with		

Action #	Title	Description	Total Funds	Contributing
		Disabilities, LTELs, Foster Youth, and other high-need student groups through integrated attendance, academic, behavioral, and mental health supports. **Student Attendance Team and Early Identification** The Director of Student Support Services has designed a team to further address, monitor, and improve daily student attendance while tackling barriers that students and families are facing that result in truancy and detrimentally impact academic and social development. WCPA-Lost Hills will add additional bus transportation routes as requested by families. This 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 students are those who were identified as chronically absent in the prior school year. The team will conduct home visits, and meetings with students and families will take place to discuss the attendance plan, identify root causes of absenteeism, discuss student academic progress, and provide tiered intervention or referral for wraparound services, which may include the Student Wellness Center, mental health services and therapists, and Social Worker support. **School Culture and PBIS Implementation** Each morning at WCPA-Lost Hills begins with welcoming morning announcements, celebration of academic goals, culture building, and student motivation. WCPA-Lost Hills will continue strengthening implementation of Positive Behavioral Interventions and Supports (PBIS), host PBIS celebrations and incentives, and recognize students who exude positive behavior attributes. WCPA-Lost Hills will continue strengthening PBIS implementation, restorative practices, and trauma-informed approaches to reduce exclusionary discipline practices and improve school climate and student engagement across campuses. Assistant Principals will lead school culture and climate work and PBIS implementation and address student behavioral challenges. **Home Visits and Targeted Outreach** The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. WCPA-Lost Hills will continue strengthening family engagement and culturally responsive outreach practices, including home visits, attendance meetings, and wraparound referrals, to improve collaboration with families of chronically absent and high-needs students. **Wonderful Student Wellness Center**		

Action #	Title	Description	Total Funds	Contributing
		Students will have access to the Wonderful Student Wellness Center, which provides comprehensive wraparound services that are critical to the community WCPA-Lost Hills serves. The Wellness Center represents a collaborative model of care that is sensitive to the unique needs of WCPA-Lost Hills 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 Student Wellness Center is staffed with bilingual health care professionals and specialists who provide social-emotional, behavioral, and mental health services and counseling; preventive care, including immunizations; chronic illness management for asthma, obesity, and related conditions; nutrition counseling; and testing services such as COVID testing, all of which impact student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of WCPA-Lost Hills students to ensure they are ready to learn, supporting 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-Lost Hills will continue leveraging the Wonderful Student Wellness Center and school-based mental health services to provide timely bilingual social-emotional, behavioral, and health supports that reduce barriers to attendance and learning. **Coordinated Student Support Across Personnel** WCPA-Lost Hills will continue expanding coordination between the Student Attendance Team, Student Incident Response Coordinators, Social Workers, Assistant Principals, and the Wonderful Student Wellness Center to improve consistency and responsiveness of student supports. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness using California School Dashboard indicators, Aeries attendance data, KiDS data, PBIS and LiveSchool data, wellness referrals, family engagement metrics, and educator feedback to evaluate progress toward reducing chronic absenteeism, improving school climate, and decreasing suspension rates for targeted student groups. --- **Funding Investments:** Funding will be used to invest in: • PBIS Incentives		

Action #	Title	Description	Total Funds	Contributing
		• Campus & Classroom Culture Initiatives • LiveSchool Software • Director of Student Services • (1) Social Worker • (1) School Psychologist • (1) Student Services Coordinator • Field trips and activities • School Nurse • Nursing Services • 1 Assistant Principal • Family & Community Events • Care Solace Software		
2	**PROMOTING A COLLEGE-GOING CULTURE**	As a college preparatory school, an area of focus for Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) is ensuring that students meet the College and Career Indicator (CCI) measures of the California School Dashboard. WCPA-Lost Hills will lead numerous efforts to ensure that all students, including Unduplicated Pupils and Students with Disabilities, meet CCI requirements, and the school will provide resources to ensure adherence to the school's mission. **Dual-Enrollment Pathways with Bakersfield College** WCPA-Lost Hills will continue operating three dual-enrollment pathways for students to select from, with the goal that students earn both a high school diploma and an Associate's degree (AA or AS) in designated high-need fields as identified by the U.S. Bureau of Labor Statistics for the region. The three pathways are Agriculture Prep (Business and Economics), Teach and Lead, and Health Sciences. WCPA-Lost Hills will continue operating these dual-enrollment pathways in partnership with Bakersfield College to ensure that all students have access to college coursework and opportunities to earn Associate degrees in high-need workforce fields. WCPA-Lost Hills' Pathway Coordinator ensures that students have equitable access to these courses. Staff continuously monitor student progress and ensure that students have access to all curricular and instructional materials. Students also participate in and complete an internship through the Wonderful Agricultural Prep Pathways Program.	$8,880	N

Action #	Title	Description	Total Funds	Contributing
		WCPA-Lost Hills Course Offering Structure WCPA-Lost Hills does not offer Advanced Placement courses because the focus is on all students participating in dual enrollment and earning an Associate's degree. WCPA-Lost Hills offers Career Technical Education (CTE) courses, which count as dual enrollment rather than as CTE Pathways. **Building Social Capital for Students** WCPA-Lost Hills recognizes that communities like Lost Hills require educational leaders to address concentrated poverty through exemplary educational practices, providing students with more instructional time and more effective teachers than traditional educational entities offer. WCPA-Lost Hills plans to provide opportunities for students to acquire social capital. Social capital encompasses the networks, relationships, and overall connections that students possess. These opportunities will focus on three facets: opening doors for students to new experiences for personal and professional growth; developing essential social skills such as communication, collaboration, empathy, and teamwork; and engaging students in civic activities and volunteer initiatives. WCPA-Lost Hills will continue increasing opportunities for students to build social capital through internships, college visits, mentorship opportunities, civic engagement experiences, leadership development, and exposure to professional networks. **Targeted Supports for English Learners, LTELs, Unduplicated Pupils, and Students with Disabilities** WCPA-Lost Hills will continue refining targeted supports for English Learners, Long-Term English Learners (LTELs), Unduplicated Pupils, and Students with Disabilities to improve persistence and success within dual-enrollment pathways, internships, and college readiness milestones. WCPA-Lost Hills will continue strengthening alignment between English Language Development (ELD) supports and dual-enrollment coursework to improve academic language development, persistence, and CCI readiness for English Learners and LTEL students. **Link Crew High School Mentoring Program** WCPA-Lost Hills will implement the Link Crew High School mentoring program, in which upperclassmen mentors provide direct support and mentorship to incoming freshmen to strengthen school culture, increase student connectedness, improve transition supports, and reduce discipline-related concerns. **College-Going Systems and Progress Monitoring**		

Action #	Title	Description	Total Funds	Contributing
		WCPA-Lost Hills will continue strengthening college-going systems through Naviance, Dual Enrollment Support Specialists, counseling supports, and targeted progress monitoring to identify students needing additional academic, language, or advising interventions earlier in the school year. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness using California School Dashboard CCI data, dual-enrollment participation and completion rates, A-G completion data, internship participation, Naviance tracking systems, discipline data, and student and family feedback to evaluate progress toward improving college and career readiness outcomes for all student groups. --- **Funding Investments** Funding will be used to invest in: • Naviance software • DESS Manager and Trajectory Assistant • College and university visits • Link Crew (new for 2026-27)		
3	**PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will continue strengthening whole-child supports, student engagement systems, and school climate initiatives during the 2026-27 school year in response to California School Dashboard indicators related to chronic absenteeism, suspension rates, and student engagement. These systems are intended to address the school's eligibility for Differentiated Assistance by strengthening the whole-child supports, school climate systems, and engagement infrastructure that serve all students, including priority student groups. **Early Warning System and MTSS Integration** WCPA-Lost Hills will continue refining and fully operationalizing the Early Warning System (EWS) to improve early identification of students experiencing academic, behavioral, or attendance-related challenges and to strengthen alignment with Multi-Tiered System of Supports (MTSS) intervention processes. The school will continue strengthening Data-Based Decision-Making (DBDM), Student Support Team (SST), and MTSS processes through increased integration of	$413,826	Y

Action #	Title	Description	Total Funds	Contributing
		Aeries, KiDS, Panorama survey data, attendance trends, and behavioral indicators to support timely interventions for students with the highest needs. **Campus Culture Coordinator Role** WCPA-Lost Hills will add a new Campus Culture Coordinator role beginning in the 2026-27 school year to oversee Campus Supervisors and support the implementation of school culture, student engagement, PBIS, and campus climate initiatives across school sites. **Student Engagement and Extracurricular Opportunities** WCPA-Lost Hills will continue expanding student engagement opportunities through athletics, student clubs, Student Council, leadership opportunities, and extracurricular activities to strengthen school connectedness, positive peer relationships, and student voice. **School Climate Data and Student Voice** WCPA-Lost Hills will continue leveraging Panorama student survey data and educational partner feedback to refine school climate strategies, strengthen student supports, and monitor student perceptions related to safety, belonging, and engagement. **PBIS Implementation and Campus Supervision** WCPA-Lost Hills will continue strengthening Positive Behavioral Interventions and Supports (PBIS) implementation, campus supervision systems, and positive behavior supports to improve school climate, reduce behavioral incidents, and increase consistency of expectations across campuses. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness using California School Dashboard indicators, chronic absenteeism data, suspension data, Panorama survey results, extracurricular participation rates, SST referral data, and student and staff feedback to evaluate progress toward improving student engagement, attendance, and school climate outcomes. --- **Funding Investments:** Funding will be used to invest in: • Panorama surveys • Student incentives		

Action #	Title	Description	Total Funds	Contributing
		• Student Council and student clubs • 4 Campus Supervisors • Athletic Director • Assistant Athletic Director • Athletic team supplies and event fees • Campus Culture Coordinators		
4	**PARENT INPUT IN DECISION-MAKING**	At Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills), parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2026-27 school year, the following structures will continue to ensure meaningful family engagement. The English Learner Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC) advise on programs and services for English Learners at the site level. The English Learner Parent Advisory Committee (EL-PAC) advises on school-level English Learner programs and policies and provides input on LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. The Parent Advisory Committee (PAC) provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions per California Education Code 52062(a)(1). Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. WCPA-Lost Hills is committed to maintaining and strengthening these committees and the Parent Leadership Team to ensure that parent voices, especially those of historically underrepresented groups, are included in shaping school programs and policies. **Parent Empowerment and Shared Accountability** WCPA-Lost Hills will continue strengthening parent empowerment and accountability structures by positioning families as active partners in reviewing school performance data, shaping LCAP priorities, and providing input on resource allocation decisions aligned to the Community Schools Whole-Child Framework and California School Dashboard needs. **Parent Feedback on Dashboard-Aligned Priorities** WCPA-Lost Hills will continue leveraging ELAC, DELAC, and PAC structures to gather meaningful parent feedback related to chronic absenteeism, ELA and Math	$1,200	N

Action #	Title	Description	Total Funds	Contributing
		performance, school climate, English Learner supports, and whole-child student needs reflected on the California School Dashboard. **Parent Capacity-Building and Dashboard Literacy** WCPA-Lost Hills will expand parent capacity-building opportunities focused on understanding Dashboard indicators, LCAP metrics, MTSS systems, and school improvement strategies to strengthen informed participation and accountability, or rendir cuentas. **Equitable Access and Culturally Responsive Communication** WCPA-Lost Hills will continue providing translated materials, interpreter services, and culturally responsive communication supports to ensure equitable access and meaningful participation for multilingual families. The school will explore alternative meeting schedules, engagement formats, and follow-up strategies to increase participation among families facing barriers related to work schedules, transportation, and competing responsibilities. **Integration of Parent Feedback into Schoolwide Planning** WCPA-Lost Hills will continue strengthening integration of parent feedback into schoolwide planning, continuous improvement efforts, and Community Schools implementation to better align family priorities with student outcome goals. **Parent Leadership Development and Sustained Engagement** WCPA-Lost Hills will develop parent leadership pathways and opportunities for sustained involvement to strengthen long-term family partnership, advocacy, and shared responsibility for improving student outcomes. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness through participation data, meeting feedback, advisory committee discussions, and evidence of parent input informing LCAP priorities and Dashboard-aligned improvement strategies related to attendance, academic achievement, and school climate. --- **Funding Investments:** Funding will be used to invest in: • Supplies for PAC, ELAC/DELAC, EL-PAC		

Action #	Title	Description	Total Funds	Contributing
5	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) will provide all parents, including those of Unduplicated Pupils (UP) and Students with Disabilities (SWD), with opportunities to engage as partners in their child's education through Coffee with the Principal, parent workshops, Town Hall sessions, parent and family newsletters, and messaging through the ParentSquare, SchoolMint, and LiveSchool platforms. WCPA-Lost Hills will continue strengthening family engagement and partnership opportunities for all families, particularly Unduplicated Pupils, Students with Disabilities, Long-Term English Learners, and families of students identified through Dashboard indicators related to chronic absenteeism and academic performance. The school will continue expanding two-way communication systems through ParentSquare, SchoolMint, LiveSchool, newsletters, Coffee with the Principal, Town Halls, and relationship-based outreach to improve family awareness, participation, and connection to school supports. **Family and Community Engagement Staffing** The Family and Community Engagement staff will communicate with families, facilitate workshops, provide interpreter services, and translate materials in Spanish and English for families and caregivers. **Parent Workshops, ILP Nights, and Family Learning Events** WCPA-Lost Hills will host parent workshops and guest speakers on essential topics to engage parents in their child's education. Topics will include but are not limited to Math Night and Literacy Night parent workshops, Individualized Learning Plan (ILP) Nights, and orientations and Back to School Nights. WCPA-Lost Hills will continue strengthening parent workshops, ILP Nights, Literacy Nights, Math Nights, and orientation events to increase family understanding of academic expectations, attendance goals, intervention supports, and student progress monitoring. **Parent Partnership Program** WCPA-Lost Hills remains committed to parent involvement through the Parent Partnership Program, a volunteer initiative that encourages parents to participate in school activities and support their child's education. **Flexible Engagement Formats and Reduced Participation Barriers** WCPA-Lost Hills will expand hybrid and virtual engagement opportunities, varied meeting schedules, and flexible event formats to increase participation for	$246,296	N

Action #	Title	Description	Total Funds	Contributing
		working families and families facing barriers related to transportation, childcare, or scheduling conflicts. **Translation, Interpretation, and Multilingual Communication** All correspondence sent to families and guardians will be provided in English and translated to Spanish, as identified by the school's primary language survey and the 15% and above translation needs criteria. WCPA-Lost Hills will continue providing translation, interpretation, and multilingual communication supports in alignment with family language needs to ensure equitable access and meaningful participation for multilingual families. **Targeted Outreach for Students at Academic, Attendance, or Engagement Risk** WCPA-Lost Hills will continue strengthening targeted outreach and individualized follow-up for families of students experiencing chronic absenteeism, academic risk, or disengagement from school to improve alignment between home and school supports. **Annual Family Surveys and Feedback-Informed Continuous Improvement** Families will be surveyed annually, and results will be reported through the LCAP, parent meetings, and schoolwide communication to staff. WCPA-Lost Hills will continue leveraging annual family surveys, engagement data, and educational partner feedback to refine workshop topics, communication strategies, and family engagement practices aligned to Dashboard-identified priorities such as attendance, academic growth, and school climate. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness using participation data, ParentSquare engagement metrics, family survey results, workshop attendance, ILP participation rates, and educational partner feedback to evaluate progress toward strengthening parent engagement, school connectedness, and support for student success. --- **Funding Investments:** Funding will be used to invest in: • Family & Community Engagement Staff • Supplies for parent workshops/townhalls • Front office and Student Information System staff		

Action #	Title	Description	Total Funds	Contributing
6	**MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES**	Wonderful College Prep Academy - Lost Hills (WCPA-Lost Hills) strives to provide all students and staff with safe, clean school facilities and reliable transportation to and from school. WCPA-Lost Hills will continue maintaining safe, clean, and well-maintained learning environments and reliable student transportation systems during the 2026-27 school year to support positive school climate, student engagement, attendance, and operational continuity across all campuses. These systems are intended to support the conditions for teaching, learning, attendance, and student engagement across the school's campuses. **Annual Facility Inspection and State Facility Standards Compliance** Each year, WCPA-Lost Hills completes the Facility Inspection Tool (FIT) report to assess school facilities. When the report identifies areas needing attention, the school makes appropriate repairs. These FIT findings are reported annually in the School Accountability Report Card (SARC), the Local Indicators Report on the California School Dashboard, and the Local Control and Accountability Plan (LCAP). WCPA-Lost Hills will continue meeting state facility standards through annual FIT reviews, timely correction of identified needs, preventative maintenance practices, and ongoing monitoring of campus safety and operational systems. **Long-Term Facilities Planning and Preventative Maintenance** WCPA-Lost Hills will continue refining long-term facilities planning and preventative maintenance systems to improve operational efficiency, prioritize future capital improvement needs, and reduce disruptions to instruction. **Transportation Staffing, Routing, and Reliability** WCPA-Lost Hills will continue strengthening transportation staffing, onboarding, and routing efficiencies to improve service reliability, minimize route disruptions, and respond more effectively to family transportation needs. **Campus Safety, Operational Communications, and Environmental Systems** WCPA-Lost Hills will continue investing in campus safety systems, operational communication tools, air quality systems, water filtration systems, and preventative maintenance practices to support healthy and secure learning environments for students and staff. **Cross-Department Coordination** WCPA-Lost Hills will continue strengthening cross-department coordination between operations, transportation, facilities, security, and school leadership	$1,508,739	N

Action #	Title	Description	Total Funds	Contributing
		teams to improve communication, project prioritization, and response timelines for operational needs. **Data-Informed Prioritization of Repairs and Operational Improvements** WCPA-Lost Hills will continue leveraging facilities work orders, FIT findings, transportation reliability data, safety reports, and educational partner feedback to prioritize repairs, operational improvements, and long-term facilities planning efforts. **Multi-Source Effectiveness Monitoring** WCPA-Lost Hills will continue monitoring effectiveness through Facilities Local Indicator results, FIT reports, transportation performance measures, campus safety data, operational response metrics, and educational partner feedback to ensure that school facilities and transportation systems continue supporting strong conditions for teaching, learning, attendance, and student engagement. --- **Funding Investments** Funding will be used to invest in: • School transportation costs • 2 Transportation staff • Facilities repairs and maintenance • Campus security • Campus operations and communications		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,473,881	$320,679

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
40.71%	0%	$0	40.71%

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	The 2025 California School Dashboard reflects persistent academic achievement gaps for WCPA-Lost Hills' unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students, with English Learners performing at -53.2 Distance from Standard (DFS) (Orange) on the ELA Academic Indicator and -100.1 DFS (Red) on the Mathematics Academic Indicator. Long-Term English Learners performed at -72.4 DFS (Orange) on the ELA Academic Indicator and -141.5 DFS (Red) on the Mathematics Academic Indicator. Socioeconomically Disadvantaged students performed at -30.6 DFS (Yellow) on the ELA Academic Indicator and -81 DFS (Orange) on the Mathematics Academic Indicator.	This action is designed to directly address the identified needs of unduplicated student groups by refining the Intellectual Preparation Protocol (IPP) process and integrating formal PLC protocols into ongoing cycles of inquiry that explicitly target the academic gaps reflected on the Dashboard. The action will integrate weekly PLC cycles with the Multi-Tiered System of Supports (MTSS) to ensure that English Learner, LTEL, and Socioeconomically Disadvantaged student performance data drive instructional planning, intervention placement, and progress monitoring decisions. The realignment of Instructional Coordinator roles into Intervention Coordinator positions, supervised by the Director of Curriculum and Instruction, will provide dedicated leadership	The metrics that will be used to monitor effectiveness: • #2: Implementation of the Academic Content Standards • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	WCPA-Lost Hills' Comprehensive Needs Assessment identified inconsistent access to rigorous Tier 1 instruction across classrooms, limited early intervention for students with unfinished learning, the need for stronger vertical articulation of instructional practices across the TK-12 program, and the absence of dedicated intervention leadership capacity as primary root causes of these achievement gaps for unduplicated student groups. Educational partner feedback from teachers, the School-Based Leadership Team, and the combined ELAC, DELAC, and EL-PAC consistently identified the need for strengthened PLC collaboration, formative assessment data cycles, and tiered intervention systems specifically designed to accelerate outcomes for English Learners, LTELs, Socioeconomically Disadvantaged students, and Students with Disabilities.	capacity focused on intervention planning, MTSS implementation, instructional coaching, and teacher support specifically targeted to closing achievement gaps for unduplicated student groups. PLC work will be aligned to California School Dashboard trends and LCAP priorities, with explicit focus on accelerating ELA and Mathematics outcomes for English Learners, LTELs, and Socioeconomically Disadvantaged students. Tier 2 and Tier 3 intervention systems will be refined to improve identification, timeliness, and effectiveness of supports for unduplicated students performing significantly below grade level. **How the Action Achieves Progress Toward Measurable Outcomes** This action is intended to achieve measurable progress toward improving CAASPP ELA and Mathematics Distance from Standard for English Learners, LTELs, and Socioeconomically Disadvantaged students; advancing California School Dashboard performance levels for the ELA Academic Indicator, the Mathematics Academic Indicator, and the English Learner Progress Indicator (ELPI); increasing the share of students meeting individual growth projections on NWEA MAP Reading and Math; improving Interim Assessment Block (IAB) benchmark performance for unduplicated student groups; and increasing reclassification rates for English Learners. Through structured PLC and PDSA data cycles using NWEA, IAB, CAASPP, and Panorama data, teachers will engage in continuous cycles of inquiry that produce instructional adjustments specifically responsive to the academic gaps reflected for unduplicated student groups on the Dashboard. **How the Action Improves Outcomes for Unduplicated Students to a Greater Extent** This action is designed to improve outcomes for unduplicated students to a greater extent than other	

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
		students because the PLC inquiry cycles, intervention coordination, and instructional coaching structures are explicitly oriented toward closing the documented Dashboard achievement gaps for English Learners, LTELs, and Socioeconomically Disadvantaged students. The Intervention Coordinators will direct intervention resources to students demonstrating the most significant gaps from standard, which the Dashboard confirms are concentrated among unduplicated student groups. PLC data analysis will prioritize student group performance disaggregation, ensuring that instructional decisions respond to the unique academic and language acquisition needs of English Learners and LTELs. While Tier 1 instructional improvements resulting from refined PLC practices will benefit all students, the intentional alignment of PLC inquiry, intervention placement, and progress monitoring to Dashboard-identified gaps ensures that unduplicated students receive the most concentrated benefit from this action. **Why the Action Is Provided on a Schoolwide Basis** This action is provided on a schoolwide basis because 86% of WCPA-Lost Hills students are Socioeconomically Disadvantaged, 40% are English Learners, and the school's unduplicated pupil percentage exceeds 80%, meaning that unduplicated students are present in every classroom and across every grade span. PLC structures, instructional coaching, intervention coordination, and MTSS systems are most effective when implemented consistently across the entire TK-12 program rather than in isolated classrooms or grade spans, because vertical articulation, instructional coherence, and continuity of intervention services require schoolwide implementation. Strengthening PLCs and MTSS at only certain grade spans would create instructional inconsistencies that disproportionately disadvantage unduplicated students transitioning between grade	

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
		levels. Additionally, the Intervention Coordinator leadership structure must function schoolwide to ensure that English Learners, LTELs, and Socioeconomically Disadvantaged students receive coordinated, coherent intervention services from TK through grade 12. Implementing this action on a schoolwide basis maximizes the impact of the school's investment in adult capacity-building, ensures equitable access to high-quality Tier 1 instruction and tiered interventions across all classrooms, and creates the systemic conditions necessary to close persistent Dashboard-identified achievement gaps for the school's unduplicated student groups.	
Goal 2, Action 2	The 2025 California School Dashboard reflects significant academic achievement gaps for WCPA-Lost Hills' unduplicated student groups across the ELA and Mathematics Academic Indicators. English Learners performed at -53.2 Distance from Standard (DFS) (Orange) on the ELA Academic Indicator and -100.1 DFS (Red) on the Mathematics Academic Indicator. Long-Term English Learners performed at -72.4 DFS (Orange) on the ELA Academic Indicator and -141.5 DFS (Red) on the Mathematics Academic Indicator, with the LTEL student group receiving Red performance levels on the Mathematics Academic Indicator across both the 2024 and 2025 Dashboards. Socioeconomically Disadvantaged students performed at -30.6 DFS (Yellow) on the ELA Academic Indicator and -81 DFS (Orange) on the Mathematics Academic Indicator, reflecting a decline in CAASPP performance from the prior year. WCPA-Lost Hills' Comprehensive Needs Assessment identified gaps in foundational literacy and mathematics skills, limited early intervention for students with unfinished learning, inconsistent access to rigorous Tier 1 instruction, and historical student group achievement trends requiring sustained and intensive targeted support as the primary root causes contributing to these performance gaps for	This action is designed to directly address the identified needs of unduplicated student groups by expanding tiered academic interventions and implementing a disciplined Data-Based Decision-Making (DBDM) process that supports an effective Multi-Tiered System of Supports (MTSS). The action establishes a new leadership structure beginning in the 2026-27 school year through the addition of Intervention Coordinators under the supervision of the Director of Curriculum and Instruction, providing dedicated leadership capacity focused on intervention planning, progress monitoring, and instructional coaching specifically targeted to closing achievement gaps for English Learners, LTELs, Socioeconomically Disadvantaged students, and other unduplicated student groups. The action will increase intervention dosage, frequency, and responsiveness for students with the highest academic needs through refined intervention scheduling, targeted instructional groupings, and data-driven adjustments to supports. In-school intervention delivery will be prioritized to reduce barriers associated with transportation and after-school participation, ensuring equitable access for unduplicated students. Evidence-based academic intervention programs, including Edmentum Study	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students. The school's eligibility for Differentiated Assistance, based on two consecutive years of Red performance levels for the LTEL and English Learner student groups, reinforces the urgency of expanded intervention services for unduplicated students. Educational partner feedback from students, the Student Advisory Committee, parents, the combined ELAC, DELAC, and EL-PAC, classified staff, and the School-Based Leadership Team consistently identified expanded academic interventions, tutoring, small-group instructional supports, after-school programming, intersession, and Summer Academy programming for English Learners, LTELs, Socioeconomically Disadvantaged students, and students requiring intervention in multiple subjects as a top priority for the 2026-27 school year. **How the Action Achieves Progress Toward Measurable Outcomes** This action is intended to achieve measurable progress toward improving CAASPP ELA and Mathematics Distance from Standard for English Learners, LTELs, and Socioeconomically Disadvantaged students; advancing California School Dashboard performance levels for the ELA Academic Indicator and the Mathematics Academic Indicator; increasing the share of students meeting individual growth projections on NWEA MAP Reading and Math; improving Interim Assessment Block (IAB) benchmark performance for unduplicated student groups; increasing reclassification rates for English Learners; reducing chronic absenteeism for students participating in intervention programming; and increasing intervention participation and progress monitoring data captured in Panorama. Internal NWEA data has demonstrated that targeted intervention systems can drive measurable growth, with the share of students meeting NWEA Reading growth projections rising from 51% to 61.2% and NWEA Math growth projections rising from	Island as a Tier 2 intervention, Air Tutor as a supplemental intervention, after-school tutoring, credit recovery, intersession programming, and the Summer Academy, will provide unduplicated students with sustained, high-dosage support beyond the regular school day and school year. The Summer Academy will deliver intensive standards-aligned small-group interventions in ELA, Mathematics, and credit recovery using the Plato platform, with particular emphasis on English Learner students, Socioeconomically Disadvantaged students, and Students with Disabilities. The Expanded Learning Opportunities Program (ELO-P) will provide additional academic support, STEM experiences, academic and social clubs, sports, and enrichment opportunities prioritized for unduplicated student groups, and transportation with Wi-Fi-equipped buses will sustain attendance and participation for students commuting from surrounding communities. **How the Action Improves Outcomes for Unduplicated Students to a Greater Extent** This action is designed to improve outcomes for unduplicated students to a greater extent than other students because intervention services are explicitly prioritized for students demonstrating the most significant gaps from standard, which the Dashboard confirms are concentrated among English Learner, LTEL, and Socioeconomically Disadvantaged student groups. The new Intervention Coordinator leadership structure will direct intervention resources, progress monitoring capacity, and instructional coaching toward closing the documented Dashboard gaps for unduplicated students. Summer Academy programming explicitly prioritizes English Learner students, Socioeconomically Disadvantaged students, and Students with Disabilities for small-group, high-dosage intervention. After-school tutoring, credit recovery, intersession programming, and ELO-P	

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
	46.5% to 56.9%. This action is designed to translate that in-year growth into accelerated Dashboard outcomes for unduplicated student groups.	opportunities prioritize unduplicated student groups for access. While the expansion of tiered interventions and the strengthening of MTSS systems will benefit all students requiring academic support, the intentional alignment of intervention resources, leadership capacity, and program design to Dashboard-identified gaps ensures that unduplicated students receive the most concentrated benefit from this action. **Why the Action Is Provided on a Schoolwide Basis** This action is provided on a schoolwide basis because 86% of WCPA-Lost Hills students are Socioeconomically Disadvantaged, 40% are English Learners, and the school's unduplicated pupil percentage exceeds 80%, meaning that unduplicated students are present in every classroom and across every grade span. Tiered academic intervention systems, MTSS coordination, and Data-Based Decision-Making processes are most effective when implemented consistently across the entire TK-12 program because vertical articulation, continuity of intervention services, and coherent transitions between grade spans require schoolwide implementation. Limiting intervention services to specific grade spans or classrooms would create inequitable access for unduplicated students and would disrupt the continuity of supports that English Learners, LTELs, Socioeconomically Disadvantaged students, and Students with Disabilities require to make sustained academic progress. The Intervention Coordinator leadership structure, Summer Academy programming, after-school tutoring, intersession, ELO-P programming, and transportation services must function schoolwide to ensure that unduplicated students receive coordinated, coherent intervention services from TK through grade 12. Implementing this action on a schoolwide basis maximizes the impact of the school's investment in intervention systems, ensures equitable access to tiered academic supports	

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
		across all classrooms, and creates the systemic conditions necessary to close persistent Dashboard-identified achievement gaps for the school's unduplicated student groups.	
Goal 3, Action 1	The 2025 California School Dashboard reflects significant areas of need related to school climate, attendance, and student engagement for WCPA-Lost Hills' unduplicated student groups. English Learners performed at 9.2% on the Suspension Rate Indicator and received a Red performance level, and Long-Term English Learners performed at 16.3% and received a Red performance level on the Suspension Rate Indicator across both the 2024 and 2025 Dashboards, demonstrating sustained disproportionality in student discipline outcomes. The Long-Term English Learner student group also performed at 19.6% (Orange) on the Chronic Absenteeism Indicator, and Socioeconomically Disadvantaged students performed at 10.6% (Yellow). Foster Youth students have been identified through internal data as demonstrating the greatest need for additional social-emotional and behavioral supports. WCPA-Lost Hills' Comprehensive Needs Assessment identified continued disproportionality in attendance and behavior trends for targeted student groups, the need for earlier intervention and progress monitoring systems, gaps in social-emotional and mental health supports for students experiencing barriers to consistent attendance, and the need for increased family understanding of student attendance and engagement data as primary root causes contributing to these performance gaps for unduplicated students. The school's eligibility for Differentiated Assistance, based on two consecutive years of Red performance levels for the LTEL and English Learner student groups on the Suspension Rate Indicator, reinforces the urgency of expanded social-emotional, behavioral, attendance, and wellness supports for unduplicated students.	This action is designed to directly address the identified needs of unduplicated student groups by providing comprehensive social-emotional and behavioral supports that address the mental health needs of students, with particular emphasis on English Learners, LTELs, Foster Youth, and Socioeconomically Disadvantaged students. WCPA-Lost Hills will continue refining MTSS, PBIS, and Early Warning System processes to improve early identification, intervention coordination, and proactive support for students experiencing chronic absenteeism, behavioral challenges, or disengagement. The Director of Student Support Services will lead a Student Attendance Team that includes Student Incident Response Coordinators, who will identify at-risk students prior to the start of the school year, conduct home visits, and engage families in attendance plans, root cause analyses, and tiered intervention referrals. Additional bus transportation routes will be added as requested by families to reduce attendance barriers for unduplicated students commuting from surrounding agricultural communities. Schoolwide PBIS implementation will be strengthened through morning announcements, PBIS celebrations and incentives, and recognition of students demonstrating positive behavior, with Assistant Principals leading school culture, climate, and PBIS implementation. Restorative practices and trauma-informed approaches will reduce exclusionary discipline practices and address the suspension disproportionality reflected for English Learner and LTEL students on the Dashboard. Social Workers and the Student Affairs Specialist will conduct home visits of disengaged students to provide targeted resources, with bilingual outreach prioritized for multilingual	The metrics that will be used to monitor effectiveness: • #19Attendance Rate • #20: Chronic Absenteeism Rates: K-8 • #21 Chronic Absenteeism K-12

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
	Educational partner feedback from parents, students, classified staff, and the combined ELAC, DELAC, and EL-PAC consistently identified expanded social-emotional and mental health supports, strengthened PBIS implementation, increased campus supervision, home visit and family outreach supports, and bilingual family engagement as top priorities for the 2026-27 school year.	families. The Wonderful Student Wellness Center, staffed with bilingual health care professionals, will provide social-emotional, behavioral, and mental health services and counseling; preventive care; chronic illness management; nutrition counseling; and onsite health testing to address the unique barriers to access faced by WCPA-Lost Hills' unduplicated students and families. Coordinated student support across the Student Attendance Team, Student Incident Response Coordinators, Social Workers, Assistant Principals, and the Wonderful Student Wellness Center will ensure consistency and responsiveness of supports for unduplicated students. This action is provided on a schoolwide basis because 86% of WCPA-Lost Hills students are Socioeconomically Disadvantaged, 40% are English Learners, and the school's unduplicated pupil percentage exceeds 80%, meaning that unduplicated students are present in every classroom and across every grade span. Social-emotional, behavioral, attendance, and wellness supports are most effective when implemented consistently across the entire TK-12 program because school climate, PBIS implementation, restorative practices, and MTSS systems require schoolwide consistency to produce sustained changes in student behavior, attendance, and engagement. Limiting these supports to specific grade spans or classrooms would create inequitable access for unduplicated students and would disrupt the continuity of attendance, behavioral, and wellness services that English Learners, LTELs, Foster Youth, and Socioeconomically Disadvantaged students require to make sustained progress. The Student Attendance Team, Student Incident Response Coordinators, Social Workers, Assistant Principals, and the Wonderful Student Wellness Center must function schoolwide to ensure that unduplicated students receive coordinated, coherent supports from TK through grade 12. Bilingual outreach, home visits, and family engagement	

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
		supports require schoolwide implementation to reach all multilingual families of unduplicated students consistently. Implementing this action on a schoolwide basis maximizes the impact of the school's investment in whole-child supports, ensures equitable access to social-emotional and wellness services across all classrooms and grade spans, and creates the systemic conditions necessary to close persistent Dashboard-identified gaps in chronic absenteeism and suspension rates for the school's unduplicated student groups.	
Goal 3, Action 3	The 2025 California School Dashboard reflects significant areas of need related to student engagement, school climate, attendance, and behavioral outcomes for WCPA-Lost Hills' unduplicated student groups. English Learners and Long-Term English Learners received Red performance levels on the Suspension Rate Indicator, with LTELs receiving Red performance levels on this indicator across both the 2024 and 2025 Dashboards. Long-Term English Learners performed at 19.6% (Orange) on the Chronic Absenteeism Indicator, and Students with Disabilities performed at 22.8% (Red) on the Chronic Absenteeism Indicator. These outcomes reflect disproportionate disengagement, attendance, and behavioral challenges concentrated among unduplicated student groups. WCPA-Lost Hills' Comprehensive Needs Assessment identified continued disproportionality in attendance and behavior trends for targeted student groups, the need for earlier intervention and progress monitoring systems to identify students at risk of chronic absenteeism, suspension, or disengagement before patterns become entrenched, gaps in social-emotional and mental health supports for students experiencing barriers to consistent engagement, and the need for expanded extracurricular and enrichment opportunities that support student connectedness as	This action is designed to directly address the identified needs of unduplicated student groups by promoting whole child development through an inclusive, positive, and supportive learning environment that integrates Early Warning System data, MTSS interventions, student engagement opportunities, and school climate supports. WCPA-Lost Hills will continue refining and fully operationalizing the Early Warning System (EWS) to improve early identification of students experiencing academic, behavioral, or attendance-related challenges, with EWS data integrated from Aeries, the Kern Integrated Data System (KiDS), and Panorama Education. Data-Based Decision-Making (DBDM), Student Support Team (SST), and MTSS processes will be strengthened through integrated analysis of attendance trends, behavioral indicators, academic performance, and student perception data to enable timely interventions for students with the highest needs, who are disproportionately unduplicated. A new Campus Culture Coordinator role will be added beginning in the 2026-27 school year to oversee Campus Supervisors and support the implementation of school culture, student engagement, PBIS, and campus climate initiatives across school sites. WCPA-Lost Hills will continue expanding student engagement opportunities through athletics, student clubs, Student	The metrics that will be used to monitor effectiveness: • #25: School Climate Survey (student) • #23: Suspension Rates

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	primary root causes contributing to these performance gaps. Educational partner feedback from administrators, students, the Student Advisory Committee, parents, classified staff, and the combined ELAC, DELAC, and EL-PAC consistently identified the continued buildout of the Early Warning System and MTSS interventions, expanded campus supervision and safety supports, strengthened PBIS implementation, expanded athletic and extracurricular opportunities, student recognition systems, and improved data monitoring practices as top priorities for the 2026-27 school year.	Council, leadership opportunities, and extracurricular activities, supported by an Athletic Director, Assistant Athletic Director, campus supervisors, and team equipment and supplies to strengthen school connectedness, positive peer relationships, and student voice. Panorama student survey data and educational partner feedback will continue to inform refinement of school climate strategies, with particular attention to student groups demonstrating the most significant Dashboard-identified gaps. PBIS implementation, campus supervision systems, and positive behavior supports will be strengthened to improve school climate, reduce behavioral incidents, and increase consistency of expectations across campuses. Multi-source effectiveness monitoring will use California School Dashboard indicators, chronic absenteeism data, suspension data, Panorama survey results, extracurricular participation rates, SST referral data, and student and staff feedback to evaluate progress toward improving student engagement, attendance, and school climate outcomes for unduplicated student groups. This action is designed to directly address the identified needs of unduplicated student groups by promoting whole child development through an inclusive, positive, and supportive learning environment that integrates Early Warning System data, MTSS interventions, student engagement opportunities, and school climate supports. WCPA-Lost Hills will continue refining and fully operationalizing the Early Warning System (EWS) to improve early identification of students experiencing academic, behavioral, or attendance-related challenges, with EWS data integrated from Aeries, the Kern Integrated Data System (KiDS), and Panorama Education. Data-Based Decision-Making (DBDM), Student Support Team (SST), and MTSS processes will be strengthened through integrated analysis of attendance trends, behavioral indicators, academic	

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
		performance, and student perception data to enable timely interventions for students with the highest needs, who are disproportionately unduplicated. A new Campus Culture Coordinator role will be added beginning in the 2026-27 school year to oversee Campus Supervisors and support the implementation of school culture, student engagement, PBIS, and campus climate initiatives across school sites. WCPA-Lost Hills will continue expanding student engagement opportunities through athletics, student clubs, Student Council, leadership opportunities, and extracurricular activities, supported by an Athletic Director, Assistant Athletic Director, campus supervisors, and team equipment and supplies to strengthen school connectedness, positive peer relationships, and student voice. Panorama student survey data and educational partner feedback will continue to inform refinement of school climate strategies, with particular attention to student groups demonstrating the most significant Dashboard-identified gaps. PBIS implementation, campus supervision systems, and positive behavior supports will be strengthened to improve school climate, reduce behavioral incidents, and increase consistency of expectations across campuses. Multi-source effectiveness monitoring will use California School Dashboard indicators, chronic absenteeism data, suspension data, Panorama survey results, extracurricular participation rates, SST referral data, and student and staff feedback to evaluate progress toward improving student engagement, attendance, and school climate outcomes for unduplicated student groups.	

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

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