Local Control and Accountability Plan

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

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

Plan Summary 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 (WCPA) is a WASC-accredited public charter school established in 2009 in Delano, California. The TK-12 college preparatory charter school serves approximately 1,861 students through an extended school day and year model. WCPA delivers a rigorous, standards-aligned curriculum within the agricultural Central Valley community and is committed to preparing every student for college and career success.

Mission and Vision

WCPA's mission centers on creating a nurturing, engaging, community-centered school environment built upon a strong academic foundation. The school aims to graduate critical thinkers and lifelong learners equipped to earn college degrees and become the next generation of Central Valley leaders.

Student Demographics

The student population reflects local community demographics, with 91% Hispanic, 4% Filipino, 3% White, 1% Asian, and 1% African American students. Within this population, 24% are English Learners, 87% are socioeconomically disadvantaged, 10% are Students with Disabilities (SWD), 2.3% are Migrant students, 0.6% are Homeless youth, and 0.1% are Foster youth.

Academic Programs and Dual Enrollment

Wonderful College Prep Academy's (WCPA) cornerstone dual enrollment partnership with Bakersfield College enables high school students to pursue one of three Academic Pathways: Agricultural Business, Teaching and Learning, or Health Sciences. Through this four-year dual

enrollment program, students earn both a high school diploma and an Associate's degree upon graduation. WCPA's comprehensive course offerings also include physical education, the arts, and specialized electives such as readers theater and robotics.

WCPA has been awarded multiple grants to establish and expand its early college program, including the Strong Workforce K-12 Pathway Coordination Grant Program, the K-12 Strong Workforce Middle College and Early College Initiative, and the College and Career Access Pathways (CCAP) Partnership Grant. These funding sources have supported the development of WCPA's dual enrollment and early college infrastructure in partnership with Bakersfield College, as well as expanded partnerships with Taft College and California Polytechnic State University, San Luis Obispo (Cal Poly San Luis Obispo).

In both 2024 and 2026, WCPA was recognized by the California Department of Education as an exemplary school for its dual enrollment program in partnership with Bakersfield College, Taft College, and Cal Poly San Luis Obispo.

Academic Achievements and Recognition

Wonderful College Prep Academy (WCPA) has earned significant recognition for its academic excellence and community engagement, reflected in three distinct areas of student and school achievement.

State Seal of Civic Engagement (SSCE). WCPA offers programming that supports student attainment of the State Seal of Civic Engagement, a recognition conferred by the State Superintendent of Public Instruction for California public school students in grades eleven or twelve who demonstrate excellence in civics education and participation, as well as understanding of the United States Constitution, the California Constitution, and the democratic system of government.

The State Board of Education adopted five SSCE criteria in September 2020 that provide Local Educational Agencies with a framework for determining student qualifications based on local contexts. The criteria are designed to ensure that no student is excluded from earning the SSCE based on academic ability, alternative school setting, or unconventional expression of civic engagement. To qualify for the SSCE, students must demonstrate productive academic engagement; competent understanding of the United States and California Constitutions, the functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes; participation in one or more informed civic engagement projects that address real-world problems and that require students to identify civic needs, consider varied responses, take action, and reflect on their efforts; and demonstration of civic knowledge, skills, and dispositions through self-reflection, while exhibiting character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community, and society.

State Seal of Biliteracy (SSB). WCPA continues to graduate students with the State Seal of Biliteracy, denoted by a gold seal on the diploma or transcript. The SSB recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. This recognition acknowledges students' multilingual abilities and celebrates the linguistic diversity of the school community.

2026 Hart Vision Equity and Innovation School of the Year Award. WCPA was the recipient of the 2026 Hart Vision Equity and 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, and that close opportunity gaps through innovative strategies that serve as models for the broader education community. The award affirms WCPA's commitment to equity and inclusion, demonstrating measurable impact through schoolwide practices that uplift student voices and foster academic and social success for historically underserved populations.

Together, these recognitions have strengthened conditions for academic growth and student well-being, boosted staff morale, and instilled pride among students.

Multi-Tiered System of Supports (MTSS)

As a recipient of the SUMS MTSS Phase 3 grant, WCPA has implemented a comprehensive framework that addresses students' academic, social-emotional, behavioral, and mental health needs. This systemic approach emphasizes data-based problem solving, differentiated learning, and Universal Design for Learning (UDL) strategies. MTSS extends beyond traditional Response to Intervention by aligning entire system initiatives and supporting all students, including gifted learners, through integrated services rather than isolated interventions

Portrait of a Graduate Initiative

In response to the absence of a statewide student success definition in California, WCPA is developing a Graduate Profile in partnership with students, educational partners, and The Wonderful Company. This initiative will help students understand the competencies necessary for college and career success. Concurrently, WCPA is developing an Adult Profile using TNTP rubrics to align teacher performance domains with graduate expectations, ensuring that classroom observations and feedback support the graduate profile objectives.

Community Schools Framework

Wonderful College Prep Academy (WCPA) is a recipient of the multi-year California Community Schools Partnership Program (CCSPP) Implementation Grant and has developed an LCAP aligned with the California Community Schools Framework. WCPA's whole-child approach removes learning barriers through the four pillars of community schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities. This framework integrates with the Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), the Expanded Learning Opportunities Program (ELO-P), and Universal Transitional Kindergarten (UTK).

During the 2025-26 school year, WCPA was selected as one of only six California Community Schools Deep Dive sites in the state, designating the school as a "transformation zone" for the in-depth study of effective, scalable community schools strategies. The Deep Dive designation recognizes WCPA's leadership in advancing equity, whole-child support, integrated services, and community engagement under the CCSPP. The Deep Dive process is a comprehensive examination of community school practices from the classroom level through policy implementation, with the goal of identifying scalable solutions that can inform community schools work across California.

Through this partnership with the California Department of Education and the UCLA Center for Community Schooling, WCPA has contributed to statewide learning by sharing effective strategies for family engagement, wraparound services, and whole-child supports. Grounded in Improvement Science principles and methodology, this collaboration has strengthened WCPA's ability to reduce barriers to learning and to ensure that academic success is supported by robust social and emotional foundations.

Continuous Improvement Focus

WCPA demonstrates a commitment to systematic improvement through data-driven decision making, staff development that emphasizes internal promotion, and comprehensive family engagement strategies. WCPA is addressing identified growth areas including refinement of academic interventions, technology integration, retention improvement, and enhanced support for English Learners, while maintaining strong community partnerships and student achievement recognition, particularly through its state-qualifying robotics program.

Organizational Structure and Governance

Wonderful College Preparatory Academy (WCPA) 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 Multi-Tiered System of Supports (MTSS) Framework and the four pillars of the California Community Schools Framework.

WCPA's Local Control and Accountability Plan (LCAP) also functions as the school's 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 EC 52062(a), including consultation with the Special Education Local Plan Area (SELPA) under EC 52062(a)(5), engagement with the Parent Advisory Committee (PAC) under EC 52062(a)(1), collaboration with the English Learner Parent Advisory Committee under EC 52062(a)(2), engagement with 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 $181,013 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be 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'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	Green	Orange	Red	Blue	Orange	Orange	Yellow	Green
English Learners	Green	Yellow	Red	Blue	Yellow	Orange	Yellow	Green
Long-Term English Learners	Green	Yellow	Red	Blue	Red	Red	Orange	Green
Foster Youth	N/A	N/A	--	--	N/A	N/A	--	--
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Orange	Red	Blue	Orange	Orange	Yellow	Green
Students with Disabilities	N/A	Orange	Red	--	Orange	Red	Orange	--
Black or African American	N/A	--	--	N/A	--	--	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	--	N/A
Asian	N/A	--	--	--	--	--	--	--
Filipino	N/A	Green	Blue	--	--	--	--	--
Hispanic or Latino	N/A	Orange	Red	Blue	Orange	Orange	Yellow	Green
White	N/A	Yellow	Green	--	--	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	N/A	N/A

2025 California School Dashboard: Areas of Distinguished Performance

English Learner Progress Indicator (ELPI): Wonderful College Prep Academy (WCPA) demonstrated significant strength on the 2025 California School Dashboard English Learner Progress Indicator (ELPI), earning Green performance levels for both the English Learner (EL) student group and the Long-Term English Learner (LTEL) student group. Per the California Department of Education 2025 Dashboard Toolkit, the ELPI reports the % of English Learners making progress toward English language proficiency, calculated as the number of EL students who advanced at least one ELPI level between the prior and current year plus the number of EL students who maintained the highest level (ELPAC Level 4) from the prior year, divided by the total number of EL students with prior and current year Summative ELPAC and Summative Alternate ELPAC results. ELPI Change measures the rate at which the school is improving its ability to move EL students toward English language proficiency, calculated as the difference between current year and prior year Status.

2025 ELPI Performance Results: The 2025 Dashboard reflects an EL student group ELPI Status of 58.0% of English Learners making progress toward English language proficiency, an increase of 8.2% from the prior year. The LTEL student group, added to ELPI reporting beginning in 2024, reflected an ELPI Status of 62.4% of Long-Term English Learners making progress toward English language proficiency, an increase of 3.5% from the prior year. These results are particularly significant given that WCPA was previously identified for Differentiated Assistance for these student groups. The 2025 Dashboard ELPI performance confirms that the school's continuous improvement systems, integrated and designated English Language Development (ELD) instruction, and coordinated MTSS supports have produced sustained academic acceleration for English Learners and Long-Term English Learners, with both student groups now performing at the Green level.

Graduation Rate Indicator: WCPA continues to excel on the Graduation Rate Indicator, earning a Blue performance level for the All Students group and for the English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. Per the CDE 2025 Dashboard Toolkit, the Graduation Rate Indicator reflects a combined four- and five-year graduation rate calculated using students from the Class of 2025 who graduated within four years and students from the Class of 2024 who graduated in their fifth year of high school during 2024-25. Only students who receive a regular high school diploma or a diploma in accordance with Education Code sections 51225.31 and 51225.32 are counted as graduates; Special Education Certificates of Completion, California High School Equivalency Certificates, adult education diplomas, and California Proficiency Program completers are not counted.

2025 Graduation Rate Performance Results: WCPA graduated 100% of its students, an increase from the prior year's 98.6% graduation rate for the All Students group, resulting in a Blue performance level across the board on the 2025 California School Dashboard.

College/Career Indicator (CCI): The school further received a Green performance level on the 2025 Dashboard College/Career Indicator (CCI) for the All Students group and for the English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The CCI, per the CDE 2025 Dashboard Toolkit, reports the % of graduates who met the CCI "Prepared" criteria, with Status calculated as the number of students who graduated "Prepared" divided by the total number of students in the four-year graduation rate plus "Prepared" students in the five-year graduation rate.

Dual Enrollment as a Pathway to College and Career Readiness: WCPA has earned a stellar reputation for high graduation rates and for preparing every student for college and career success through its dual enrollment partnership with Bakersfield College. Through this dual enrollment program, students graduate with both a high school diploma and an Associate's degree, providing concrete evidence of college and career readiness at the point of graduation and supporting the strong CCI performance reflected on the 2025 Dashboard.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Wonderful College Prep Academy 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 has 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 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) 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 SWD student groups has resulted in WCPA's 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 2025 and 2024 Dashboards are used in differentiated assistance determinations for charter schools.

English Language Arts: 2025 CA School Dashboard

Dashboard Performance: The 2025 California School Dashboard reflects an English Language Arts (ELA) Academic Indicator performance level of Orange for the 'All Students' group at Wonderful College Prep Academy (WCPA), with an average Distance from Standard (DFS) of -7.3 points on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments. The ELA Academic Indicator reflects student performance in grades three through eight and grade eleven and is calculated using the average DFS from the Smarter Balanced Summative Assessments and the California Alternate Assessments, combined with the federal 95% participation rate requirement.

2023-24 ELA CAASPP	
	DFS
All Students	-9.8
EL	-41.5
LTEL	-85.4
SED	-16.3
SWD	-122.2
Hispanic	-13.2

2024-25 ELA CAASPP	
	DFS
All Students	-7.3
EL	-35.2
LTEL	-96.6
SED	-14.1
SWD	-112.4
Hispanic	-11.7

Student group performance on the 2025 Dashboard reveals significant achievement gaps that require focused intervention. The Long-term English Learner (LTEL) student group received a Red performance level with an average DFS of -96.6, representing the lowest performance level on the Dashboard and identifying LTELs as the highest-priority student group for the 2026-27 LCAP cycle. The Students with Disabilities (SWD) student group received an Orange performance level with an average DFS of -112.4, which is mathematically further from standard than the LTEL group on raw DFS but received a higher color rating because Dashboard performance levels are determined by the combination of Status and Change rather than Status alone. The Socioeconomically Disadvantaged (SED) group performed at Orange with a DFS of -14.1, the Hispanic student group performed at Orange with a DFS of -11.7, and the English Learner (EL) student group performed at Yellow with a DFS of -35.2. The Orange performance levels across All Students, SED, SWD, and Hispanic student groups, combined with the Red performance level for LTELs, indicate persistent and intersecting achievement gaps that warrant a coordinated and accelerated response across both the TK-6 elementary and 7-12 secondary divisions.

Data Analyzed: The needs assessment for the ELA Academic Indicator was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative data included 2024-25 CAASPP ELA results, 2024-25 and 2025-26 NWEA MAP Growth Reading projections, ELA Interim Assessment Block (IAB) data, Panorama intervention tracking records, LTEL identification rosters, attendance and chronic absenteeism trends, and student group performance reports. Qualitative data sources included classroom walkthroughs conducted by site and executive leadership, Professional Learning Community (PLC) reflections, teacher feedback collected through Wonder Team meetings and Guiding Coalition discussions, student work analysis, and structured Plan-Do-Study-Act (PDSA) cycle discussions.

The NWEA MAP Growth Reading data demonstrated meaningful improvement, with the % of WCPA students meeting growth projections increasing from 51% in Winter 2025 to 61.2% in Winter 2026, an increase of 10.2%. Additional internal analysis identified 108 LTEL students at the Delano campus requiring targeted academic acceleration and designated English Language Development (ELD) support. This data triangulation supports the conclusion that while WCPA's instructional systems are producing measurable growth on local assessments, the gap between local growth and statewide assessment

proficiency remains substantial for LTELs, SWDs, and other priority student groups.

Educational Partners Engaged: The needs assessment was developed with engagement from a broad cross-section of WCPA's educational partners. The Site and Executive Leadership Teams led the analytical process. Teacher engagement occurred through professional development sessions, staff meetings, Wonder Teams and PLCs, and the Guiding Coalition. Student perspectives were gathered through the Student Advisory Committee. Parent and family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Staff engagement extended to the Community Schools and Multi-Tiered System of Supports (MTSS) teams, special education staff, and English Learner coordinators and interventionists. The Board of Directors received monthly Academic Report updates throughout the development process, ensuring governance-level oversight of the data analysis and resulting plan.

Identified Strengths: WCPA's needs assessment surfaced several strengths in current ELA instructional and intervention systems. NWEA MAP Reading growth outcomes improved from 51% to 61.2% of students meeting growth projections between Winter 2025 and Winter 2026, indicating that current Tier 1 and Tier 2 systems are producing measurable acceleration. The school has completed PLC and Guiding Coalition implementation Key Performance Indicators (KPIs), reflecting a mature collaborative inquiry structure. WCPA has expanded its academic intervention systems and intervention tracking infrastructure, supported by strong implementation of PDSA cycles and High-Quality Instructional Framework (HQIF) practices. The use of Panorama and MTSS systems to coordinate student interventions has increased, and the school has maintained consistent attendance rates near or above 95% schoolwide, supporting instructional continuity.

Greatest Needs and Priority Student Groups: The greatest need identified through this needs assessment is accelerated literacy and designated ELD support for Long-term English Learners in grades 6-12, who are the only student group performing at the Red level on the 2025 Dashboard ELA Academic Indicator. The 108 identified LTELs require coordinated academic and language development support that addresses both English language proficiency and grade-level disciplinary literacy. Secondary needs include expanded ELA intervention for the SWD group, which is performing further from standard than LTELs in raw DFS terms; stronger Tier 1 instructional alignment across classrooms, particularly in academic vocabulary and disciplinary literacy; continued development of data-driven instructional practices using NWEA, IAB, and CAASPP data cycles; and increased academic vocabulary and literacy supports embedded across content areas.

Issues Identified in 2025-26 school year: Several issues were identified through the comprehensive needs assessment process:

- Student group achievement gaps remain persistent, with the most acute gap reflected in the LTEL Red performance level. A significant number of LTEL students continue to demonstrate declining DFS trends and limited reclassification movement.
- Chronic absenteeism continues to negatively impact instructional continuity for the highest-need students.
- The implementation of ELA intervention supports remains inconsistent across grade spans, particularly at the transition between the TK-6 elementary and 7-12 secondary divisions. Finally, families have indicated a need for increased understanding of student academic growth data, particularly the distinction between local growth measures such as NWEA and statewide accountability measures such as CAASPP.

Resource Inequities: WCPA 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:

- Literacy intervention staffing capacity is limited relative to identified student need, particularly for the 108 LTELs and the SWD population.

- Access to extended learning opportunities remains uneven across student groups, with LTEL and SWD students less consistently served by current after-school and summer programming.
- Access to targeted literacy supports for LTEL students is inconsistent across elementary and secondary grade spans.
- Professional development capacity for differentiation, structured literacy, and second-language acquisition pedagogy requires expansion to meet the scale of need.

Root Cause Analysis: Root cause analysis identified several underlying conditions contributing to the performance patterns reflected on the 2025 Dashboard. Gaps in foundational literacy instruction across the early grades contribute to compounding deficits that become visible on the Academic Indicator beginning in grade three. Limited early intervention for struggling readers prior to grade three reduces the school's ability to close gaps before they become entrenched. Inconsistent attendance patterns reduce instructional time for the students who need it most. The vertical articulation of ELA standards and instructional practices between the TK-6 elementary and 7-12 secondary divisions requires strengthening. Student access to academic language development opportunities, particularly for LTELs in content-area classrooms, remains limited. Finally, historical student group performance trends reflect the cumulative impact of past instructional and resource conditions and will require sustained, multi-year targeted support to reverse.

2026-27 Action Plan: WCPA 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: Sustain and Deepen Tier 1 ELA Instruction.** WCPA will continue implementation of HQIF and evidence-based Tier 1 ELA instructional practices for all students, with emphasis on academic vocabulary, disciplinary literacy, and standards-aligned core instruction.
- **Step 2: Expand Targeted Intervention Systems.** The school will expand the Reading Designated Learning Center (DLC), What I Need (WIN) interventions, and secondary intervention courses to serve SED, SWD, EL, and LTEL students with greater intensity and frequency.
- **Step 3: Implement LTEL Acceleration Plans.** WCPA will implement targeted LTEL acceleration plans and designated ELD supports for the 108 identified LTEL students in grades 6-12, addressing the Red performance level on the 2025 Dashboard.
- **Step 4: Strengthen Data-Driven PLC Cycles.** The school will increase the use of NWEA, IAB, and Panorama data within PLC inquiry cycles, ensuring that instructional decisions are grounded in current student performance data.
- **Step 5: Strengthen MTSS Intervention Tracking.** WCPA will strengthen MTSS academic intervention tracking and progress monitoring for SWD and EL student groups, ensuring that intervention dosage and effectiveness are documented and reviewed.
- **Step 6: Expand Extended Learning Opportunities.** The school will expand after-school academic intervention opportunities for identified student groups, increasing instructional time for the highest-need students.
- **Step 7: Continue Targeted Professional Development.** WCPA will continue professional development in improvement science, PLC implementation, differentiated instruction, and structured literacy.
- **Step 8: Increase Family Engagement and Data Literacy.** The school will expand family engagement and student data literacy efforts aligned to LCAP priorities, with particular attention to helping families understand the distinction between NWEA growth measures and CAASPP accountability measures.

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 ELA Distance from Standard and the resulting Dashboard performance level color. Local indicators include NWEA

MAP Reading growth trends.

Math Academic Indicator: 2025 CA School Dashboard

Dashboard Performance: The 2025 California School Dashboard reflects a Mathematics Academic Indicator performance level of Orange for the All Students group at Wonderful College Prep Academy (WCPA), with an average Distance from Standard (DFS) of -58.5 points on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments. The Mathematics Academic Indicator reflects student performance in grades three through eight and grade eleven and is calculated using the average DFS from the Smarter Balanced Summative Assessments and the California Alternate Assessments, combined with the federal 95% participation rate requirement.

2023-24 Math CAASPP	
	DFS
All Students	-60.9
EL	-81.9
LTEL	-158.4
SED	-68.1
SWD	-162.7
Hispanic	-64.9

2024-25 Math CAASPP	
	DFS
All Students	-58.5
EL	-85.4
LTEL	-169
SED	-65.7
SWD	-161.2
Hispanic	-64

Mathematics performance reflects the area of greatest academic need at WCPA, with student group results substantially further from standard than parallel ELA results. The Long-term English Learner (LTEL) student group received a Red performance level with an average DFS of -169.0, and the Students with Disabilities (SWD) student group also received a Red performance level with an average DFS of -161.2. These two student groups represent the highest-priority populations for the 2026-27 LCAP Mathematics action plan. The English Learner (EL) student group performed at Orange with a DFS of -85.4. The Socioeconomically Disadvantaged (SED) group performed at Orange with a DFS of -65.7, and the Hispanic student group performed at Orange with a DFS of -64.0. The All Students DFS of -58.5 is approximately 51.2 points further from standard than the All Students ELA DFS of -7.3, and the LTEL Mathematics DFS of -169.0 is approximately 72.4 points further from standard than the LTEL ELA DFS of -96.6. These differentials confirm that Mathematics is the area of greatest academic need across the entire student population and warrants the school's most concentrated intervention response during the 2026-27 cycle.

Data Analyzed: The needs assessment for the Mathematics Academic Indicator was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative data included 2024-25 CAASPP Mathematics results, 2024-25 and 2025-26 NWEA MAP Growth Mathematics projections, Mathematics Interim Assessment Block (IAB) data, Panorama intervention tracking records, LTEL identification rosters, attendance and chronic absenteeism trends, and student group performance reports. Qualitative data sources included classroom walkthroughs conducted by site and executive leadership, Professional Learning Community (PLC) reflections, teacher feedback collected through Wonder Team meetings and Guiding Coalition discussions, student work analysis, and structured Plan-Do-Study-Act (PDSA) cycle discussions.

The NWEA MAP Growth Mathematics data demonstrated meaningful improvement, with the % of WCPA students meeting growth projections increasing from 46.5% in Winter 2025 to 56.9% in Winter 2026, an increase of 10.4%. While this growth on a local measure is comparable in magnitude to the 10.2% NWEA Reading growth increase, the substantially larger Mathematics gaps reflected on the 2025 Dashboard indicate that the school's instructional systems are producing measurable acceleration but have not yet closed the proficiency gap on statewide accountability measures, particularly for LTELs and SWDs.

Educational Partners Engaged: The needs assessment was developed with engagement from a broad cross-section of WCPA's educational partners. The Site and Executive Leadership Teams led the analytical process. Teacher engagement occurred through professional development sessions, staff meetings, Wonder Teams and PLCs, and the Guiding Coalition. Student perspectives were gathered through the Student Advisory Committee. Parent and family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Staff engagement extended to the Community Schools and Multi-Tiered System of Supports (MTSS) teams, special education staff, and English Learner coordinators and interventionists. The Board of Directors received monthly Academic Report updates throughout the development process, ensuring governance-level

oversight of the data analysis and resulting plan.

Identified Strengths: WCPA's needs assessment surfaced several strengths in current Mathematics instructional and intervention systems. NWEA MAP Mathematics growth outcomes improved from 46.5% to 56.9% of students meeting growth projections between Winter 2025 and Winter 2026, indicating that current Tier 1 and Tier 2 systems are producing measurable acceleration in foundational numeracy. The school has completed PLC and Guiding Coalition implementation Key Performance Indicators (KPIs), reflecting a mature collaborative inquiry structure that supports Mathematics data analysis. WCPA has expanded its academic intervention systems and intervention tracking infrastructure, supported by strong implementation of PDSA cycles and High-Quality Instructional Framework (HQIF) practices. The use of Panorama and MTSS systems to coordinate student interventions has increased, and the school has maintained consistent attendance rates near or above 95% schoolwide, supporting instructional continuity in mathematics blocks.

Greatest Needs and Priority Student Groups: The greatest needs identified through this needs assessment center on two student groups performing at the Red level on the 2025 Dashboard Mathematics Academic Indicator: Long-term English Learners with a DFS of -169.0 and Students with Disabilities with a DFS of -161.2. Accelerated support for LTEL students in grades 6-12 must address both English language proficiency and grade-level mathematical discourse, including academic vocabulary in numeracy, algebraic reasoning, and quantitative problem-solving. SWD students require expanded specialized instruction in foundational numeracy and access to evidence-based mathematics interventions delivered with appropriate accommodations. Additional needs include increased Mathematics achievement and foundational skill development across all student groups, stronger Tier 1 instructional alignment across classrooms, expanded intervention support for EL students performing at -85.4 DFS, continued development of data-driven instructional practices, and increased academic vocabulary and mathematics language supports embedded across content areas.

Issues Identified in 2025-26: Several issues were identified through the 2025-26 needs assessment process. Student group achievement gaps remain persistent, with the most acute gaps reflected in the LTEL and SWD Red performance levels. A high % of LTEL students continue to demonstrate declining DFS trends in Mathematics. Chronic absenteeism negatively impacts instructional continuity for the highest-need students, with the cumulative effect of missed instruction particularly damaging in mathematics where concepts build sequentially. The implementation of intervention supports remains inconsistent across grade spans, particularly at the transition between the TK-6 elementary and 7-12 secondary divisions. Finally, families have indicated a need for increased understanding of student academic growth data and Mathematics performance reporting.

Resource Inequities: WCPA 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:

1. Intervention staffing capacity is limited relative to identified student need, particularly given the scale of the LTEL and SWD performance gaps. Expanded Mathematics intervention resources and staffing capacity are needed to address the foundational numeracy gaps reflected in the Dashboard data.
2. Access to extended learning opportunities remains uneven across student groups, with LTEL and SWD students less consistently served by current after-school and summer programming. Finally, professional development capacity for differentiation and language acquisition pedagogy in mathematics instruction requires expansion to meet the scale of need.

Root Cause Analysis: Root cause analysis identified several underlying conditions contributing to the Mathematics performance patterns reflected on the 2025 Dashboard. Gaps in foundational literacy and mathematics instruction across the early grades contribute to compounding deficits that become visible on the Mathematics Academic Indicator beginning in grade three and widen through the secondary grades. Limited early intervention for struggling students prior to grade three reduces the school's ability to close numeracy gaps before they become entrenched. Inconsistent attendance patterns reduce instructional time for the students who need it most, with particularly damaging effects in mathematics where conceptual understanding builds sequentially. The vertical

articulation of mathematics standards and instructional practices between the TK-6 elementary and 7-12 secondary divisions requires strengthening. Student access to academic language development opportunities in mathematical discourse, particularly for LTELs in content-area classrooms, remains limited. Finally, historical student group performance trends in Mathematics reflect the cumulative impact of past instructional and resource conditions and will require sustained, multi-year targeted support to reverse.

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

- **Step 1: Sustain and Deepen Tier 1 Mathematics Instruction.** WCPA will continue implementation of HQIF and evidence-based Tier 1 mathematics instructional practices for all students, with emphasis on foundational numeracy, mathematical reasoning, academic vocabulary, and standards-aligned core instruction.
- **Step 2: Expand Targeted Mathematics Intervention Systems.** The school will expand the Reading Designated Learning Center (DLC), Math DLC, What I Need (WIN) interventions, and secondary intervention courses to support Mathematics academic growth for SED, SWD, EL, and LTEL students with greater intensity and frequency.
- **Step 3: Address Red Performance Levels for LTEL and SWD Student Groups.** WCPA will implement targeted Mathematics acceleration plans for the LTEL student group (-169.0 DFS, Red) and the SWD student group (-161.2 DFS, Red), including designated ELD supports for LTELs, specialized mathematics instruction with appropriate accommodations for SWDs, and integrated language and mathematical discourse strategies.
- **Step 4: Strengthen Data-Driven PLC Cycles.** The school will increase the use of NWEA, IAB, and Panorama data within PLC inquiry cycles, ensuring that mathematics instructional decisions are grounded in current student performance data and that interim assessment results inform timely instructional adjustment.
- **Step 5: Strengthen MTSS Intervention Tracking.** WCPA will strengthen MTSS academic intervention tracking and progress monitoring for SWD and EL student groups, ensuring that mathematics intervention dosage, fidelity, and effectiveness are documented and reviewed.
- **Step 6: Expand Extended Learning Opportunities.** The school will expand after-school academic intervention opportunities for identified student groups, increasing instructional time in mathematics for the highest-need students.
- **Step 7: Continue Targeted Professional Development.** WCPA will continue professional development in improvement science, PLC implementation, differentiated instruction, and mathematics pedagogy that integrates language acquisition for English Learners.
- **Step 8: Increase Family Engagement and Mathematics Data Literacy.** The school will expand family engagement and student data literacy efforts aligned to LCAP priorities, with particular attention to helping families understand mathematics growth measures, intervention placement, and the distinction between NWEA growth and CAASPP accountability measures.

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.

Science Academic Indicator: 2025 CA School Dashboard

The 2025 California School Dashboard reports the Science Indicator on the basis of student performance on the California Science Test (CAST) which reflects student performance in grades five and eight and once in high school and is reported using Average Science Points (SPs) for Status and the difference between

current and prior year Status for Change. Although the Science Indicator is not currently used for accountability purposes on the 2025 Dashboard, it is and displayed for informational purposes only, WCPA has elected to address Science performance through the LCAP needs assessment process to ensure proactive instructional response and to align Science improvement with the school's broader academic acceleration priorities.

The 2025 Dashboard reflects an overall Science Indicator performance of 47.0 Average Science Points (Yellow) for the All Students group. Student group performance reveals two student groups performing at the Orange level: the Long-term English Learner (LTEL) student group at 32.7 SPs and the Students with Disabilities (SWD) student group at 34.2 SPs. The English Learner (EL) student group performed at Yellow with 42.7 SPs, the Socioeconomically Disadvantaged (SED) group performed at Yellow with 45.8 SPs, and the Hispanic student group performed at Yellow with 46.4 SPs. The Orange performance levels for LTEL and SWD student groups, consistent with the pattern observed in both the ELA and Mathematics Academic Indicators, identify these two populations as the highest-priority student groups for the 2026-27 Science action plan. The convergence of LTEL and SWD performance challenges across all three core academic indicators (ELA, Mathematics, and Science) confirms the need for coordinated and integrated instructional response for these student groups.

Data Analyzed: The needs assessment for the Science Indicator was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative data included 2024-25 CAASPP CAST results, NWEA growth projections and classroom assessment trends with science-aligned content, student group analysis across science performance categories, integrated literacy and science instructional review data, and intervention participation and attendance trends. Qualitative data sources included classroom walkthroughs documenting science instruction, Professional Learning Community (PLC) reflections on science assessment performance, and teacher feedback on Next Generation Science Standards (NGSS) implementation fidelity. The integration of literacy and science instructional review data reflects WCPA's recognition that science achievement is closely tied to academic vocabulary development and reading comprehension, particularly for LTEL students.

2023-24 (Science Points)	
All Students	50
EL	39.5
LTEL	30.3
SED	48.5
SWD	30.8
Hispanic	49.4

2024-25 (Science Points)	
All Students	47
EL	42.7
LTEL	32.7
SED	45.8
SWD	34.2
Hispanic	46.4

Educational Partners Engaged: The needs assessment was developed with engagement from a broad cross-section of WCPA's educational partners. The Site and Executive Leadership Teams led the analytical process. Teacher engagement occurred through professional development sessions, staff meetings, Wonder Teams and PLCs, and the Guiding Coalition. Student perspectives were gathered through the Student Advisory Committee. Parent and family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Staff engagement extended to the Community Schools and Multi-Tiered System of Supports (MTSS) teams, special education staff, and English Learner coordinators and interventionists. The Board of Directors received monthly Academic Report updates throughout the development process, ensuring governance-level oversight of the data analysis and resulting plan.

Identified Strengths: WCPA's needs assessment surfaced several strengths in current Science instructional systems. The overall Science Indicator performance of 47.0 SPs at the Yellow level represents a stronger relative position for the All Students group than parallel ELA and Mathematics performance, and the Yellow performance levels for EL, SED, and Hispanic student groups indicate that science instruction is producing measurable outcomes for the majority of WCPA's student population. The school has increased the integration of literacy strategies within science instruction, supporting both academic vocabulary development and content comprehension. Student engagement in hands-on and project-based learning opportunities remains strong, providing accessible entry points to scientific inquiry across student groups. WCPA has expanded after-school science supports and intervention access, increasing instructional time for students requiring additional support.

Greatest Needs and Priority Student Groups: The greatest needs identified through this needs assessment center on the two student groups performing at the Orange level on the 2025 Dashboard Science Indicator: Long-term English Learners at 32.7 SPs and Students with Disabilities at 34.2 SPs. Increasing science achievement for these student groups requires coordinated attention to academic vocabulary development, scientific discourse, and access to rigorous NGSS-aligned instruction. Additional needs include improving academic vocabulary and scientific discourse across the full student population, increasing access to rigorous NGSS-aligned instruction in all grade spans assessed by the CAST, and strengthening literacy integration within science classrooms to address the documented connection between reading proficiency and science assessment performance.

Issues Identified in 2025-26 school year: Several issues were identified through the 2025-26 needs assessment process. Student group achievement gaps remain persistent, with the most acute gaps reflected in the LTEL and SWD Orange performance levels. A high % of LTEL students continue to demonstrate declining DFS trends across academic content areas, with parallel patterns observed in Science Indicator performance. Chronic absenteeism negatively impacts instructional continuity for the highest-need students, with cumulative effects on science learning where laboratory experiences and hands-on instruction cannot easily be made up outside the classroom setting. The implementation of intervention supports remains inconsistent across grade spans. Finally, families have indicated a need for increased understanding of student academic growth and Science performance data.

Resource Inequities: WCPA 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:

The needs assessment identified several resource inequities affecting Science outcomes. Intervention staffing capacity is limited relative to identified student need, particularly for the LTEL and SWD student groups performing at Orange. Expanded mathematics intervention resources and staffing are also indirectly relevant to Science performance given the quantitative reasoning demands of the CAST. Access to extended learning opportunities remains uneven across student groups, with LTEL and SWD students less consistently served by current after-school science programming. Access to targeted literacy supports for LTEL students is inconsistent across elementary and secondary grade spans, affecting science content comprehension. Finally, professional development capacity for differentiation and language acquisition pedagogy in NGSS-aligned science instruction requires expansion to meet the scale of need.

Root Cause Analysis: Root cause analysis identified several underlying conditions contributing to the Science performance patterns reflected on the 2025 Dashboard. Gaps in foundational literacy and mathematics instruction across the early grades affect students' ability to engage with the language-rich and quantitatively demanding science content assessed by the CAST in grades five, eight, and once in high school. Limited early intervention for struggling students reduces the school's ability to close the academic skill gaps that underlie science performance. Inconsistent attendance patterns reduce instructional time, including time spent in laboratory and hands-on science experiences that cannot be replicated outside the classroom. The vertical articulation of standards and instructional practices, including NGSS implementation across elementary and secondary divisions, requires strengthening. Limited student access to academic language development opportunities, particularly for LTELs in science content classrooms, constrains performance on language-rich science assessments. Finally, historical student group performance trends reflect the cumulative impact of past instructional and resource conditions and will require sustained, multi-year targeted support to reverse.

2026-27 Action Plan: WCPA 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 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 LTEL and SWD Student Groups.** WCPA will increase targeted intervention support for the LTEL student group (32.7 SPs, Orange) and the SWD student group (34.2 SPs, Orange), including designated ELD supports for LTELs and specialized instruction with appropriate accommodations for SWDs.
- **Step 4: Utilize PLCs and Data Cycles for Science Analysis.** The school will utilize PLCs and 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 will expand hands-on learning opportunities within the regular school day and after-school enrichment opportunities for all students, with priority access for LTEL and SWD students.

Chronic Absenteeism Indicator: 2025 CA Schol Dashboard

The 2025 California School Dashboard reports the Chronic Absenteeism Indicator on the basis of the current year chronic absenteeism rate. The Chronic Absenteeism Indicator covers students in grades TK-8, with Status reflecting the current year chronic absenteeism rate and Change reflecting the difference between current and prior year Status. The 2025 Dashboard reflects a Chronic Absenteeism rate of 17.6% (Orange) for the All Students group (TK-8) at Wonderful College Prep Academy (WCPA), indicating that approximately one in six students was chronically absent during the reporting year.

Student group performance on the 2025 Dashboard reveals patterns that warrant focused intervention. The English Learner (EL) student group received a Yellow performance level with a chronic absenteeism rate of 18.0%, and the Long-term English Learner (LTEL) student group also received a Yellow performance level with a rate of 19.7%. The Socioeconomically Disadvantaged (SED) student group received an Orange performance level with a rate of 19.1%. The Students with Disabilities (SWD) student group received an Orange performance level with a rate of 20.4%, representing the highest chronic absenteeism rate among student groups reported and identifying SWDs as the highest-priority population for the 2026-27 Chronic Absenteeism action plan. The Hispanic student group received an Orange performance level with a rate of 18.3%. Internal WCPA dashboard trends from the 2025-26 school year demonstrate measurable improvement, with the chronic absenteeism rate declining from 16.1% in December 2025 to 13.4% in March 2026, a 2.7% reduction within the school year that reflects the impact of current attendance intervention efforts. The combination of an Orange All Students performance level on the 2025 Dashboard and improving in-year trends indicates that WCPA's current attendance systems are producing acceleration but require sustained and expanded implementation to move the school to a higher performance level.

2023-24: Chronic Absenteeism (K-8)		
	Total #	Rate
All Students	198	15.4%
EL	74	17.7%
LTEL	22	28.9%
SED	190	16.8%
SWD	25	18.7%
Filipino	0	0.0%
Hispanic	192	16.1%
White	5	15.6%

2023-24: Chronic Absenteeism (K-12)		
	Total #	Rate
All Students	278	14.7%
EL	87	16%
Migrant	4	8.5%
SED	266	16.0%
SWD	36	19.7%
Filipino	0	0.0%
Hispanic	272	15.5%
White	5	13.2%

2024-25: Chronic Absenteeism (K-8)		
	Total #	Rate
All Students	219	16.7%
EL	66	15.8%
LTEL	14	19.7%
SED	205	18.2%
SWD	30	19.4%
Filipino	1	2.3%
Hispanic	208	17.2%
White	6	15.0%

2024-25: Chronic Absenteeism (K-12)		
	Total #	Rate
All Students	333	17.6%
EL	90	18%
Migrant	7	10.1%
SED	311	19.1%
SWD	41	20.4%
Filipino	1	1.6%
Hispanic	321	18.3%
White	7	14.9%

Disaggregated Rate Detail (TK-8 and TK-12)

The needs assessment further disaggregated chronic absenteeism rates across the full school span, as evidenced in the above charts. For the TK-8 grade span aligned to the Chronic Absenteeism Indicator, 2024-25 Chronic absenteeism rate reflects rates of 16.7% for All Students, 15.8% for EL, 19.7% for LTEL, 18.2% for SED, 19.4% for SWD, 2.3% for Filipino, 17.2% for Hispanic, and 15.0% for White students. For the broader TK-12 student population, rates were 17.6% for All Students, 18.0% for EL, 10.1% for Migrant, 19.1% for SED, 20.4% for SWD, 1.6% for Filipino, 18.3% for Hispanic, and 14.9% for White students. The wide differential between Filipino students (1.6% to 2.3%) and the highest-rate student groups (SWD at 20.4%) reflects the concentrated nature of chronic absenteeism within specific student populations and supports a targeted, student-group-specific intervention strategy.

Data Analyzed: The needs assessment for the Chronic Absenteeism Indicator was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative data included the California School Dashboard Chronic Absenteeism Indicator, monthly attendance and referral dashboards, Panorama and MTSS intervention tracking records, student engagement and family outreach data, and disaggregated absenteeism trends by student group and grade span. Qualitative data sources included teacher and administrator feedback collected through Wonder Team meetings and Guiding Coalition discussions, structured Plan-Do-Study-Act (PDSA) cycle discussions, and family engagement input gathered through ELAC, PAC, and Coffee with the Principal sessions. The triangulation of these data sources supports the conclusion that WCPA's attendance intervention systems are producing measurable improvement during the 2025-26 school year, with the December-to-March reduction from 16.1% to 13.4% reflecting the impact of current outreach and intervention efforts.

Educational Partners Engaged: The needs assessment was developed with engagement from a broad cross-section of WCPA's educational partners. The Site and Executive Leadership Teams led the analytical process. Teacher engagement occurred through professional development sessions, staff meetings, Wonder Teams and PLCs, and the Guiding Coalition. Student perspectives were gathered through the Student Advisory Committee. Parent and family engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Staff engagement extended to the Community Schools and Multi-Tiered System of Supports (MTSS) teams, special education staff, and English Learner coordinators and interventionists. The Board of Directors received monthly Academic Report updates throughout the development process, ensuring governance-level oversight of the data analysis and resulting plan.

Identified Strengths: WCPA's needs assessment surfaced several strengths in current attendance and engagement systems. Chronic absenteeism trends have improved measurably throughout the 2025-26 school year, with the internal rate declining from 16.1% in December 2025 to 13.4% in March 2026, a 2.7% reduction that reflects the impact of current intervention systems. The school has implemented strong attendance intervention systems and family outreach practices, including coordinated communication between site administrators, teachers, and family liaisons. Intervention documentation and MTSS tracking have increased, supporting accurate identification of students requiring tiered support. The reduction in chronic absenteeism from winter to spring data cycles demonstrates that current intervention design and implementation are producing within-year acceleration.

Greatest Needs and Priority Student Groups: The greatest needs identified through this needs assessment center on reducing chronic absenteeism for the EL, LTEL, and SWD student groups, with particular attention to SWDs at 20.4% (Orange) and LTELs at 19.7% (Yellow). These three student groups represent the highest-priority populations for sustained and expanded intervention during the 2026-27 cycle. Additional needs include increasing family engagement and student connectedness across all student groups and increasing mental health and social-emotional supports that address underlying conditions contributing to attendance challenges. The intersection of academic achievement gaps and chronic absenteeism for the LTEL and SWD student groups, observed consistently across the ELA, Mathematics, Science, and Chronic Absenteeism indicators, confirms that an integrated approach addressing both academic and attendance dimensions is required.

Issues Identified in 2025-26 school year: Several issues were identified through the 2025-26 needs assessment process. Student group achievement gaps remain persistent and are compounded by the disproportionate chronic absenteeism rates affecting the same student groups. Chronic absenteeism continues to negatively impact instructional continuity for the highest-need students, with cumulative effects on academic performance across all content areas. The implementation of intervention supports remains inconsistent across grade spans. Finally, families have indicated a need for increased understanding of student academic growth and the connection between attendance and academic outcomes.

Resource Inequities: WCPA 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:

- Staffing capacity is limited relative to identified student need, particularly given the concentration of chronic absenteeism within the SWD, LTEL, EL, and SED student groups.
- Access to extended learning opportunities remains uneven across student groups, with the same students who are chronically absent also less consistently served by current after-school and summer programming.
- Access to targeted literacy supports for LTEL students is inconsistent across elementary and secondary grade spans, contributing to disengagement patterns that affect attendance.

Root Cause Analysis: Root cause analysis identified several underlying conditions contributing to the chronic absenteeism patterns reflected on the 2025 Dashboard. Limited early intervention for struggling students reduces the school's ability to identify and respond to attendance concerns before they escalate to chronic levels. Inconsistent attendance patterns themselves create a compounding cycle in which missed instruction reduces engagement, which in turn drives further absences. The vertical articulation of standards, instructional practices, and student support systems between the TK-6 elementary and 7-12 secondary divisions requires strengthening to ensure consistent attendance expectations and intervention response across the full student experience. Limited student access to academic language development opportunities, particularly for LTELs, contributes to engagement and connectedness challenges that affect attendance. Finally, historical student group performance trends in both attendance and academic achievement reflect the cumulative impact of past conditions and will require sustained, multi-year targeted support to reverse.

2026-27 Action Plan: WCPA 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 Check & Connect, Restorative Practices, and Attendance Intervention Systems.** WCPA will continue implementation of Check & Connect, restorative practices, and the school's coordinated attendance intervention system, which has produced the measurable December-to-March improvement in the 2025-26 school year.
- **Step 2: Expand Family Engagement and Home Visit Supports.** The school will expand family engagement, and home visit supports, increasing direct family contact for students demonstrating attendance concerns and strengthening the connection between school staff and family caregivers.
- **Step 3: Strengthen Panorama and MTSS Monitoring Systems.** WCPA will strengthen Panorama and MTSS monitoring systems to ensure accurate, timely, and actionable attendance data is available to site teams, with disaggregation by student group to support targeted intervention.
- **Step 4: Increase Targeted SEL and Behavior Intervention Supports.** The school will increase targeted social-emotional learning (SEL) and behavior intervention supports that address underlying conditions contributing to chronic absenteeism, with priority access for SWD, LTEL, EL, and SED student groups.
- **Step 5: Continue Implementation of Community Schools Strategies.** WCPA will continue implementation of the four pillars of the California Community Schools Framework, with attention to Integrated Student Supports and Family and Community Engagement as direct levers for attendance improvement.

- **Step 6: Utilize Data Cycles for Early Identification.** The school will utilize data cycles within PLC and leadership team structures to identify students earlier for attendance and behavior interventions, supporting prevention rather than reactive response.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through a combination of accountability and local indicators. Accountability indicators include the California School Dashboard Chronic Absenteeism rate and the resulting performance level color.

Suspension Rate Indicator: 2025 CA School Dashboard

The 2025 California School Dashboard reports the Suspension Rate Indicator on the basis of the current year suspension rate. Per the California Department of Education 2025 Dashboard Toolkit, the Suspension Rate Indicator covers students in transitional kindergarten through grade twelve, with Status reflecting the current year suspension rate and Change reflecting the difference between current and prior year Status. The 2025 Dashboard reflects a Suspension Rate of 6.9% (Red) for the All Students group at Wonderful College Prep Academy (WCPA), the lowest performance level on the Dashboard and identifying the Suspension Rate Indicator as the area of most urgent intervention need for the 2026-27 LCAP cycle.

2023-24: Suspension		
	Total #	Rate
All Students	91	4.8%
EL	38	7.1%
LTEL	24	13.3%
SED	89	5.3%
SWD	12	6.5%
Filipino	1	1.7%
Hispanic	86	4.8%
White	2	5.3%

2024-25: Suspension		
	Total #	Rate
All Students	132	6.9%
EL	42	8.3%
LTEL	30	21.3%
SED	121	7.4%
SWD	18	9.0%
Filipino	0	0.0%
Hispanic	129	7.3%
White	2	4.3%

Student group performance on the 2025 Dashboard reveals significant and disproportionate suspension patterns across all reported student groups. Every reported student group received a Red performance level on the 2025 Dashboard Suspension Rate Indicator. The Long-term English Learner (LTEL) student group performed at Red with a suspension rate of 21.3%, representing the highest suspension rate among student groups reported and substantially above the All Students rate. The Students with Disabilities (SWD) student group performed at Red with a rate of 9.0%, the English Learner (EL) student group performed at Red with a rate of 8.3%, the Socioeconomically Disadvantaged (SED) group performed at Red with a rate of 7.4%, and the Hispanic student group performed at Red with a rate of 7.3%. The convergence of Red performance levels across every reported student group, combined with the LTEL suspension rate of 21.3% (more than three times the All Students rate), indicates a schoolwide indicator concern compounded by acute disproportionality affecting LTELs, SWDs, and ELs. Internal behavior and referral data further indicates that Delano Secondary (grades 7-12) accounts for the majority of suspensions and referrals, identifying the secondary division as the primary site for intensified intervention.

Data Analyzed: The needs assessment for the Suspension Rate Indicator was grounded in a comprehensive review of multiple quantitative and qualitative data sources. Quantitative data included the California School Dashboard Suspension Rate Indicator, monthly attendance and referral dashboards, Panorama and MTSS intervention tracking records, behavior referral, suspension, and prereferral trends disaggregated by student group and grade span, and student engagement and family outreach data. Qualitative data sources included teacher and administrator feedback collected through Wonder Team meetings and Guiding Coalition discussions, structured Plan-Do-Study-Act (PDSA) cycle discussions, and family engagement input gathered through ELAC, PAC, and Coffee with the Principal sessions. The triangulation of these data sources supports the conclusion that suspension patterns reflect both schoolwide implementation challenges and concentrated disproportionality affecting specific student groups, with the secondary division (grades 7-12) accounting for the majority of incidents.

Educational Partners Engaged: The needs assessment was developed with engagement from a broad cross-section of WCPA's educational partners. The Site and Executive Leadership Teams led the analytical process. Teacher engagement occurred through professional development sessions, staff meetings, Wonder Teams and PLCs, and the Guiding Coalition. Student perspectives were gathered through the Student Advisory Committee. Parent and family engagement

occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and Coffee with the Principal sessions. Staff engagement extended to the Community Schools and Multi-Tiered System of Supports (MTSS) teams, special education staff, and English Learner coordinators and interventionists. The Board of Directors received monthly Academic Report updates throughout the development process, ensuring governance-level oversight of the data analysis and resulting plan.

Identified Strengths: WCPA's needs assessment surfaced several strengths in current behavior support and engagement systems despite the Red performance levels reflected on the 2025 Dashboard. The school has implemented strong attendance intervention systems and family outreach practices, providing infrastructure that can be leveraged for parallel behavior intervention work. WCPA has implemented extensive use of restorative practices and Check & Connect supports, providing a foundation of evidence-based behavior intervention strategies. Intervention documentation and MTSS tracking have increased, supporting accurate identification of students requiring tiered behavior support and enabling disaggregation of suspension and referral data by student group, grade span, and incident type.

Greatest Needs and Priority Student Groups: The greatest need identified through this needs assessment is reducing suspension disproportionality among the student groups performing at Red on the 2025 Dashboard, with particular and urgent attention to LTELs at 21.3%, SWDs at 9.0%, and ELs at 8.3%. The 21.3% LTEL suspension rate is more than three times the All Students rate and represents a critical disproportionality concern that requires immediate and sustained intervention response. Additional needs include increasing family engagement and student connectedness across all student groups, strengthening Tier 1 behavior supports and classroom management practices to reduce the volume of incidents that escalate to suspension, and increasing mental health and social-emotional supports that address underlying conditions contributing to behavior referrals and suspensions. The concentration of incidents at Delano Secondary (grades 7-12) requires focused intervention design and implementation at the secondary division.

Issues Identified in 2025-26 school year: Several issues were identified through the 2025-26 needs assessment process. Student group achievement gaps remain persistent and are compounded by parallel disproportionality in suspension patterns affecting the same student groups. A high % of LTEL students continue to demonstrate declining academic trends, with parallel concerns reflected in the 21.3% LTEL suspension rate. The implementation of intervention supports remains inconsistent across grade spans, particularly at the elementary-to-secondary transition. Finally, families have indicated a need for increased understanding of student academic growth, behavior supports, and the school's discipline framework.

Resource Inequities: WCPA 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:

1. Intervention staffing capacity is limited relative to identified student need, particularly given the concentration of suspensions within the LTEL, SWD, and EL student groups and within Delano Secondary.
2. Access to extended learning opportunities remains uneven across student groups.
3. Professional development focused on classroom management and student culture is needed, particularly for secondary teachers and staff working with LTEL and SWD student groups. The current professional development capacity is insufficient to meet the scale of need indicated by the Red All Students performance level on the 2025 Dashboard.

Root Cause Analysis: Root cause analysis identified several underlying conditions contributing to the suspension patterns reflected on the 2025 Dashboard. Limited early intervention for struggling students reduces the school's ability to identify and respond to behavior concerns before they escalate to suspension-level incidents. The vertical articulation of standards, instructional practices, and student support systems between the TK-6 elementary and 7-12 secondary divisions requires strengthening, particularly given that Delano Secondary accounts for the majority of suspensions and referrals. Historical student group

performance trends in both academic achievement and discipline reflect the cumulative impact of past conditions and will require sustained, multi-year targeted support to reverse. The convergence of academic, attendance, and behavior concerns affecting the same student groups (LTEL, SWD, EL) across multiple Dashboard indicators confirms that an integrated approach addressing the full range of student support needs is required, rather than parallel and unconnected intervention efforts.

2026-27 Action Plan: WCPA 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.

- **Step 1: Continue Check & Connect, Restorative Practices, and Attendance Intervention Systems.** WCPA will continue implementation of Check & Connect, restorative practices, and the school's coordinated intervention systems that connect attendance, behavior, and academic support.
- **Step 2: Expand Family Engagement and Home Visit Supports.** The school will expand family engagement, and home visit supports, with priority outreach for families of students at risk of suspension and for LTEL, SWD, and EL student groups.
- **Step 3: Strengthen Panorama and MTSS Monitoring Systems.** WCPA will strengthen Panorama and MTSS monitoring systems to ensure accurate, timely, and actionable behavior data is available to site teams, with disaggregation by student group, grade span, and incident type to support targeted intervention and disproportionality analysis.
- **Step 4: Increase Targeted SEL and Behavior Intervention Supports.** The school will increase targeted social-emotional learning (SEL) and behavior intervention supports, with priority access for LTEL, SWD, EL, and SED student groups and with particular focus on the secondary division where the majority of suspensions and referrals occur.
- **Step 5: Continue Implementation of Community Schools Strategies.** WCPA will continue implementation of the four pillars of the California Community Schools Framework, with attention to Integrated Student Supports and Family and Community Engagement as direct levers for behavior and engagement improvement.
- **Step 6: Utilize Data Cycles for Early Identification.** The school will utilize data cycles within PLC and leadership team structures to identify students earlier for attendance and behavior interventions, supporting prevention rather than reactive response and reducing the volume of incidents that escalate to suspension.

Metrics Used to Measure Progress: Progress toward the projected outcomes will be measured through the reporting on the California School Dashboard Suspension Rate and the resulting performance level color.

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 (WCPA) will expend its entire 2026-27 LREBG allocation of **$181,013** during the 2026-27 school year to fund additional instructional Assistants under Goal 2, Action 2 (Addressing Academic Needs Through Tiered Targeted Interventions).

Needs Assessment

WCPA's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified persistent academic achievement gaps as the school's most significant learning recovery priority for the 2026-27 school year. WCPA 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) student group received a Red performance level on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator.

The 2025 Dashboard ELA Academic Indicator reflects a Red performance level for the LTEL student group at -96.6 Distance from Standard (DFS) and an Orange performance level for the SWD student group at -112.4 DFS, with the All Students group performing at Orange at -7.3 DFS. The 2025 Dashboard Mathematics Academic Indicator reflects Red performance levels for both the LTEL student group at -169.0 DFS and the SWD student group at -161.2 DFS, with the All Students group performing at Orange at -58.5 DFS. The 2025 Dashboard Science Indicator reflects Orange performance levels for the LTEL and SWD student groups at 32.7 and 34.2 Science Points respectively. Local NWEA MAP Growth data demonstrate measurable acceleration on local measures, with the percentage of students meeting Reading growth projections increasing from 51% in Winter 2025 to 61.2% in Winter 2026 and the percentage meeting Mathematics growth projections increasing from 46.5% to 56.9% over the same period; however, the substantial gaps reflected on the 2025 Dashboard indicate that local growth has not yet translated into statewide assessment proficiency for the LTEL and SWD student groups. The needs assessment identified intervention staffing capacity as a critical resource inequity, with literacy and mathematics intervention staffing limited relative to the scale of need across the 108 identified LTEL students and the Students with Disabilities population. Strengthening Tier 1 instructional support through additional adult capacity to deliver small-group instruction, push-in support, and targeted academic assistance was identified as a primary lever for accelerating learning recovery for these priority student groups.

Expenditure 1: Instructional Assistants

Position (LCAP Goal and Action): Instructional Assistants (Goal 2, Action 2: Addressing Academic Needs Through Tiered Targeted Interventions)

Amount of LREBG Funds: $181,013

Rationale: Instructional Assistants provide push-in support, small-group instruction, and targeted academic assistance across all grade levels at WCPA, with emphasis on English Learners, Long-Term English Learners, and Students with Disabilities. Instructional Assistants deliver real-time academic support within the general education classroom, enabling students who experienced pandemic-related learning disruption to receive additional adult-guided instruction during core ELA and Mathematics blocks without being removed from grade-level content. Instructional Assistants reinforce language scaffolds for English Learners and LTELs during both designated and integrated English Language Development (ELD), support Specialized Academic Instruction (SAI) minutes for Students with Disabilities under the supervision of credentialed Special Education teachers, and provide targeted small-group instruction aligned to identified intervention needs documented in WCPA's Multi-Tiered System of Supports (MTSS) framework. Instructional Assistants receive professional development in regulation strategies, prompt reduction, accommodations, behavior management, ABC analysis, and structured literacy intervention practices to ensure that adult-guided support is consistently delivered using evidence-based strategies. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for providing additional adult capacity to support pupils experiencing learning disruption.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics.

Push-in models that maintain student access to grade-level content while providing additional adult support are supported by studies meeting the criteria for moderate evidence under the Every Student Succeeds Act (ESSA). Research on paraprofessional-delivered intervention further demonstrates that consistent training, structured intervention protocols, and credentialed-teacher supervision are essential conditions for the effectiveness of this model.

Metric(s): CAASPP ELA and Mathematics Distance from Standard for the All Students group and disaggregated by English Learner, Long-Term English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic student groups; California School Dashboard performance levels for the ELA Academic Indicator and the Mathematics Academic Indicator for the All Students group and priority student groups; NWEA MAP Growth Reading and Mathematics universal screening data administered Fall, Winter, and Spring, disaggregated by student group; Panorama intervention tracking data documenting Instructional Assistant push-in support, small-group instruction, and intervention participation; LTEL reclassification rates and academic progress; and PLC implementation fidelity measured through walkthrough data.

LCAP Alignment: This expenditure is included in WCPA's 2026-27 LCAP in compliance with EC Section 52064.4. The Instructional Assistants funded through LREBG are included under Goal 2, Action 2 (Addressing Academic Needs Through Tiered Targeted Interventions). The LREBG-funded portion of $181,013 represents a component of the total Goal 2, Action 2 investment in tiered targeted interventions, which also includes Small Group Instructors, additional Instructional Assistants, Guidance Counselors, Special Education Instructional Assistants, learning software, and after-school programming. Remaining costs for the broader Goal 2, Action 2 investment are funded through LCFF base, Local Control Funding Formula Supplemental and Concentration (LCFF S&C) Grants, Title I, Title III, IDEA, the Expanded Learning Opportunities Program (ELO-P), and other applicable funding sources.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the 2026-27 LCAP engagement process. Educational partner consultation included administrators and the School-Based Leadership Team (weekly January through April 2026, with a formal SBLT meeting focused on LCAP and Budget Development held on April 14, 2026), teachers (staffwide meeting on January 8, 2026 and quarterly meetings throughout 2025-26), classified staff and other personnel (LCAP Feedback Sessions on May 15, 2026 and May 19, 2026), students (Advisory class consultation in February 2026 and the LCAP Feedback Session on May 22, 2026), the Student Advisory Committee (May 22, 2026 LCAP Feedback Session and June 3, 2026 review and approval meeting), parents (February 17, 2026 and May 19, 2026 sessions), the Parent Advisory Committee (PAC) (February 17, 2026, May 19, 2026, and June 9, 2026 review and approval meeting), the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (February 17, 2026 and May 19, 2026), and the Special Education Local Plan Area (SELPA) (formal consultation with Kern County SELPA representative Dahlia Habashy on May 28, 2026).

Across all educational partner consultation groups, the use of LREBG funds was discussed alongside the use of federal Title funding and WCPA's eligibility for Differentiated Assistance. Educational partners consistently identified expanded academic interventions, tutoring supports, and additional adult capacity within the classroom as priorities for accelerating learning recovery. Administrators and the School-Based Leadership Team emphasized continued investment in targeted academic intervention and Tier 1 instructional support. Teachers emphasized the need for additional support staff capacity to provide integrated and coordinated interventions for English Learners, Long-Term English Learners, and Students with Disabilities. Classified staff and other personnel identified expanded academic interventions and tutoring supports across grade levels and increased Special Education supports as priority needs. Parents identified increased academic interventions, tutoring, and personalized student supports, along with increased in-person speech and specialized services for Students with Disabilities, as priority needs. Students identified increased tutoring and targeted supports, particularly for English Learners, as a priority need. The SELPA consultation focused on the need for additional adult capacity to support Students with Disabilities, including the disproportionate suspension rates and Mathematics achievement gaps reflected on the 2025 Dashboard. The needs assessment and expenditure plan were reviewed and approved through the SAC and PAC advisory processes on June 3, 2026, and June 9, 2026, respectively.

2024 CA SCHOOL DASHBOARD

The following table reflects WCPA's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

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

NOTE: WCPA has expended its Learning Recovery Emergency Block Grant (LREBG) Funds for the 2025-26 school year.

English Language Arts (ELA) – Needs Assessment (2024 Dashboard)

Identified Performance Gaps

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

Data Analyzed (Quantitative & Qualitative)

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

Educational Partners Engaged in Analysis

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

Identified Strengths and Demonstrated Growth

- **Academic Performance Gains:** WCPA has demonstrated notable progress in ELA instruction, particularly through implementation of Science of Reading training. Younger elementary grades show significant improvement as teachers have received comprehensive training on evidence-based literacy instruction. Students placed in reading intervention programs are successfully closing reading gaps as measured by DIBELS assessments, indicating that targeted support strategies are producing measurable results.
- **Secondary-Level Success:** At the secondary level, students in 11th grade demonstrate proficiency at high rates as measured by SBAC, indicating that WCPA's instructional model shows effectiveness when students reach upper grade levels. This success suggests that WCPA's approach builds cumulative literacy skills that result in strong performance by the time students approach graduation.
- **Instructional Framework Improvements:** WCPA demonstrates strong implementation of state academic content standards with ELA rated at level 4 (Full Implementation) on the 5-point implementation scale. The restructured two-tier system moving from Elementary (TK-6) to Secondary (7-12) has been designed to reduce school transitions and provide more consistent educational experiences. The comprehensive professional development framework includes 6 summer training days, 10 non-instructional training days, and weekly professional development sessions that support continuous teacher growth.
- **Assessment and Data Systems:** The implementation of Professional Learning Communities has strengthened teacher collaboration and data-driven decision-making processes. WCPA maintains a comprehensive monitoring system using NWEA MAP Reading assessments three times annually, DIBELS assessments for TK-6, and Common Formative Assessments for ongoing progress tracking. WCPA has achieved improved English Learner Progress Indicator results with 49.8% of ELs making progress, exceeding the 44% target, and 58.9% of LTELs showing progress.
- **Leadership and Support Structure:** The strong leadership structure provides instructional coaching through the Chief Academic Officer, Assistant Principals, EL Coordinator, and Instructional Coaches, ensuring consistent support for ELA instruction across all grade levels. This distributed leadership model creates multiple touchpoints for teacher support and professional growth.

Greatest Needs and Specific Student Groups

- **Persistent Achievement Gaps:** The most critical need centers on closing persistent achievement gaps for English Learners, Students with Disabilities, and Long-Term English Learners. Only 44% of students are meeting ELA standards in Delano, with significantly lower performance among Students with Disabilities and English Learners. These gaps have persisted despite various intervention efforts, indicating the need for more systematic and intensive approaches.
- **Enhanced Teacher Development:** Teachers require additional training and support to effectively implement differentiated ELA instruction for diverse learners. WCPA plans to increase the number of teachers receiving IMSE (Institute for Multi-Sensory Education) training for systematic literacy instruction. This enhanced professional development is essential for building teacher capacity to serve students with varying instructional needs.

- **Curriculum Alignment Improvements:** WCPA has adjusted curriculum for better vertical alignment of the ELA department K-8, transitioning from Wit & Wisdom to Wonders curriculum to better support Study Sync at secondary levels. This change addresses the need for embedded writing, phonics, and comprehensive literacy instruction that was lacking in the previous curriculum adoption.
- **Performance Decline Areas:** Students with Disabilities show RED performance level on the Dashboard for ELA, representing the most significant area of concern. There has been a decline in college readiness as measured by ELA EAP, with Level 4 performance dropping from 50.67% to 42.14%. Additionally, ELPAC proficiency rates remain low at 12.99% overall, indicating ongoing challenges in English language development.

Issues Identified This Year

- **Achievement Gap Persistence:** Achievement gaps remain significant for English Learners and Students with Disabilities, particularly in reading comprehension and writing skills. These gaps persist despite ongoing intervention efforts, suggesting the need for more intensive and targeted approaches to literacy instruction.
- **ELD Implementation Inconsistencies:** Inconsistent use of designated and integrated ELD strategies results in missed opportunities to build academic language across content areas. This impacts both English Learners and Long-Term English Learners who need comprehensive language development support integrated throughout their school day.
- **Special Education Integration Challenges:** Insufficient alignment between IEP goals and core ELA instruction leads to fragmented support for Students with Disabilities. Better coordination between general education and special education teachers is needed for effective co-teaching models that provide seamless support.

Identified Resource Inequities

- **Staffing and Professional Development Gaps:** WCPA faces limited specialized staffing for targeted ELA intervention, particularly for Students with Disabilities and Long-Term English Learners. There is a need for additional EL-specific ELA curriculum resources and materials to support language acquisition and literacy development. Inconsistent access to professional development opportunities specifically focused on ELA instruction for diverse learners creates gaps in teacher preparation.
- **Instructional Resource Allocation:** Potential inequities exist in the allocation of instructional time for targeted ELA interventions versus core instruction. Limited coordination between EL and Special Education departments in planning and delivering integrated language and literacy supports reduces the effectiveness of services. WCPA needs enhanced diagnostic tools and progress monitoring systems specific to literacy development for SWD and LTELs.

Root Cause Analysis: Identified Root Causes

- **Instructional Framework Gaps:** WCPA has not yet fully defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students. This fundamental gap affects the consistency and quality of literacy instruction across classrooms.
- **Implementation Challenges:** Inconsistent application of evidence-based ELA instructional practices across classrooms limits student access to high-quality literacy instruction. There are gaps in how assessment data informs instructional adjustments and intervention design, reducing the effectiveness of data-driven decision making.

- **Professional Development Needs:** Insufficient targeted training on literacy instruction for diverse learners exists, particularly regarding how to support Students with Disabilities and Long-Term English Learners within general education settings. Teachers need more comprehensive preparation to address the complex needs of these student populations.
- **Systems Alignment Issues:** A disconnect between assessment data and intervention design prevents effective targeting of student needs. Limited integration of MTSS framework with daily ELA instruction reduces effectiveness of tiered support systems. WCPA needs clearer processes for identifying and supporting struggling readers across all grade levels.
- **Leadership and Monitoring Gaps:** There is a need for stronger instructional leadership specifically focused on literacy development. Inconsistent monitoring of intervention effectiveness limits the school's ability to rapidly improve outcomes for struggling readers and make necessary adjustments to programming.

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

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

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

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

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

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

Mathematics – Needs Assessment (2024 Dashboard)

Identified Performance Gaps: All students demonstrate Orange performance level on the Dashboard for Mathematics, indicating declining performance from previous years. English Learners, Socioeconomically Disadvantaged students, and Hispanic students also show Orange performance levels. Most critically,

Long-Term English Learners and Students with Disabilities both show RED performance levels on the Mathematics Academic Indicator, representing the most significant areas requiring immediate intervention and systemic change.

Data Analyzed (Quantitative & Qualitative)

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

Educational Partners Engaged in Analysis

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

Identified Strengths and Demonstrated Growth

- **Intervention Program Expansion:** WCPA has significantly increased mathematics interventions provided across campus through dedicated staff and structured programming. The implementation of Differentiated Learning Centers provides targeted Tier 2 mathematics instruction for students requiring additional support beyond core classroom instruction. WCPA has adopted a new mathematics curriculum specifically designed for interventions, allowing for more systematic and research-based approaches to addressing learning gaps.
- **Instructional Framework Development:** WCPA demonstrates strong implementation of state academic content standards with Mathematics rated at level 4 (Full Implementation) on the five-point implementation scale. The restructured two-tier system moving from Elementary (TK-6) to Secondary (7-12) has been designed to reduce school transitions and provide more consistent mathematical experiences as students progress through their education. WCPA maintains full implementation of Common Core State Standards for Mathematics across all grade levels.
- **Assessment and Monitoring Systems:** WCPA has established comprehensive assessment protocols using NWEA MAP Mathematics assessments three times annually to establish baseline performance data and identify students needing intervention support. Common Formative Assessments using Edulastic are administered four times annually across all disciplines, providing regular opportunities for teachers to monitor student progress and adjust instruction accordingly. These assessment systems create multiple data points for informed decision-making about student placement and intervention needs.
- **Professional Learning Infrastructure:** WCPA has established Professional Learning Communities to strengthen teacher collaboration and instructional practices around mathematics education. The comprehensive professional development structure includes six summer training days, ten non-instructional training days, and weekly professional development sessions focused on improving mathematical instruction. Strong leadership support comes through instructional coaching provided by the Chief Academic Officer, Assistant Principals, and specialized Instructional Coaches.
- **Language Support Integration:** Spanish Eureka Mathematics resources are available to support English Learners with mathematics content, recognizing the importance of native language support in developing mathematical concepts. WCPA offers three dual-enrollment pathways (Agriculture

Prep/Business/Economics, Teach and Lead, and Health Sciences) that include mathematics components, offering students advanced mathematical applications in career-focused contexts.

Greatest Needs and Specific Student Groups

- **Persistent Achievement Gaps:** The most critical need centers on closing persistent achievement gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Only 32% of students are meeting Mathematics standards in Delano, which is significantly lower than ELA performance at 44%. This indicates that mathematical instruction requires more intensive systemic improvements than other content areas.
- **Enhanced Professional Learning:** Teachers need enhanced professional learning focused on inclusive, rigorous mathematics instruction that meets the needs of diverse learners. There is a particular need for developing teacher capacity in mathematical pedagogical content knowledge and understanding of how to support students with varying mathematical readiness levels within the same classroom environment.
- **Intervention System Development:** WCPA needs to develop a more coherent intervention system within the MTSS framework that provides clear pathways for students requiring additional mathematical support. The current intervention approaches need greater coordination and systematic implementation to ensure all students receive appropriate levels of support based on their demonstrated needs.
- **Performance Decline Areas:** Students with Disabilities show RED performance level on the Dashboard for Mathematics, representing the most significant area of concern requiring immediate attention. There has been a significant decline in college readiness as measured by Mathematics EAP, with Level 4 performance dropping dramatically from 16.78% to 9.29% and Level 3 performance declining from 19.46% to 16.43%. These declines indicate serious gaps in preparing students for post-secondary mathematical requirements.

Issues Identified This Year

- **Achievement Gap Magnitude:** Achievement gaps remain significant across multiple student groups, with particularly concerning performance among Students with Disabilities and Long-Term English Learners. The persistent nature of these gaps suggests that current instructional approaches are not adequately addressing the diverse learning needs within mathematics classrooms.
- **Instructional Strategy Implementation:** Inconsistent implementation of research-based instructional strategies across classrooms limits student access to high-quality mathematics instruction. Teachers need more support in understanding and applying evidence-based practices that have been proven effective for diverse learners, particularly those requiring additional scaffolding and support.

Identified Resource Inequities

- **Staffing and Expertise Gaps:** WCPA faces limited specialized staffing specifically for targeted Mathematics intervention, particularly for Students with Disabilities and Long-Term English Learners who require intensive, individualized support. Mathematics-specific professional development opportunities that address the needs of diverse learners are insufficient, creating gaps in teacher preparation for serving all students effectively.
- **Instructional Resource Allocation:** Potential inequities exist in instructional time allocation for mathematics interventions versus core instruction, with some students potentially missing core instructional time to receive intervention support. Limited collaboration structures exist between mathematics, special education, and EL departments, reducing the effectiveness of coordinated support services.

- **Assessment and Diagnostic Tools:** WCPA needs enhanced diagnostic tools specific to mathematics learning progressions that can more precisely identify where students are struggling and what specific interventions would be most beneficial. Current assessment tools may not provide sufficient detail about mathematical thinking processes and misconceptions.
- **Curriculum and Materials:** There is insufficient mathematics curriculum resources adapted for SWD and ELs that maintain rigorous content while providing appropriate supports and scaffolding. Technology resources to support personalized mathematics learning and practice may be inadequate for meeting diverse student needs.

Root Cause Analysis: Identified Root Causes

- **Instructional Framework Evolution:** Current instructional practices are still evolving and have not yet reached the level of consistency and effectiveness needed to serve all students well. WCPA has not fully defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one mathematics instruction within a multi-tiered system of supports.
- **Intervention System Inconsistencies:** Existing intervention structures lack consistency and systematic implementation across the school. Students requiring additional mathematics support may not receive appropriately intensive or targeted interventions, and there is insufficient coordination between intervention services and core mathematics instruction.
- **Historical Instructional Approaches:** Past emphasis on procedural fluency over conceptual understanding has created gaps in students' mathematical reasoning and problem-solving abilities. Students may have learned to follow algorithms without developing deep understanding of mathematical concepts, creating challenges when they encounter more complex mathematical thinking requirements.
- **Professional Development Gaps:** Teachers need additional support in developing mathematical content knowledge and pedagogical content knowledge specific to diverse learners. Limited focus on mathematical discourse and academic language development in mathematics classes particularly impacts English Learners who need explicit support in developing mathematical vocabulary and communication skills.
- **Systems Integration Challenges:** There is limited integration between assessment data and instructional modifications, creating missed opportunities to adjust teaching based on student learning evidence. The Multi-Tiered System of Supports framework needs stronger integration with daily mathematics instruction to ensure that interventions are seamlessly connected to core learning objectives.

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

1: Strengthen Tier 1 Mathematics Instruction for All Students: WCPA will continue developing and implementing a comprehensive, evidence-based mathematics instructional framework that emphasizes both conceptual understanding and procedural fluency. Intensive professional development will focus on high-leverage mathematics teaching practices with specific attention to supporting SWD and LTELs within general education settings. WCPA will implement consistent mathematics routines that include number talks, mathematical discourse, and multiple representations to deepen student understanding. Mathematics-specific observation tools will be created for administrators and coaches to provide targeted feedback on mathematics instruction quality. Mathematical language routines will be developed to support academic language development for all students, particularly ELs and LTELs. WCPA will expand implementation of identified intervention curricula (TransMath for high school and Number Worlds K-8) through the MTSS framework.

2: Enhance Data-Driven Decision Making for Mathematics Interventions: The Early Warning System will be refined to identify specific mathematics skill gaps and conceptual misunderstandings through more detailed diagnostic assessment. Clear criteria will be developed for entry into and exit from tiered mathematics interventions based on specific learning progressions and demonstrated mastery. Structured mathematics data analysis protocols will be

implemented for PLCs to ensure systematic examination of student mathematical thinking and learning. A comprehensive progress monitoring system specific to mathematics learning trajectories will track individual student growth and intervention effectiveness. Regular data review cycles will focus specifically on mathematics performance of SWD and LTELs to ensure these populations receive appropriate and timely support.

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

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

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

Suspension Rate – Needs Assessment (2024 Dashboard)

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

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

Educational Partners Engaged in Analysis: The needs assessment involved extensive collaboration across the school community. The Executive Team and School-Based Leadership Team provided strategic oversight and policy analysis. Student Support Services staff, including Social Workers, School Psychologists, and Student Incident Response Coordinators, contributed specialized expertise on behavioral interventions and trauma-informed practices. Teachers and classified staff provided classroom and campus-level perspectives through surveys and focus groups. Assistant Principals leading school culture and climate initiatives shared implementation data and challenges. Parents engaged through ELAC, PAC, and Coffee with the Principal sessions to provide family perspectives on school discipline and climate. Students participated through advisory classes and student leadership opportunities to share their experiences and suggestions for improvement.

Identified Strengths and Current Positive Practices

- Comprehensive Support Infrastructure: WCPA has established a robust Student Support Services team led by a Director of Student Support Services who coordinates comprehensive wraparound services for students and families. The team includes Social Workers and Student Affairs Specialists who conduct targeted home visits for disengaged students, providing personalized outreach and support. Student Incident Response Coordinators work directly with students experiencing behavioral challenges to identify root causes and develop intervention plans.
- Positive Behavioral Interventions and Supports Framework: WCPA has implemented Positive Behavioral Interventions and Supports (PBIS) with dedicated celebrations and incentives recognizing students who demonstrate positive behavior attributes. Morning announcements begin each day with welcoming messages, celebration of academic goals, and culture-building activities designed to motivate students and create a positive school environment. PBIS Leadership Forums and specialized training for principals through LACOE provide ongoing professional development support.
- Wellness Center and Mental Health Services: Students have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services critical to the community served. The center is staffed with bilingual healthcare professionals and specialists who provide social-emotional, behavioral, and mental health services including counseling and therapeutic support. In 2025-26, WCPA will provide its own Educationally Related Mental Health Services (ERMHS) to better target student behavior and mental health needs through School Psychologists and School Social Workers.
- Data Monitoring and Early Intervention Systems: WCPA leverages a Power BI dashboard that allows leaders to gather and analyze information including student attendance patterns, disciplinary referrals, and academic performance indicators. Student Support Services, school site leaders, and specialized administrators work collaboratively to implement strategies for students experiencing academic, attendance, or behavioral challenges. An Early Warning System is being developed to identify at-risk students and deploy appropriate interventions.
- Alternative Approaches and Restorative Practices**:** WCPA leadership has received training in restorative practices through IIRP Restorative Practices Graduate School, including programs on putting theory into action for school leaders. WCPA emphasizes addressing exclusionary practices of suspension in favor of alternative consequences and interventions that keep students engaged in learning while addressing behavioral concerns.

Greatest Needs and Specific Student Groups

- Systemic Behavior Intervention Framework: The most critical need involves developing a more systematic and consistent approach to behavior intervention that reduces reliance on exclusionary discipline practices. The worsening suspension rates across multiple student groups indicate that current approaches are not effectively addressing the root causes of behavioral challenges or providing adequate support for students struggling with social-emotional or behavioral needs.
- Disproportionate Impact on Vulnerable Populations: Students with Disabilities continue to experience disproportionately high suspension rates, suggesting inadequate understanding and implementation of appropriate behavioral supports for students with varying disability-related needs. Foster youth, English

Learners, and socioeconomically disadvantaged students may also be experiencing disproportionate disciplinary consequences that compound existing educational inequities.

- Trauma-Informed and Culturally Responsive Practices: There is a significant need for enhanced trauma-informed practices that recognize the impact of adverse childhood experiences and community stressors on student behavior WCPA serves a vulnerable population facing significant barriers, and disciplinary approaches must account for the complex social and emotional needs that may underlie behavioral challenges.
- Teacher and Staff Capacity Building**:** Professional development is needed to build staff capacity in classroom management, de-escalation strategies, cultural responsiveness, and understanding of student behavior as communication of unmet needs. Staff require additional skills in implementing proactive behavior supports and alternatives to traditional disciplinary referrals.

Issues Identified This Year

- Increasing Suspension Trends: The Orange performance level across multiple student groups represents a concerning trend toward increased use of exclusionary discipline practices. This suggests that existing behavior support systems are not adequately preventing escalation of behavioral incidents or that staff are not consistently implementing alternative interventions.
- Inconsistent Implementation of Behavior Supports: While PBIS and other positive behavior support systems are in place, implementation may be inconsistent across classrooms, grade levels, or staff members. Some teachers and staff may be more likely to refer students for disciplinary action rather than implementing classroom-level interventions or seeking support from behavioral specialists.
- Limited Alternative Consequence Options: WCPA may have limited alternatives to suspension that address behavioral concerns while keeping students engaged in learning. More creative and effective consequence systems are needed that repair harm, teach appropriate behavior, and maintain educational engagement.

Identified Resource Inequities

- Staff Training and Professional Development Gaps: Inconsistent access to professional development focused on trauma-informed practices, cultural responsiveness, and positive behavior interventions creates gaps in staff preparation for serving all students effectively. Some staff may lack the skills and knowledge needed to implement alternatives to traditional disciplinary referrals.
- Behavioral Support Staffing: Limited specialized staffing for intensive behavioral support may result in over-reliance on disciplinary referrals rather than intervention and support. The ratio of behavioral support specialists to students may be insufficient for providing timely and effective interventions for all students who need support.
- Classroom Management Resources: Teachers may lack adequate resources, training, and support for implementing effective classroom management strategies that prevent behavioral escalation. Some classrooms may not have access to the tools and techniques needed to create positive learning environments for all students.
- Family Engagement and Communication: Limited resources for engaging families in understanding school disciplinary policies, behavioral expectations, and available support services may contribute to misunderstandings and missed opportunities for collaborative problem-solving when behavioral concerns arise.

Root Cause Analysis: Identified Root Causes

- Systemic Approach to Behavior Support: WCPA has not yet fully implemented a comprehensive, systematic approach to behavior support that integrates positive behavior interventions, trauma-informed practices, and restorative approaches into a cohesive framework. While individual components exist, they may not be sufficiently coordinated to provide consistent, effective support for all students.
- Staff Mindset and Capacity Challenges: Some staff may continue to rely on traditional disciplinary approaches rather than viewing student behavior as communication of unmet needs requiring support and intervention. Limited professional development in understanding trauma, cultural responsiveness, and positive behavior support may contribute to over-reliance on exclusionary practices.
- Inadequate Prevention and Early Intervention: Current systems may be more reactive than proactive, responding to behavioral incidents after they occur rather than implementing comprehensive prevention strategies that address underlying causes of behavioral challenges. Early intervention systems may not be sufficiently robust to identify and support students before behavioral problems escalate.
- Limited Understanding of Root Causes: Staff may not have adequate training in recognizing and addressing the underlying factors that contribute to student behavioral challenges, including trauma, academic frustration, social-emotional needs, disability-related factors, cultural disconnection, or family stressors.
- Inconsistent Implementation of Alternatives**:** While alternative approaches to discipline exist, implementation may be inconsistent across staff, classrooms, and situations. Some staff may not be confident in their ability to implement alternatives effectively, leading to default reliance on traditional disciplinary referrals.

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

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

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

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

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

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

6: Implement Comprehensive Data Monitoring and Continuous Improvement: Robust data collection and analysis systems will be implemented to monitor suspension rates, disciplinary referral patterns, implementation fidelity of behavior support practices, and student climate indicators. Regular data review cycles will examine disparities in disciplinary consequences across student groups and identify areas needing targeted intervention. Staff will receive ongoing feedback about behavioral data trends and effectiveness of interventions. Continuous improvement processes will ensure that behavior support practices are regularly evaluated and refined based on evidence of effectiveness.

Chronic Absenteeism Indicator – Needs Assessment (2024 Dashboard)

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

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

Educational Partners Engaged in Analysis: The needs assessment involved targeted collaboration with stakeholders most connected to LTEL student success. The Director of Student Support Services and Student Attendance Team provided expertise on attendance intervention strategies and family engagement approaches. The EL Coordinator and specialized ELD teachers contributed insights about the unique academic and social-emotional needs of LTEL students. Social Workers and Student Affairs Specialists shared findings from home visits and family engagement efforts specifically focused on LTEL families. General education teachers provided classroom-level observations about LTEL student engagement, participation, and academic confidence. Assistant Principals and school site leadership contributed data on attendance patterns and intervention effectiveness. LTEL families engaged through specialized outreach efforts,

ELAC meetings, and individualized conferences to share their perspectives on attendance barriers and needed supports. LTEL students participated through focus groups and individual conversations to provide direct insight into their school experiences and attendance challenges.

Identified Strengths and Current Attendance Support Systems

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

Greatest Needs and Specific Challenges for LTEL Students

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

- Limited LTEL-Specific Intervention Programming**:** Current attendance interventions may not adequately address the unique social-emotional and academic needs of LTEL students, who require specialized approaches that acknowledge their specific circumstances and provide targeted support for both attendance and academic engagement.

Issues Identified This Year

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

Identified Resource Inequities

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

Root Cause Analysis: Identified Root Causes

- Academic Disengagement and Learned Helplessness: Long-term struggles with English language acquisition may have created patterns of academic disengagement and learned helplessness among LTEL students. Students who have not achieved reclassification despite years of effort may develop negative beliefs about their academic ability and the value of school attendance, leading to avoidance behaviors and chronic absenteeism.
- Social and Cultural Disconnection: LTEL students may experience cultural and linguistic disconnection from school community and peers, contributing to reduced sense of belonging and motivation to attend regularly. Students who feel marginalized or misunderstood may avoid school settings where they feel unsuccessful or unwelcome.
- Family Understanding and Prioritization: LTEL families may have limited understanding of the critical importance of daily school attendance for their student's academic and linguistic development. Cultural differences in perspectives on education, competing family responsibilities, or previous negative school experiences may influence family prioritization of consistent school attendance.

- Inadequate LTEL-Specific Programming: WCPA may lack sufficient programming specifically designed to address the unique needs of LTEL students, resulting in generic interventions that do not address the root causes of disengagement and attendance avoidance for this population. LTEL students require specialized approaches that acknowledge their specific circumstances and provide targeted support.
- Limited Integration of Academic and Attendance Support**:** Insufficient coordination between academic interventions for LTEL students and attendance support services may result in fragmented approaches that fail to address the interconnected nature of academic struggle and attendance challenges for this population.

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

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

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

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

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

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

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

2023 CA School Dashboard

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

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

Excerpt from 2024-25 LCAP: 2023 CA School Dashboard

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

WCPA conducted a needs assessment and root causes analysis which was incorporated in the CDE's Compliance and Improvement Monitoring Process (CIM).

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

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

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

Reflections: Technical Assistance

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

Reasons for Differentiated Assistance Eligibility

Wonderful College Prep Academy (WCPA) Delano is eligible for Differentiated Assistance consistent with California Education Code Section 52071.5 based on two consecutive years of California School Dashboard performance data for the Long-Term English Learner (LTEL) and Students with Disabilities (SWD) student groups. On the 2024 California School Dashboard, the LTEL student group received Red performance levels on Priority 4 (Pupil Achievement) for the ELA and Mathematics Academic Indicators and on Priority 5 (Pupil Engagement) for the Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the SWD student group received a Red performance level on Priority 4 (Pupil Achievement) for the Mathematics Academic Indicator and a Red performance level on Priority 6 (School Climate) for the Suspension Rate Indicator. The combination of these two consecutive years of Red performance levels across multiple state priorities for the LTEL and SWD student groups has resulted in WCPA Delano's continued eligibility for Differentiated Assistance under EC Section 52071.5.

Two-Year Differentiated Assistance Technical Assistance History

WCPA Delano has received Differentiated Assistance technical assistance across two consecutive years from coordinated partners structured to provide both county-level and content-specific instructional support. During the 2024-25 school year, WCPA's first year of Differentiated Assistance eligibility, the Fresno County Superintendent of Schools (FCSS) served as the technical assistance provider, with Solution Tree contracted as the service provider supporting PLC structures, Guiding Coalition formation, and the launch of the school's Professional Learning Communities work. WCPA leadership communicated the work completed during the first half of 2024-25 to the Kern County Superintendent of Schools in a January 2025 presentation that reflected the partnership work with Solution Tree and FCSS and the sustaining practices established for student learning and outcomes.

With the release of the 2025 California School Dashboard and WCPA's continued eligibility for Differentiated Assistance, the Kern County Superintendent of Schools (KCSOS) is responsible for ensuring that technical assistance is provided to WCPA. Because WCPA is authorized by the Kern County Board of Education and KCSOS also serves as the geographic lead agency, Education Code section 47607.3(b) requires KCSOS to select and contract with a designee to provide the technical assistance. In accordance with this requirement, KCSOS contracted with Williams Education Strategies, led by Amy Williams, to serve as WCPA Delano's Differentiated Assistance provider. During the 2025–26 and 2026–27 school years, Williams Education Strategies will work directly with WCPA to provide technical assistance, while KCSOS fulfills its responsibilities as the geographic lead agency and coordinates with the provider and WCPA regarding the school's progress.

Technical Assistance Partnership Structure

The current Differentiated Assistance technical assistance partnership is structured to address both county-level Differentiated Assistance support and specialized Special Education leadership and instructional support. FCSS provides Differentiated Assistance oversight focused on Principal and administrator support, site visits, classroom and Professional Learning Community (PLC) walk-throughs, the Rounding Protocol and synthesis process, Plan-Do-Study-Act (PDSA) cycles, data collection systems, and feedback for administrators on supporting the PDSA work. FCSS also provides structured space and conversation for data reflection and the development of insights to guide continuous improvement. Williams Education Strategies provides specialized support for Special Education leadership and teachers, with particular focus on building Tier 1 instructional pedagogy for universal access and lesson design across both general education and Special Education classrooms. This partnership structure recognizes that compliance is currently a strength within WCPA Delano's Special Education program and that the next phase of improvement requires building instructional pedagogy that delivers high-quality Tier 1 instruction for Students with Disabilities within the general education setting.

Working Theory of Improvement

The technical assistance work is grounded in a shared problem statement and working theory of improvement that frames WCPA Delano's continuous improvement focus. The problem statement acknowledges that WCPA has not yet fully defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality Tier 1 instruction within a Multi-Tiered System of Supports (MTSS) for all students. The working theory of improvement is that if WCPA defines and implements 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 an MTSS framework, then staff will have the structure, knowledge, and capacity to implement and monitor the effectiveness of instructional practices, and student outcomes for all students (particularly Students with Disabilities and English Learners) will improve.

Four Focus Areas of Continuous Improvement Measurement: The Differentiated Assistance work is organized around four focus areas of measurement aligned to WCPA Delano's LCAP goals.

- **Focus Area 1** measures whether Professional Learning Communities (PLCs) result in greater teacher collective efficacy (LCAP Goal 1), evaluating staff perceptions of PLC and MTSS efforts, the evolution of Professional Learning Team (PLT) structures and collaborative practices, staff growth in instructional and data-driven decision-making, and the influence of the Guiding Coalition on instructional practices. Measurement tools include staff survey data from professional development, the PLT Rubric, the Skill versus Will correlation to TNTP, the PLC Survey, and the Guiding Coalition Survey.
- **Focus Area 2** measures the level of integration between the MTSS and Data-Based Decision-Making (DBDM) work ("the what") and the PLC structures ("the how") under LCAP Goal 2, evaluating the effectiveness of the Early Warning System (EWS) in identifying and supporting students across academics, behavior, and attendance. Measurement tools include student performance data on NWEA, CFAs, and DIBELS; attendance and suspension data; and the EWS Monitoring Tool to evaluate intervention fidelity.
- **Focus Area 3** measures shifts among staff in the use of PLC protocols (LCAP Goal 1), evaluating alignment between professional development, coaching, and job-embedded supports; the "Left-to-Right" PD shift; correlations between TNTP-measured teacher growth and PLT participation; and collaboration between general education and Special Education teachers in differentiating instruction. Measurement tools include the Taking Action: PLC Shifts document, staff PD surveys, mid-year and end-of-year TNTP evaluation growth, and the Teacher Dashboard EWS.
- **Focus Area 4** measures shifts among site leaders to support teachers in delivering high-quality Tier 1 instruction and in serving as effective PLT collaborators (LCAP Goal 1), evaluating leadership knowledge of the tools and systems needed to support Tier 1 implementation, data-driven decision-making, and professional learning. Measurement tools include leadership self-assessments, classroom walkthroughs with aligned observation tools, teacher feedback through staff surveys, and the PLT Rubric.

PDSA Cycles and the WCPA Huddle Board

WCPA Delano's Differentiated Assistance work is operationalized through structured PDSA cycles of inquiry that focus PLTs on specific Students with Disabilities and English Learner students. During the 2024-25 school year, the Guiding Coalition launched a PDSA cycle in which teachers selected one Student with Disabilities to focus on for an ELA or Mathematics improvement cycle, with NWEA data available for use beginning in February 2025. PDSA Planning Documents and Student Trackers were refined through technical assistance, with the PDSA Tracker used to measure the process and narrative of collaboration and the Student Tracker used to measure outcomes. The WCPA Huddle Board serves as the central visual management tool for the Differentiated Assistance work, displaying outcome measures and process measures connected to the four focus areas. The outcome measures established during the 2024-25 cycle aimed to improve SWD Distance from Standard by 2 points in ELA and Mathematics by Spring 2025 and to ensure that each focal student made one year's growth on the NWEA ELA or Mathematics assessment from Fall 2024 to Spring 2025. The PDSA cycle structure continues into the 2025-26 and 2026-27 school years to support sustained improvement in academic, behavioral, and language acquisition outcomes for priority student groups.

Site Leader Rounding Protocol and Instructional Calibration

The Rounding Protocol is an integral part of the Differentiated Assistance work and provides a structured mechanism for site leaders to observe instruction, gather insight, and identify next steps. Rounding includes District-with-Leadership conversations focused on teacher development and intervention systems,

and Principals-with-Teacher conversations focused on high-quality teaching and a wide array of general education strategies. Rounding has surfaced the need for continued Science of Reading training, expanded differentiation strategies for general education teachers, and stronger Tier 1 instructional collaboration between general education and Special Education staff. WCPA Delano also implements TNTP-aligned instructional huddle protocols and TNTP-normed observation processes to ensure that observer evaluations are calibrated across school site and district leaders, with alignment walks providing ongoing norming and calibration.

Mathematics Improvement Focus: The Differentiated Assistance work includes a specific focus on Mathematics improvement, particularly for the SWD and EL student groups. The PLC and Math Improvement Plan identifies the root cause of the Mathematics performance gap as a gap in teacher skills to deliver high-quality Tier 1 instruction aligned to the TNTP rubric, including limited understanding of how to critically consume Mathematics curriculum, insufficient focus on academic vocabulary and mathematical discourse, insufficient checking for understanding and instructional adjustment, and limited connection between Mathematics instruction and real-world applications. The improvement aim is to increase the % of students meeting or exceeding standard on NWEA by 10% to 15%, with growth of 8% to 12% for Students with Disabilities and 12% to 18% for English Learners, and parallel growth on the CAASPP Smarter Balanced Summative Assessments. Measurement of the Mathematics improvement work includes classroom observations using the TNTP Instructional Rubric, CFA analyses, lesson plan reviews, student work, student engagement in mathematical discourse, and NWEA and CAASPP summative assessment results.

Differentiated Assistance Leadership Meeting Cadence: The Differentiated Assistance work is supported by a regular cadence of Leadership Meetings between WCPA Delano leadership and the technical assistance providers. During the 2024-25 school year, when FCSS served as the technical assistance provider and Solution Tree was the contracted service provider, Differentiated Assistance Leadership Meetings included a January 16, 2025, alignment meeting, a February 4, 2025, update meeting, and standing meetings on February 12, February 27, March 13, April 8, and June 11. The June meeting was structured for year-end data wrap-up, reflection, synthesis, and celebration. Technical assistance also included site visit support to the Delano campus on January 17, February 5, March 5, April 9, May 8, and June 4, 2024-25. Building on this foundation, the current 2026-27 cycle continues with KCSOS oversight and Williams Education Strategies as the contracted provider, sustaining the four focus areas of measurement, the PDSA cycles, the Rounding Protocol, the TNTP-aligned instructional huddles, and the Mathematics improvement work.

Continuous Improvement Anchored in Improvement Science: The Differentiated Assistance work is grounded in Improvement Science principles and methodology. The PDSA cycles, the Huddle Board, the four focus areas of measurement, and the cadence of Leadership Meetings collectively reflect WCPA Delano's commitment to continuous improvement as a core operating practice. The work is anchored in the WCPA core values of Collective Responsibility, Feedback and Growth, Integrity, All Means All, and Care, and in the recognition that every system is perfectly designed to get the results it gets. Improvement Science principles guide the work to ensure that change is purposeful, measurable, and grounded in evidence of student impact rather than compliance for its own sake.

Alignment with the 2026-27 LCAP: The Differentiated Assistance work undertaken with the Kern County Superintendent of Schools (KCSOS) and Williams Education Strategies directly informs the development and implementation of WCPA Delano's 2026-27 LCAP across all three goals. The alignment between the four Differentiated Assistance focus areas, the PDSA cycles, the Mathematics Improvement Plan, the Rounding Protocol, and the TNTP-aligned instructional huddles connects to specific LCAP goals and actions as detailed below.

Goal 1: Teacher Quality and Equity-Oriented Leadership

Differentiated Assistance Focus Areas 1, 3, and 4, which measure teacher collective efficacy through PLC implementation, shifts in the use of PLC protocols, and shifts among site leaders in supporting Tier 1 instruction, directly inform all three actions assigned to Goal 1.

Goal 1, Action 1 (Highly Qualified, Equity-Oriented Administrators and Educators That Support the Educational Program): The Differentiated Assistance Rounding Protocol, KCSOS Principal and administrator support visits, the District-with-Leadership and Principals-with-Teacher rounding conversations, and

the TNTP-normed observation calibration work inform the action's continued investment in two school site principals, 71 core teachers, the LMU Teacher Residency Program, and the Teacher Induction Mentor systems. The rounding insights that surfaced the need for stronger Tier 1 instructional collaboration between general education and Special Education staff directly inform the action's recruitment and retention focus in high-need subject areas, including Mathematics, Science, Special Education, and bilingual instruction.

Goal 1, Action 2 (Sustained Research-Based Professional Learning): The Differentiated Assistance professional learning agenda, which includes Standards Institute, PLC Structures and Strong Goal Alignment, TNTP instructional priorities (Essential Content, Culture of Learning, Academic Ownership, Demonstrations of Learning), Universal Design for Learning (UDL), and Integrated ELD Strategies, directly informs the action's professional development focus areas. The five summer PD days, nine school-year PD days, and weekly professional development structure are designed to operationalize the Differentiated Assistance professional learning priorities identified through the Mid-Year Check-In and Leadership Meeting cadence.

Goal 1, Action 3 (Differentiated Professional Learning): This action mirrors the Differentiated Assistance Working Theory of Improvement, which states that if WCPA defines and implements a coherent professional learning model focused on empowering adults to deliver and measure the effectiveness of high-quality Tier 1 instruction within an MTSS framework, then student outcomes will improve. The action's transition of data dives into ongoing weekly PLC cycles, the realignment of Intervention Coordinator roles (Secondary School ELA, Secondary School Mathematics, Elementary ELA, and Elementary Mathematics), the Guiding Coalition stipends, and the development of teacher capacity for Common Formative Assessments directly implement the four focus areas of Differentiated Assistance measurement.

Goal 2: Content and Instruction

Differentiated Assistance Focus Area 2, which measures the level of integration between the MTSS and DBDM work ("the what") and the PLC structures ("the how"), together with the Mathematics Improvement Plan focus on the SWD and LTEL student groups, directly informs five of the eight actions assigned to Goal 2.

Goal 2, Action 2 (Addressing Academic Needs Through Tiered Targeted Interventions): The MTSS and DBDM integration work, the Early Warning System Monitoring Tool, the PDSA cycles, and the Mathematics Improvement Plan aim to increase the % of students meeting NWEA growth projections by 10% to 15% (with 8% to 12% growth for Students with Disabilities and 12% to 18% growth for English Learners) directly inform this action. The action's investment in 15 Small Group Instructors, Instructional Assistants, Intervention Coordinators, Edmentum Study Island, Air Tutor, Summer Academy, and after-school tutoring operationalizes the Differentiated Assistance intervention priorities, and the LREBG-funded portion of $181,013 supporting Instructional Assistants under this action is grounded in the Differentiated Assistance needs assessment.

Goal 2, Action 3 (Monitoring Student Progress Through Ongoing Assessments of Learning): The Differentiated Assistance PDSA Tracker, the Student Tracker, the use of NWEA data within the PDSA cycle, the Common Formative Assessment work, and the WCPA Huddle Board outcome and process measures directly inform this action's investment in the Data Manager role, NWEA MAP administration (three times per year), DIBELS (TK-6), Edulastic CFAs (four times per year), and the EC 53008 K-2 screening process. The strengthened collaboration between the Data Manager, the Curriculum and Instruction Team, school leaders, and teachers reflects the Differentiated Assistance commitment to data-driven decision-making.

Goal 2, Action 6 (Services to Support Students with Disabilities): The 2026-27 LCAP explicitly identifies this action as prioritized due to WCPA's continued qualification for Differentiated Assistance. Williams Education Strategies' specialized support for Special Education leadership and teachers, focused on building Tier 1 instructional pedagogy for universal access and lesson design and on strengthening collaboration between general education and Special Education staff, directly informs the action's investments in three Special Education administrators, ten Special Education teachers, two Speech-Language Pathologists, the Special Education Bus Aide, the Director of Special Education, and the IEP-to-standards alignment work. The Differentiated Assistance recognition that compliance is currently a strength and that the next phase requires building instructional pedagogy is operationalized through this action.

Goal 2, Action 7 (Services to Support English Learners): The Differentiated Assistance focus on Integrated ELD professional learning, UDL implementation, and PLC collaboration to address language acquisition gaps directly informs this action's investment in the EL Coordinator, Ellevation software, Spanish Math Support Materials, EL Achieve dELD curriculum, and the continued implementation of the EL Master Plan. The action's strengthening of designated and integrated ELD implementation across all grade levels reflects Differentiated Assistance priorities for English Learner academic acceleration.

Goal 2, Action 8 (Services to Support Long-Term English Learners Through Language Acquisition): The 2026-27 LCAP explicitly identifies this action as responsive to the 2024 California School Dashboard, which identifies LTEL students at Red performance levels for Chronic Absenteeism, ELA, and Mathematics and which resulted in eligibility for Differentiated Assistance. The Differentiated Assistance specialized ELD-credentialed teacher deployment, the LTEL academic acceleration plans for the 108 identified LTEL students in grades 6-12, the FCSS technical assistance during the 2024-25 school year, the Mathematics Improvement Plan aim for 12% to 18% NWEA growth for English Learners, and the Early Warning System integration directly inform this action's implementation.

Goal 3: School Climate, Family Engagement, and Facilities

Differentiated Assistance work on the Early Warning System, MTSS behavioral integration, and the strengthening of behavioral and social-emotional supports for Students with Disabilities directly informs two actions assigned to Goal 3.

Goal 3, Action 1 (Addressing Social-Emotional and Behavioral Student Needs Through Tiered Intervention): The Differentiated Assistance Mid-Year Check-In documented the measurable improvement for Students with Disabilities on the Suspension Rate Indicator from Red in 2023 to Yellow in 2024, reflecting the impact of strengthened PBIS, behavior intervention supports, and coordinated student response systems. The Williams Education Strategies support for Special Education leadership directly informs this action's investment in the Director of Student Services, two Social Workers, two School Psychologists, the Psychologist Intern, the Student Services Coordinator, the Wonderful Student Wellness Center, PBIS Incentives, LiveSchool Software, and Care Solace Software. The Differentiated Assistance commitment to reducing exclusionary discipline for Students with Disabilities, in response to the 2025 Dashboard Red performance level on the Suspension Rate Indicator for the SWD student group, is operationalized through this action.

Goal 3, Action 3 (Promote Whole-Child Development Through an Inclusive and Supportive Learning Environment): The Differentiated Assistance Early Warning System development work, the integration of academic, attendance, and behavior data, the new Campus Culture Coordinator role, and the Panorama survey integration directly inform this action. The Differentiated Assistance Focus Area 2 work on integrating MTSS data with PLC processes, and the data systems supporting the EWS phased development, are operationalized through this action's investment in the Campus Culture Coordinator, six Campus Security positions, the Athletic Director, Athletic Specialist, Panorama Surveys, and the strengthened Data-Based Decision-Making and Student Support Team processes.

Continued Use of the Differentiated Assistance Partnership Structure: WCPA Delano continues to use the Differentiated Assistance partnership structure with KCSOS and Williams Education Strategies during the 2026-27 school year, building on the 2024-25 partnership with FCSS and Solution Tree, to refine the LCAP actions identified above and to ensure that the school's eligibility for Differentiated Assistance translates into measurable improvement in academic outcomes, behavioral outcomes, and language acquisition outcomes for the LTEL student group, the SWD student group, and other priority student groups identified through the California School Dashboard. The integrated alignment between the Differentiated Assistance focus areas, the PDSA cycles, the Mathematics Improvement Plan, and the LCAP actions ensures that continuous improvement is operationalized across the school's instructional, intervention, behavioral, and family engagement systems.

Comprehensive Support and Improvement

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

Schools Identified

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

Wonderful College Prep Academy is not eligible for 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 the four school administrators, the principal, and the School-Based Leadership Team (SBLT) took place weekly from January through April 2026. Community of Practice (COP) meetings, which included Directors and Principals, took place monthly during the same period. A formal SBLT meeting focused on 2026-27 LCAP and Budget Development was held on April 14, 2026, to consolidate input and refine LCAP priorities for the upcoming school year. **Topics Discussed.** Administrators and the School-Based Leadership Team (SBLT) discussed the three LCAP goal areas (Teacher Quality, Content and Instruction, and School Climate and Culture) along with the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to LCAP priorities supporting Unduplicated Pupils, professional learning, and English Learner services; the use of Learning Recovery Emergency Block Grant (LREBG) funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the Long-Term English Learner (LTEL) student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the Students with Disabilities (SWD) student group on the Mathematics Academic Indicator and the Suspension Rate Indicator.
	Feedback Provided. Administrators and the SBLT provided substantive feedback across the three LCAP goals. **Goal 1: Teacher Quality.** Administrators emphasized the importance of continuing to focus on small class sizes and continued investment in Professional Learning Communities (PLCs) and Guiding Coalition structures to deploy teacher coaching and instructional initiatives. Partners also recommended continued training to support teachers in offering differentiated interventions to students while maintaining a focus on high-quality Tier 1 instruction. **Goal 2: Content and Instruction.** Administrators recommended a continued focus on data and assessments to support student academic growth, with targeted emphasis on Mathematics and English Language Arts for all student groups. Partners supported continued focus on the dual enrollment pathway program and the early college access model and recommended ongoing review of course offerings to support A-G completion and college and career readiness while also providing robust course offerings that include expanded access to STEM, music, and arts courses. Partners recommended that the school review and redefine how supports are deployed for Students with Disabilities to ensure equitable access to learning and academic growth while meeting individual student

Educational Partner(s)	Process for Engagement
	needs. Partners also recommended revising offerings for English Learners (EL) and Long-Term English Learners to provide additional interventions that support students on their path to reclassification. **Goal 3: School Climate and Culture.** Administrators recommended a continued focus on building out the Early Warning System (EWS) to identify and provide MTSS interventions that support student social-emotional learning and academic needs and that address chronic absenteeism. Partners supported expanded student supports providing social-emotional learning and mental health offerings through Campus Culture Coordinators, Campus Supervisors, and Student Incident Response Team members reporting directly to school leaders to address school culture. Partners recommended increased incentives and experiences through Positive Behavioral Interventions and Supports (PBIS) for students to encourage positive student behaviors and reduce student discipline issues. Partners also recommended a continued focus on reviewing campus safety protocols and developing a multi-year facilities master plan to ensure campus safety, security, and maintenance. **Integration of Educational Partner Feedback into the LCAP** The feedback provided through the consultation process is reflected throughout the 2026-27 LCAP actions and services, including investments in instructional coaching, PLC structures, differentiated intervention systems, dual enrollment pathways, MTSS and Early Warning System refinement, the new Campus Culture Coordinator role, PBIS implementation, and facilities planning. The LCAP also reflects the priorities identified for Differentiated Assistance implementation in response to the 2024 and 2025 California School Dashboard performance data for the LTEL and SWD student groups, including targeted improvements in Tier 1 instruction, integrated and designated English Language Development, IEP quality, behavioral supports, and Suspension Rate reduction strategies.
Teachers	A staffwide discussion of the 2025-26 LCAP Midyear Update took place on January 8, 2026. Quarterly staffwide meetings throughout the 2025-26 school year provided additional opportunities for teachers to review the 2025-26 LCAP Midyear Update and provide input on the development of the 2026-27 LCAP. **Topics Discussed.** Teachers discussed integrated student supports, services for Students with Disabilities, professional development needs, and the alignment between Tier 1 instruction and tiered intervention practices. Teacher consultation also included the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to professional learning and instructional priorities; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** Teachers recommended continued expansion of opportunities to provide integrated and coordinated interventions that address attendance, behavior, and academic needs in a connected manner. Teachers emphasized the need for ongoing professional development to support effective implementation of these integrated practices, along with continued support staff capacity to deliver them. Teachers also recommended additional support for Students with Disabilities, including targeted professional development, deeper understanding of Special Education compliance requirements, and continued collaboration between general

Educational Partner(s)	Process for Engagement
	education and Special Education educators through the Professional Learning Community initiative. Teachers further identified Universal Design for Learning (UDL) as a priority area for additional professional development to strengthen instructional access and engagement for all students, including English Learners, Long-Term English Learners, and Students with Disabilities.
Classified/Other Staff	WCPA engaged classified staff and other personnel through dedicated LCAP Feedback Sessions held on May 15, 2026, and May 19, 2026. These sessions provided structured opportunities for classified staff and other personnel to review the 2025-26 LCAP implementation, contribute input on identified needs, and inform the development of 2026-27 LCAP priorities across all three LCAP goals. **Topics Discussed.** Classified staff and other personnel discussed identified needs across the three LCAP goal areas. Consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to LCAP priorities supporting Unduplicated Pupils and English Learner services; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** Classified staff and other personnel identified needs across each of the three LCAP goals. **Goal 1: Teacher Quality.** Classified staff and other personnel identified the following priority needs: increased professional development and differentiated staff training; improved teacher retention and reduced reliance on vacancies and long-term substitutes; greater student access to fully credentialed, high-quality educators; stronger school leadership stability to support staff retention; improved communication and partnerships between teachers and families; and additional training for staff in de-escalation and classroom management practices. **Goal 2: Content and Instruction.** Classified staff and other personnel identified the following priority 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 for Students with Disabilities; additional instructional supports, including academic coaching; expanded music and arts programming at the secondary level; increased college and career readiness supports for students not enrolled in a Pathway program; and additional student enrichment opportunities, including library access and financial literacy courses. **Goal 3: School Climate and Culture.** Classified staff and other personnel identified the following priority 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; and additional staff collaboration and event spaces on campus.
Students	WCPA engaged students in the development of the 2026-27 LCAP through structured consultation aligned to the school's Advisory class schedule and a dedicated LCAP Feedback Session.

Educational Partner(s)	Process for Engagement
	Consultation Structure and Schedule. Discussion and consultation on the 2025-26 LCAP Midyear Update took place in each Advisory class during February 2026. A dedicated 2026-27 LCAP Feedback Session for students was held on May 22, 2026, providing students with an opportunity to review LCAP priorities and provide direct input on the development of the 2026-27 LCAP. **Topics Discussed and Feedback Provided.** Students discussed identified needs across the LCAP goal areas, with particular emphasis on Content and Instruction and on School Climate and Culture. Student consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to academic interventions, English Learner supports, and student enrichment programming; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Goal 2: Content and Instruction.** Students identified the following priority needs: expanded academic programming, including Advanced Placement, STEM, engineering, vocational, and enrichment courses; increased tutoring and targeted supports, particularly for English Learners; expanded music, arts, and performing arts opportunities, including choir, marching band, and instrument-based classes; additional college and career pathway opportunities, including automotive, electrician, culinary, and home economics courses; increased access to specialized secondary coursework, including Bakersfield College Biology and Physics dual enrollment courses; expanded student support facilities, including larger tutoring spaces, libraries, and computer labs; and increased family engagement opportunities through flexible scheduling, advanced communication, and virtual meeting options. **Goal 3: School Climate and Culture.** Students identified the following priority needs: expanded educational and career exploration field trip opportunities beyond college visits; increased pathway, extracurricular, and before-school enrichment opportunities; additional athletic programs, recreational opportunities, and designated sports facilities; improved student recreation and wellness opportunities, including outdoor and enrichment activities; expanded student academic support spaces, including tutoring centers, libraries, and computer labs; and increased family education opportunities related to financial aid and budgeting supports.
***Student Advisory Committee (SAC)**	**Topics Discussed.** The Student Advisory Committee (SAC) discussed identified needs across the LCAP goal areas, with particular emphasis on Content and Instruction and on School Climate and Culture. SAC consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to academic interventions, English Learner supports, and student enrichment programming; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** SAC members identified needs across the LCAP goals as follows. **Goal 2: Content and Instruction.** SAC members identified the following priority needs: expanded academic programming, including STEM, Advanced Placement, engineering, vocational, and enrichment courses; increased tutoring and targeted academic supports, including supports for English Learners; expanded music and performing arts opportunities, including choir, marching band, mariachi, and instrument-based classes; additional college and career readiness opportunities, including Drivers Education and career pathway

Educational Partner(s)	Process for Engagement
	programs; expanded student enrichment opportunities, including library access, leadership projects, and advanced coursework; and increased family engagement opportunities through flexible scheduling, advanced communication, and virtual meeting access. **Goal 3: School Climate and Culture.** SAC members identified the following priority needs: expanded educational, cultural, and career exploration field trip opportunities; increased pathway supports, extracurricular activities, and student wellness opportunities; additional athletic facilities, recreational spaces, and sports programming; expanded student support spaces, including larger tutoring centers, libraries, and computer labs; and increased family workshops and supports related to financial aid and budgeting literacy. **SAC Approval of the 2026-27 LCAP.** On June 3, 2026, the SAC formally reviewed the 2026-27 LCAP and the allocation of federal Title funds and LCFF Supplemental and Concentration Grant funds. Following review and discussion, the SAC approved the 2026-27 LCAP for submission to WCPA's governing board.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Consultation Structure and Schedule.** WCPA engaged parents, including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), in the 2026-27 LCAP development process through structured consultation aligned to the school's LCAP development cycle. Discussion and consultation on the 2025-26 LCAP Midyear Update took place on February 17, 2026. A dedicated 2026-27 LCAP Feedback Session for parents was held on May 19, 2026, providing parents with an opportunity to review LCAP priorities, identify needs across the three LCAP goals, and provide direct input on the development of the 2026-27 LCAP. **Topics Discussed.** Parents discussed identified needs across the three LCAP goal areas. Parent consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to LCAP priorities supporting Unduplicated Pupils, professional learning, and English Learner services; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** Parents identified needs across each of the three LCAP goals. **Goal 1: Teacher Quality.** Parents identified the following priority needs: continued investment in professional development, teacher coaching, and classroom support systems; increased staff capacity to support student behavior, emotional needs, and differentiated learning; improved instructional strategies that promote critical thinking, engagement, and real-world learning; stronger family-school communication and increased parent partnership opportunities; expanded supports for high-achieving students, English Learners, and individualized student needs; increased access to practical classroom resources, tools, and instructional strategies for teachers; expanded advanced academic programming and opportunities for student growth and enrichment; and increased family education opportunities related to academics, grading, and school expectations. **Goal 2: Content and Instruction.** Parents identified the following priority needs: expanded hands-on, project-based, and career-connected learning opportunities; increased academic interventions, tutoring, and personalized student supports; strengthened instruction and rigor in core academic subjects, including Mathematics and Science; expanded enrichment programs, electives, STEM, music, arts, and after-school opportunities; increased opportunities for advanced coursework and academic challenge for high-achieving students; improved communication, organization, and consistency around coursework and assignments; expanded access to

Educational Partner(s)	Process for Engagement
	libraries, technology, and computer-based learning opportunities; improved learning environments that support student engagement, creativity, and collaboration; increased in-person speech and specialized services for Students with Disabilities; and improved staff preparedness and supports to effectively serve Students with Disabilities. **Goal 3: School Climate and Culture.** Parents identified the following priority needs: continued focus on positive relationships, student recognition, and family engagement; increased campus supervision, student behavior supports, and consistent expectations; expanded mental health, counseling, and wellness supports for students; increased parent outreach, workshops, and family support opportunities; expanded equitable access to college exposure, enrichment activities, and field trips; increased structured student engagement opportunities that strengthen belonging and school connectedness; expanded enrichment, extracurricular, and hands-on student experiences across grade levels; and increased transition and family education supports to strengthen long-term student success.
Parent Advisory Committee (PAC)	**Consultation Structure and Schedule.** The Parent Advisory Committee (PAC), established in accordance with California Education Code 52062(a)(1), participated in the 2026-27 LCAP development process through structured consultation aligned to the school's LCAP development cycle. Discussion and consultation on the 2025-26 LCAP Midyear Update took place on February 17, 2026. A dedicated 2026-27 LCAP Feedback Session was held on May 19, 2026, providing PAC members with an opportunity to review LCAP priorities, identify needs across the three LCAP goals, and provide direct input on the development of the 2026-27 LCAP. On June 9, 2026, the PAC reviewed the 2026-27 LCAP and the allocation of federal Title funds and LCFF Supplemental and Concentration Grant funds and approved the 2026-27 LCAP for submission to WCPA's governing board. **Topics Discussed.** The Parent Advisory Committee (PAC) discussed identified needs across the three LCAP goal areas. PAC consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III) and its alignment to LCAP priorities supporting Unduplicated Pupils, professional learning, and English Learner services; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** PAC members identified needs across each of the three LCAP goals. **Goal 1: Teacher Quality.** PAC members identified the following priority needs: continued investment in professional development, teacher coaching, and classroom support systems; increased staff capacity to support student behavior, emotional needs, and differentiated learning; improved instructional strategies that promote critical thinking, engagement, and real-world learning; stronger family-school communication and increased parent partnership opportunities; expanded supports for high-achieving students, English Learners, and individualized student needs; increased access to practical classroom resources, tools, and instructional strategies for teachers; expanded advanced academic programming and opportunities for student growth and enrichment; and increased family education opportunities related to academics, grading, and school expectations. **Goal 2: Content and Instruction.** PAC members identified the following priority needs: expanded hands-on, project-based, and career-connected learning opportunities; increased academic interventions, tutoring, and personalized student supports; strengthened instruction and rigor in core academic subjects, including Mathematics and Science; expanded enrichment programs, electives, STEM,

Educational Partner(s)	Process for Engagement
	music, arts, and after-school opportunities; increased opportunities for advanced coursework and academic challenge for high-achieving students; improved communication, organization, and consistency around coursework and assignments; expanded access to libraries, technology, and computer-based learning opportunities; improved learning environments that support student engagement, creativity, and collaboration; increased in-person speech and specialized services for Students with Disabilities; and improved staff preparedness and supports to effectively serve Students with Disabilities. **Goal 3: School Climate and Culture.** PAC members identified the following priority needs: continued focus on positive relationships, student recognition, and family engagement; increased campus supervision, student behavior supports, and consistent expectations; expanded mental health, counseling, and wellness supports for students; increased parent outreach, workshops, and family support opportunities; expanded equitable access to college exposure, enrichment activities, and field trips; increased structured student engagement opportunities that strengthen belonging and school connectedness; expanded enrichment, extracurricular, and hands-on student experiences across grade levels; and increased transition and family education supports to strengthen long-term student success. **PAC Approval of the 2026-27 LCAP.** On June 9, 2026, the PAC formally reviewed the 2026-27 LCAP and the allocation of federal Title funds and LCFF Supplemental and Concentration Grant funds. Following review and discussion, the PAC approved the 2026-27 LCAP for submission to WCPA's governing board, consistent with the educational partner engagement requirements under California Education Code 52062(a)(1).
(Combined) **English Learner PAC; English Language Advisory Committee (ELAC); and DELAC**	**Consultation Structure and Schedule.** The English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), and the English Learner Parent Advisory Committee, established in accordance with California Education Code 52063, 52069, and 52062(a)(2), participated in the 2026-27 LCAP development process through structured consultation aligned to the school's LCAP development cycle. A combined consultation meeting brought together members of all three committees to support coordinated input from families of English Learners and Long-Term English Learners. Discussion and consultation on the 2025-26 LCAP Midyear Update took place on February 17, 2026. A dedicated 2026-27 LCAP Feedback Session was held on May 19, 2026, providing committee members with an opportunity to review LCAP priorities, identify needs related to English Learner services, and provide direct input on the development of the 2026-27 LCAP. **Topics Discussed.** The committees discussed identified needs related to English Learner services, language acquisition, and family engagement. Committee consultation also addressed the use of federal Title funding (including Title I, Title II, and Title III, with particular focus on Title III for English Learner services) and its alignment to LCAP priorities supporting Unduplicated Pupils, professional learning, and English Learner services; the use of LREBG funds and the comprehensive needs assessment that guides LREBG allocation for the 2026-27 school year; and WCPA's eligibility for Differentiated Assistance, including the 2024 Dashboard Red performance levels for the LTEL student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. **Feedback Provided.** Committee members identified the following priority needs related to English Learner services and family engagement: increased academic and language development supports for English Learners and Long-Term English Learners; expanded

Educational Partner(s)	Process for Engagement
	bilingual and Spanish-language supports for students and families; and additional targeted interventions to strengthen English language acquisition and student achievement.
SELPA	**Consultation Structure and Schedule.** Wonderful College Prep Academy (WCPA) consulted with its Special Education Local Plan Area (SELPA) on a regular basis throughout the 2025-26 school year regarding the school's services for Students with Disabilities (SWD), in accordance with California Education Code 52062(a)(5). A formal consultation meeting was held on May 28, 2026, with Kern County SELPA representative Dahlia Habashy to support strategic planning and the development of enhanced supports for Students with Disabilities. **Topics Discussed.** The SELPA consultation focused on the 2025 California School Dashboard performance for the SWD student group, including the Red performance levels for the Mathematics Academic Indicator and the Suspension Rate Indicator; the school's Differentiated Assistance work and eligibility based on two consecutive years of California School Dashboard performance data, including the 2024 Dashboard Red performance levels for the Long-Term English Learner (LTEL) student group on the ELA and Mathematics Academic Indicators and the Chronic Absenteeism Indicator, and the 2025 Dashboard Red performance levels for the SWD student group on the Mathematics Academic Indicator and the Suspension Rate Indicator; and the development of the 2026-27 LCAP actions and services, including Goal 2, Action 6, which addresses services to support Students with Disabilities. The consultation also included an in-depth review of student achievement and discipline data to identify strategies to address the disproportionate suspension rates experienced by Students with Disabilities, strengthen preventative behavioral supports, and expand integrated intervention systems that promote positive student outcomes. Per your direction, the SELPA consultation did not address the use of LREBG funds or federal Title funding. **Feedback Provided.** SELPA consultation feedback included recommendations to strengthen the school's approach to inclusive and restorative discipline practices through expanded staff capacity-building, to strengthen academic and social-emotional supports for Students with Disabilities, and to implement targeted approaches designed to reduce exclusionary discipline while closing achievement gaps for the SWD student group. The consultation identified strategies that informed the 2026-27 LCAP actions, including the Services to Support Students with Disabilities action, the Addressing Social-Emotional and Behavioral Student Needs Through Tiered Intervention action, and the Differentiated Professional Learning action.

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

Wonderful College Prep Academy (WCPA) integrated educational partner feedback throughout the development of the 2026-27 LCAP. Feedback received from administrators, the School-Based Leadership Team (SBLT), teachers, classified staff and other personnel, students, the Student Advisory Committee (SAC), parents, the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), the English Learner Parent Advisory Committee, and the Special Education Local Plan Area (SELPA) shaped the development and refinement of LCAP actions across all three goals. The description below identifies the specific feedback that influenced each goal and, where applicable, the specific LCAP action.

Goal 1: Teacher Quality and Equity-Oriented Leadership

- **Action 1: Highly Qualified, Equity-Oriented Administrators and Educators That Support the Educational Program.**: Administrators, the SBLT, teachers, classified staff, and parents emphasized continued investment in highly qualified educators, recruitment and retention in high-need subject areas, and stronger school leadership stability. This feedback influenced the action's continued investment in two school site principals, 71 core teachers, the LMU Teacher Residency Program, and Teacher Induction Mentor systems. Classified staff feedback regarding improved teacher retention, reduced reliance on vacancies and long-term substitutes, and greater access to fully credentialed educators directly informed the recruitment and retention focus in high-need subject areas of Mathematics, Science, Special Education, and bilingual instruction.
- Administrators and teachers identified the need for continued training to support differentiated interventions and high-quality Tier 1 instruction. This feedback influenced the refinement of professional development structures to nine school-year PD days, four summer PD days, weekly professional development, and the inclusion of one Safety-focused PD day cross-referenced to Goal 3. Teacher feedback on the need for Universal Design for Learning (UDL) training, integrated ELD strategies, and support for Students with Disabilities directly influenced the professional development focus areas, including Standards Institute, PLC Structures, TNTP instructional priorities, UDL, and Integrated ELD Strategies.
- **Action 2: Sustained Research-Based Professional Learning:** Educational partners across all groups consistently identified continued investment in PLCs, instructional coaching, and culturally responsive professional learning as priorities. This feedback influenced the action's five summer PD days and nine school-year PD days, the differentiated professional learning content for Elementary educators (including IMSE, Reading Intervention, Math Intervention, EL Achieves ELD, Integrated ELD, and Best Practices aligned to TNTP), the differentiated content for Secondary educators (including Small Group Instruction, Reading and Math Intervention, EL Achieves ELD, and Integrated ELD), and the administrator professional learning focused on Improvement Science Best Practices, PBIS, and Instructional Leadership. Parent feedback regarding "improved instructional strategies that promote critical thinking, engagement, and real-world learning" further reinforced the TNTP instructional priorities embedded in the professional development model.
- **Action 3: Differentiated Professional Learning:** Teacher and administrator feedback regarding the need to strengthen PLC implementation, integrate weekly data cycles into PLC processes, and build teacher capacity around Common Formative Assessments (CFAs) influenced the action's transition of data dives into ongoing weekly PLC cycles, the realignment of Instructional Coordinator roles into Intervention Coordinator positions, and the development of teacher capacity for CFA creation through item banks. Educational partners' priority of deeper teacher understanding of grade-level standards influenced the action's focus on standards-aligned instruction across all tiers of support.

Goal 2: Content and Instruction

- **Action 1: High-Quality Standards-Based Core Curricular Program**: Administrator and teacher feedback regarding continued focus on data, assessments, and Tier 1 instruction influenced the action's annual curriculum review process and the strengthened alignment between curriculum implementation, PLC collaboration, formative assessments, and instructional planning. Parent feedback regarding "expanded access to libraries, technology, and computer-based learning opportunities" and "strengthened instruction and rigor in core academic subjects, including Mathematics and Science" reinforced the curriculum investment focus.
- **Action 2: Addressing Academic Needs Through Tiered Targeted Interventions:** Parent feedback regarding "increased academic interventions, tutoring, and personalized student supports," classified staff feedback regarding "expanded academic interventions and tutoring supports across grade levels," and student feedback regarding "increased tutoring and targeted supports, particularly for English Learners" influenced the action's expansion of Intervention Coordinators (Secondary School ELA, Secondary School Mathematics, Elementary ELA, and Elementary Mathematics), Reading DLC, Math DLC, WIN interventions, after-school tutoring, Air Tutor, Edmentum Study Island, and Summer Academy programming. The educational partner emphasis on supports for SED, SWD, EL, and LTEL students directly informed the targeted intervention investments for priority student groups.

- **Action 3: Monitoring Student Progress Through Ongoing Assessments of Learning:** Administrator and teacher feedback regarding continued focus on data and assessments to support student academic growth influenced the transition of the Lead Data Analyst role to a Data Manager position, the integration of academic, attendance, behavior, and social-emotional data through the Early Warning System, and the strengthened collaboration between the Data Manager, the Curriculum and Instruction Team, school leaders, and teachers.
- **Action 4: Access to Technology to Support Teaching and Learning:** Classified staff feedback regarding "updated instructional technology and improved inventory accountability" and student feedback regarding "expanded access to libraries, technology, and computer-based learning opportunities" influenced the action's addition of a Director of Information Technology, the expansion of the IT department to four total IT employees, the continued 1:1 Chromebook and laptop model, and the continued infrastructure investments in classroom technology, network systems, and cybersecurity.
- **Action 5: Broad Course of Study:** Student and parent feedback regarding expanded music, arts, STEM, and enrichment opportunities, along with PAC and SAC feedback regarding "expanded music and performing arts opportunities, including choir, marching band, mariachi, and instrument-based classes," directly influenced the action's continued investment in Art (TK-8), Readers Theater, Music (Band, Mariachi, Music Appreciation), Visual Art, Robotics and STEM, and Spanish. The CCSPP-supported after-school enrichment programming reflects the educational partner emphasis on expanded enrichment access.
- **Action 6: Services to Support Students with Disabilities:** SELPA consultation, parent feedback regarding "increased in-person speech and specialized services for Students with Disabilities" and "improved staff preparedness and supports to effectively serve Students with Disabilities," and teacher feedback regarding "more support for SWD, including PD, understanding compliance, and continued PLC initiative collaboration among general education and Special Education educators" directly influenced the action's focus on IEP-to-standards alignment, Speech and Language services expansion, the hiring of the Director of Special Education, PBIS and restorative practices, ERMHS implementation, and the partnership with FCSS under the Differentiated Assistance framework to address the 2025 Dashboard Red performance levels for SWDs on the Mathematics and Suspension Rate indicators.
- **Action 7: Services to Support English Learners:** ELAC, DELAC, and English Learner Parent Advisory Committee feedback regarding "increased academic and language development supports for English Learners and Long-Term English Learners," "expanded bilingual and Spanish-language supports for students and families," and "additional targeted interventions to strengthen English language acquisition and student achievement" directly influenced the action's continued implementation of the EL Master Plan, the strengthening of Designated and Integrated ELD across grade levels, the expansion of Ellevation and EL Achieve data systems, and the targeted Tier 1, Tier 2, and Tier 3 intervention systems for English Learners.
- **Action 8: Services to Support Long-Term English Learners Through Language Acquisition:** The convergence of feedback across educational partner groups regarding the priority of LTEL support, combined with the 2024 Dashboard Red performance levels for LTELs on the ELA, Mathematics, and Chronic Absenteeism Indicators, directly influenced this action's specialized ELD-credentialed teacher deployment, LTEL academic acceleration plans, integrated and designated ELD professional learning, FCSS partnership for technical assistance, and family engagement strategies including home visits and quarterly progress updates in families' home languages.
- **Action 9: Promoting a College-Going Culture:** Student and parent feedback regarding "additional college and career pathway opportunities," "expanded student enrichment opportunities," and "increased college exposure opportunities" influenced the continued operation of the three dual enrollment pathways (Agriculture Prep, Teach and Lead, and Health Sciences) with Bakersfield College, the new Link Crew High School mentoring program, continued investment in Naviance, Dual Enrollment Support Specialists, and the expansion of student social capital opportunities through internships, college visits, mentorship, and civic engagement.

Goal 3: School Climate, Family Engagement, and Facilities

- **Action 1: Addressing Social-Emotional and Behavioral Student Needs Through Tiered Intervention:** Parent feedback regarding "expanded mental health, counseling, and wellness supports for students," classified staff feedback regarding "increased campus safety and student supervision supports," and

teacher feedback regarding "more opportunities to provide integrated and coordinated interventions (attendance, behavior, and academics)" directly influenced the action's investment in PBIS Incentives, LiveSchool Software, the Director of Student Services, two Social Workers, two School Psychologists, a Psychologist Intern, a Student Services Coordinator, two Assistant Principals, the Wonderful Student Wellness Center, and Care Solace Software. The SELPA consultation regarding disproportionate suspension rates for Students with Disabilities directly influenced the focus on PBIS, restorative practices, and ERMHS to reduce exclusionary discipline.

- **Action 2: Promote Whole-Child Development Through an Inclusive and Supportive Learning Environment:** Administrator and SBLT feedback regarding the Early Warning System, expanded student supports, and the establishment of Campus Culture Coordinators directly influenced the action's addition of a new Campus Culture Coordinator role, continued expansion of student engagement opportunities through athletics, student clubs, Student Council, and extracurricular activities, and continued strengthening of PBIS implementation. Student feedback regarding "additional athletic programs, recreational opportunities, and designated sports facilities" reinforced the investment in athletics, the Athletic Director, the Athletic Specialist, and athletic team supplies.
- **Action 3: Parent Input in Decision-Making:** PAC, SAC, ELAC, DELAC, and English Learner Parent Advisory Committee participation in the LCAP development process directly influenced the formal advisory committee structures sustained in this action. Parent feedback regarding "increased parent outreach, workshops, and family support opportunities" and "expanded equitable access to college exposure, enrichment activities, and field trips" influenced the action's continued strengthening of parent empowerment, accountability structures (rendir cuentas), and parent capacity-building opportunities focused on Dashboard literacy.
- **Action 4: Opportunities Provided to Support Parent Engagement and Empowerment:** Parent feedback regarding "stronger family-school communication and increased parent partnership opportunities," "improved communication, organization, and consistency around coursework and assignments," and student feedback regarding "increased family engagement opportunities through flexible scheduling, advanced communication, and virtual meeting options" directly influenced the action's continued investment in ParentSquare, SchoolMint, LiveSchool, Coffee with the Principal, Town Halls, parent workshops (Math Night, Literacy Night, ILP Nights), the Parent Partnership Program volunteer initiative, and the Family and Community Engagement staffing for interpreter services and translation. The 15% and above translation needs criteria continue to guide multilingual communication.
- **Action 5: Maintaining State-of-the-Art School Facilities:** Classified staff feedback regarding "facility upgrades, including restroom privacy improvements and campus maintenance" and student feedback regarding "additional athletic facilities, recreational spaces, and sports programming" influenced the action's continued investment in 12 transportation staff, facilities repairs and maintenance, campus security, and campus operations and communications. Administrator feedback regarding the development of a multi-year facilities master plan directly informed the long-term facilities planning component of this action.

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.

Wonderful College Prep Academy (WCPA) developed this goal in direct response to the school's eligibility for Differentiated Assistance and the persistent achievement gaps reflected on the 2025 California School Dashboard. The 2024 Dashboard reflected Red performance levels for the Long-Term English Learner (LTEL) student group on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Chronic Absenteeism Indicator. The 2025 Dashboard reflected Red performance levels for the Students with Disabilities (SWD) student group on the Mathematics Academic Indicator and the Suspension Rate Indicator. These two consecutive years of Red performance levels across multiple indicators for the LTEL and SWD student groups established the school's eligibility for Differentiated Assistance and confirmed that the most direct lever for accelerating student outcomes is the quality, stability, and equity-oriented preparation of the educators and school leaders who serve WCPA students daily.

Comprehensive Needs Assessment Findings and Root Causes: WCPA's comprehensive needs assessment, which spans the ELA, Mathematics, Science, Chronic Absenteeism, and Suspension Rate indicators, identified that gaps in foundational literacy and numeracy instruction across the early grades, inconsistent implementation of Tier 1 instructional practices across classrooms, limited vertical articulation between the TK-6 elementary and 7-12 secondary divisions, and limited professional development capacity for differentiation, structured literacy, integrated English Language Development (ELD), and Universal Design for Learning (UDL) all contribute to the performance patterns reflected on the Dashboard. These root causes converge on a single conclusion: improving outcomes for priority student groups requires sustained investment in the people who design and deliver instruction. Goal 1 is grounded in this conclusion and reflects the school's commitment to addressing the Dashboard performance gaps through educator quality, school leadership capacity, and professional learning systems aligned to the school's continuous improvement priorities.

Educational Partner Priorities Supporting Educator Quality: The educational partner engagement process for the 2026-27 LCAP reinforced the centrality of Goal 1. Administrators, the School-Based Leadership Team, teachers, classified staff and other personnel, students, parents, the Student Advisory Committee (SAC), the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), the English Learner Parent Advisory Committee, and the Special Education Local Plan Area (SELPA) consistently identified continued investment in Professional Learning Communities (PLCs) and Guiding Coalition structures, expanded coaching cycles and walkthrough systems, differentiated professional learning by

grade span and content area, deeper teacher understanding of grade-level standards and standards-aligned instruction, strengthened recruitment and retention in high-need subject areas, and stronger collaboration between general education and Special Education teachers as the most direct levers for accelerating student outcomes. These educational partner priorities are reflected throughout the actions assigned to Goal 1, including investments in highly qualified administrators and teachers, sustained research-based professional learning, and differentiated professional learning structures aligned to the school's High-Quality Instructional Framework (HQIF) and TNTP instructional priorities.

Educator Pipeline and Staffing Sustainability in a Rural Community: WCPA recognizes that the rural Central Valley community served by the school presents unique educator staffing challenges that require deliberate, multi-year investment to address. Goal 1 reflects WCPA's continued commitment to growing the school's own educator pipeline through the Loyola Marymount University (LMU) Teacher Residency Program, strengthening onboarding and mentoring systems for teacher residents and early-career educators, and building internal leadership capacity through the Chief Academic Officer, Assistant Principals, and instructional coaching structures. These investments are intended to support staffing sustainability in a rural community context, reduce reliance on long-term substitutes, and ensure that all WCPA students, particularly priority student groups identified through the Dashboard, have access to fully credentialed, equity-oriented educators delivering high-quality Tier 1 instruction.

Equity-Oriented Culture of Learning and High Expectations: This goal also reflects WCPA's commitment to an equity-oriented culture of learning in which high expectations are the consistent standard across classrooms, grade spans, and school sites. The goal aligns with WCPA's High-Quality Instructional Framework, the school's PLC and PDSA continuous improvement structures, and the Community Schools Framework that grounds the school's whole-child approach. Through this goal, WCPA commits to ensuring that the conditions for high-quality instruction, including educator preparation, coaching, calibration, professional learning, and leadership stability, are systematically strengthened in service of closing achievement gaps for English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and all other student populations reflected on the California School Dashboard.

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: 84.2%	2022-23: 80.1%	2023-24: 79.1%	2024-25: 80%	-5.1%
2	Implementation of the State Academic content & performance standards for all students & enable ELs access.	2023-24 ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3	2024-25 ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 3	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5	ELA: +1 ELD: +1 Math: +1 Social Science: +2 Science: +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	CTE: 2 Health: 3 PE: 4 VAPA: 4 World Language: 4	CTE: 4 Health: 4 PE: 5 VAPA: 5 World Language: 4	CTE: 4 Health: 5 PE: 5 VAPA: 4 World Language: 4	CTE: 4 Health: 5 PE: 5 VAPA: 4 World Language: 5	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 -15.5 EL -41.7 SED -21.1 SWD -113.6 Hispanic -18	2023-24 ELA CAASPP DFS All Students -9.8 EL -41.5 LTEL -85.4 SED -16.3 SWD -122.2 Hispanic -13.2	2024-25 ELA CAASPP DFS All Students -7.3 EL -35.2 LTEL -96.6 SED -14.1 SWD -112.4 Hispanic -11.7	2025-26 ELA CAASPP DFS All Students -5.3 EL -33.2 LTEL -94.6 SED -12.1 SWD -110.4 Hispanic -9.7	All Students: +8.2 EL: +6.5 *LTEL: N/A SED: +7 SWD: +1.2 Hispanic: +6.3 *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 -48.7 EL -67.3 SED -55.1 SWD -153 Hispanic -51.6	2023-24 Math CAASPP DFS All Students -60.9 EL -81.9 LTEL -158.4 SED -68.1 SWD -162.7 Hispanic -64.9	2024-25 Math CAASPP DFS All Students -58.5 EL -85.4 LTEL -169 SED -65.7 SWD -161.2 Hispanic -64	2025-26 Math CAASPP DFS All Students -55.5 EL -82.4 LTEL -166 SED -62.7 SWD -159.2 Hispanic -61	All Students: -9.8 EL: -18.1 *LTEL: N/A SED: -10.6 SWD: -8.2 Hispanic: -12.4 *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 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 implemented targeted recruitment and staffing strategies to address vacancies caused by extended leaves and staff transitions. When teachers were on leave, WCPA 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 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 within the approved 2025–26 LCAP allocation. 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 encountered ongoing recruitment and staffing challenges, particularly in hiring appropriately credentialed teachers in high-need subject areas. As a rural community, Delano 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. The Principal was on Maternity Leave during a significant portion of the school year which had an impact to the Elementary leadership team; several core teachers at all grades were also on Medical leaves which created a need to support with last-minute substitutes for staffing support. 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 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 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 has maintained strong teacher retention rates (85% 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 continues to maintain a coherent professional learning system that combines leadership-driven coaching structures with job-embedded professional development. Professional learning priorities remain anchored in strengthening Tier I instruction, supporting MTSS implementation, and improving academic and social-emotional outcomes. Staff engage in a planned cycle of summer learning, non-instructional day trainings, weekly professional development, coaching and observation-feedback cycles, and administrator development aligned to schoolwide instructional and climate priorities.

Key Activities and Supports Implemented: WCPA continued funding and utilization of four Assistant Principals and the Chief Academic Officer to lead instructional improvement, facilitate professional learning, and support coaching cycles. Site administrators and instructional coaches provide classroom-based support through walkthroughs, observation-feedback routines, and coaching aligned to Tier I instructional quality and MTSS expectations. Educators participated in five summer professional learning days, seven additional non-instructional day trainings, and ongoing weekly professional development throughout the school year. Schoolwide learning focused on literacy, mathematics, and social-emotional learning (SEL). Elementary professional learning emphasized play-based learning differentiated learning centers, decodable literacy resources, phonics intervention, culturally responsive curriculum, SEL strategies, and de-escalation practices. Secondary professional learning included writing instruction, academic ownership strategies, student mental health supports, and collaboration to strengthen effective use of instructional technology. Administrator professional learning included PBIS leadership training, restorative practices, and adult culture development.

WCPA also supported participation in external conferences and institutes aligned to MTSS, PBIS, mathematics instruction, community schools, and instructional leadership. Teacher induction and credential clearance expenses were reimbursed to strengthen teacher effectiveness, retention, and instructional stability.

LCAP Alignment and Budget Implementation: There were no substantive differences between implementation and the contents of this action. The same student groups were served, the scope of services remained consistent, and the planned instructional focus areas were maintained. No major professional learning components or staffing supports were discontinued or significantly reduced. Expenditures were implemented as planned to support the Assistant Principal and Chief Academic Officer leadership structure, conference and workshop fees, and teacher induction and credentialing costs.

Challenges and Mitigation Strategies: While the action was fully implemented, WCPA experienced operational and capacity-related challenges that affected pacing and coherence at times. Staffing turnover and onboarding needs for newly hired educators increased demand for foundational training and occasionally limited the depth of advanced professional learning. Coordinating professional learning across multiple grade spans and balancing it with

assessment windows and student support priorities required careful scheduling. Aligning external training opportunities to the instructional calendar and ensuring coherence between external learning and site-based priorities required ongoing vetting and calibration by instructional leaders. WCPA mitigated these barriers by prioritizing job-embedded professional learning through weekly PD, coaching, and PLC structures; differentiating supports for new and returning staff; refining conference and workshop selection to align with schoolwide goals; and leveraging internal expertise to provide flexible, responsive coaching and professional learning.

Successes and Early Impact: Overall, this action strengthened instructional practice and supported improvements in consistency across classrooms. Collaboration among the Chief Academic Officer, Assistant Principals, instructional coaches, and teachers resulted in clearer instructional expectations and increased use of differentiated strategies, language development supports, and culturally responsive practices. Teachers reported increased confidence implementing MTSS-aligned Tier I instruction and using data to adjust instruction for EL and SWD. Investments in instructional leadership has strengthened WCPA's internal capacity to deliver sustained professional learning without overreliance on external consultants, and administrator learning in PBIS and restorative practices reinforced schoolwide systems that support positive classroom environments.

Action 3: This action was fully implemented. WCPA continues to provide sustained, research-based professional learning designed to strengthen Tier 1 instruction, support Multi-Tiered System of Supports (MTSS) implementation, and improve outcomes for all students, with targeted impact for English Learner (EL) and Students with Disabilities (SWD) populations.

WCPA maintains a coherent professional learning system focused on strengthening Tier 1 instruction within an MTSS framework. Professional learning emphasizes culturally responsive practices, language development strategies, and instructional differentiation to better meet the needs of all students, with particular focus on English Learners and Students with Disabilities.

Staffing and Instructional Capacity. WCPA continues funding and utilization of four Assistant Principals 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 1 instructional quality.

Professional Learning Deliver: Educators participated in five days of summer professional learning, seven additional non-instructional day trainings, 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 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.

This sustained professional learning model supports improvements in Tier 1 instruction, which is directly connected to student outcomes reflected on the California School Dashboard. Strengthened instructional practices contribute to maintaining gains and addressing persistent gaps in academic achievement for EL and SWD student groups, as well as supporting reductions in behavioral incidents through consistent SEL and PBIS implementation.

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 of this action were implemented, and no planned professional learning activities or staffing supports were discontinued or significantly reduced.

Budget: There were no changes to the budgeted amount for this action. Funds were expended as planned to support the 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 encountered several operational and capacity-related challenges that impacted 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 instructional 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, limiting 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, and competing priorities—including instructional time, assessment windows, and student supports—occasionally constrained the amount of time available for extended professional learning. Aligning conference schedules and external training opportunities with the instructional calendar further 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 English Learners, Students with Disabilities, and Long-Term English Learners (LTELs) 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 professional development, coaching, and Professional Learning Communities (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. WCPA continued to review, refine, and select conferences and workshops that best 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 1 instruction. These adaptations allowed the school to sustain professional learning efforts while continuing to build instructional capacity and address student needs reflected in California School Dashboard data.

Successes: Since implementing this action, WCPA has observed positive instructional and student-level outcomes that indicate progress toward strengthening Tier 1 instruction and improving supports for all learners.

Improvements in Instructional Practice: Ongoing collaboration between the Chief Academic Officer, Assistant Principals, instructional coaches, and teachers has resulted in greater consistency in instructional expectations and delivery across grade spans. Classroom observations and coaching cycles indicate increased use of differentiated instructional strategies, language development supports, and culturally responsive practices aligned to the California Department of Education's (CDE) definition of high-quality instruction. Teachers report increased confidence in implementing MTSS-aligned Tier 1 instruction and using data to adjust instruction for English Learners and Students with Disabilities.

Positive Student Outcome Trends: Improvements in instructional quality support gains reflected on the California School Dashboard. WCPA observed improved outcomes for Students with Disabilities in suspension rate performance compared to prior years, suggesting stronger instructional and behavioral supports. Continued focus on literacy, math, and SEL has aligned to maintaining gains and addressing persistent gaps for English Learners and Long-Term

English Learners, particularly in academic indicators. Strengthened Tier 1 instruction and SEL integration have contributed to more consistent classroom environments that support student engagement and attendance.

Educator and Stakeholder Feedback: Teachers and administrators have provided positive feedback regarding the coherence and relevance of professional learning, particularly job-embedded coaching and weekly professional development. New educators report that sustained professional learning and induction support improved onboarding and instructional readiness. Instructional leaders report improved alignment between professional learning, instructional priorities, and site-level improvement goals.

Organizational Capacity Building: Investment in instructional leadership staffing, including the Assistant Principals and Chief Academic Officer, has strengthened WCPA's internal capacity to deliver sustained, research-based professional learning without overreliance on external consultants. Conference participation and leadership training have expanded administrator expertise in PBIS, restorative practices, and MTSS, strengthening schoolwide systems that support academic and behavioral outcomes.

Overall, this action has demonstrated early and meaningful success in strengthening instructional practice, building staff capacity, and supporting student outcomes reflected in California School Dashboard trends. Sustained research-based professional learning remains a key lever for improving Tier 1 instruction and closing achievement gaps for EL and SWD student groups.

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.

The following explanations describe the material differences between budgeted and estimated actual expenditures for the actions under Goal 1 (Teacher Quality and Equity-Oriented Leadership) during the 2025-26 LCAP cycle.

- **Goal 1, Action 1: Highly Qualified, Equity-Oriented Administrators and Educators That Support the Educational Program.** The estimated actual expenditures for this action exceeded the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to an increase in the number of teachers hired during the school year compared to the staffing levels originally projected during the LCAP development process. Additional teacher hiring strengthened instructional capacity, supported continued implementation of the High-Quality Instructional Framework (HQIF), and reinforced Tier 1 instructional supports for priority student groups identified through the California School Dashboard.
- **Goal 1, Action 2: Sustained Research-Based Professional Learning.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Professional development structures, including summer professional learning days, school-year professional development days, and weekly job-embedded professional learning, were implemented consistent with the budgeted expenditure plan.
- **Goal 1, Action 3: Differentiated Professional Learning.** The estimated actual expenditures for this action exceeded the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to an increase in the number of substitute teachers needed to support teacher release time while classroom teachers participated in instructional coaching, Professional Learning Community (PLC) cycles, and differentiated professional learning. The increased substitute teacher capacity ensured instructional continuity for students while teachers engaged in the coaching cycles, walkthroughs, and PLC inquiry processes that anchor the differentiated professional learning model.

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.

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 was effective. Effectiveness was evaluated using multiple measures, including California School Dashboard indicators (Academic Achievement, Suspension Rate, Chronic Absenteeism), local coaching and observation evidence, professional learning participation records and educator feedback, and student engagement and behavioral trend data aligned to SEL and PBIS implementation. Dashboard-aligned trends, including improved suspension rate outcomes for Students with Disabilities compared to prior years, suggest stronger instructional and behavioral supports. While academic outcomes for English Learners and Long-Term English Learners remain an area for continued acceleration, sustained, research-based professional learning has strengthened the Tier I instructional foundation and MTSS coherence needed to support long-term improvement and equity.

Action 3: This action has been effective in making progress toward the goal of strengthening high-quality Tier 1 instruction within an MTSS framework and building collective teacher efficacy across WCPA.

Sustained, research-based professional learning focused on literacy, mathematics, and social-emotional learning has strengthened instructional coherence and consistency across classrooms. Professional development emphasized standards-aligned instruction, differentiated teaching practices, culturally responsive strategies, and data-informed decision-making, supporting educators' ability to meet diverse student needs.

Evaluation Data Sources: WCPA used multiple quantitative and qualitative data sources to evaluate the effectiveness of this action, including California School Dashboard indicators (particularly Academic Achievement, Suspension Rate, and Chronic Absenteeism), classroom observation and instructional coaching data focused on Tier 1 instructional quality, professional learning participation records and educator feedback, and student engagement and behavioral trend data aligned to SEL and PBIS implementation.

Alignment to LCAP Metrics: This action directly supports LCAP metrics tied to academic achievement in ELA and Math through strengthened Tier 1 instruction and instructional consistency; suspension rate and school climate indicators through SEL-focused professional learning, PBIS leadership development, and restorative practices training; and English Learner and Students with Disabilities outcomes through integrated language development strategies and differentiated instruction.

Dashboard results indicate progress in maintaining gains and addressing gaps, including improved suspension rate outcomes for Students with Disabilities compared to prior years, reflecting stronger instructional and behavioral supports. While academic indicators for English Learners and Long-Term English Learners remain an area of need, sustained professional learning has laid the foundation for instructional improvements necessary to accelerate growth.

Contribution to Progress and Gap Closure: Based on available data, this action contributes to progress by strengthening instructional practice and adult capacity, maintaining gains in school climate and behavioral outcomes, and building conditions necessary for gap closure, particularly through improved Tier 1 instruction and MTSS alignment. Continued focus is required, however, to accelerate academic outcomes for EL and LTEL student groups.

Recommended Modifications for 2026–27: While effective, refinements are recommended to increase impact in the 2026–27 school year. These include further tightening alignment between professional learning and student outcome data, particularly ELA and Math performance for EL, LTEL, and SWD student groups; increasing the use of data-driven coaching cycles to ensure professional learning translates consistently into classroom practice; continuing to

strengthen PLC structures to deepen collective teacher efficacy and shared accountability for student outcomes; and expanding targeted professional learning focused on academic language development and instructional rigor within Tier 1 instruction.

Overall, sustained research-based professional learning has been an effective strategy for building instructional capacity, strengthening MTSS implementation, and supporting progress toward WCPA's LCAP goals. Continued refinement and targeted focus will further enhance its impact on student achievement and equity.

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 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.

Action 1 Funding Increase: WCPA has increased the budget for Action 1 (Highly Qualified Equity-Oriented Administrators and Educators) for the 2026-27 school year. This increase reflects two key investments in our educator pipeline and operational stability. First, WCPA will add teacher residents for the 2026-27 school year to strengthen our teacher pipeline and build long-term capacity. Second, based on actual 2025-26 spending patterns, WCPA has increased the budget allocation for teacher substitutes. Additionally, this budget adjustment accounts for a correction in teacher FTE counts between Goal 1 Action 1 and Goal 2 Action 5 from the previous year. These investments will ensure that WCPA has sufficient staffing resources and substitute coverage to maintain consistent, high-quality instruction and support the implementation of professional learning initiatives throughout the school year.

WCPA 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 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 (WCPA) 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 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's 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's teacher residency program with Loyola Marymount University (LMU) will continue to support a teacher pipeline in high-need subject areas, and WCPA's 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. **Instructional Calendar** WCPA 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	$10,258,385	N

Action #	Title	Description	Total Funds	Contributing
		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 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 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 will increase differentiated professional learning opportunities by grade span, content area, and student group need to better support English Learners,		

Action #	Title	Description	Total Funds	Contributing
		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's High-Quality Instructional Framework (HQIF) and TNTP instructional priorities. WCPA 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 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 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 • 86 core teachers • Recruitment supplies and hiring costs		
2	**SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING**	Wonderful College Prep Academy (WCPA) 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 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's 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 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**	$898,997	Y

Action #	Title	Description	Total Funds	Contributing
		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 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Refining Weekly PD and PLC Structures WCPA 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 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 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 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:		

Action #	Title	Description	Total Funds	Contributing
		• 4 Assistant Principals • Chief Academic Officer • Conference & Workshop fees • Teacher Induction fees • Guiding Coalition Members (Stipend for additional duties) • Teachers: Elementary (9); Secondary (8)		
3	**DIFFERENTIATED PROFESSIONAL LEARNING**	Wonderful College Prep Academy (WCPA) 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 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 systems 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 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 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	$2,357,821	Y

Action #	Title	Description	Total Funds	Contributing
		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** WCPA 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 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 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**		

Action #	Title	Description	Total Funds	Contributing
		WCPA 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) • 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.

Wonderful College Prep Academy (WCPA) developed this goal in direct response to the school's performance on the academic indicators of the 2025 California School Dashboard and the persistent achievement gaps that contributed to WCPA's eligibility for Differentiated Assistance. The 2024 Dashboard reflected Red performance levels for the Long-Term English Learner (LTEL) student group on the ELA Academic Indicator, the Mathematics Academic Indicator, and the Chronic Absenteeism Indicator. The 2025 Dashboard reflected a Red performance level for the Students with Disabilities (SWD) student group on the Mathematics Academic Indicator and a Red performance level on the Suspension Rate Indicator. The 2025 ELA Academic Indicator reflected a Red performance level for the LTEL student group at -96.6 Distance from Standard (DFS), an Orange performance level for the All Students group at -7.3 DFS, an Orange performance level for the SWD student group at -112.4 DFS, an Orange performance level for the SED and Hispanic student groups, and a Yellow performance level for the English Learner (EL) student group at -35.2 DFS. The 2025 Mathematics Academic Indicator reflected Red performance levels for both the LTEL student group at -169.0 DFS and the SWD student group at -161.2 DFS, with Orange performance levels for the All Students, EL, SED, and Hispanic student groups. The 2025 Science Indicator reflected Orange performance levels for the LTEL and SWD student groups and Yellow performance levels across the broader student population. These data confirm that academic achievement gaps, particularly for LTELs and SWDs, are persistent, intersecting, and central to the school's Differentiated Assistance work, and they establish the foundation for Goal 2.

Comprehensive Needs Assessment Findings and Root Causes: WCPA's comprehensive needs assessment identified that the performance patterns reflected on the Dashboard are not the result of any single instructional or programmatic gap but rather of converging root causes that require an integrated academic response. Gaps in foundational literacy and numeracy instruction across the early grades contribute to compounding deficits that become visible on the Academic Indicators beginning in grade three. Limited early intervention for struggling students prior to grade three reduces the school's ability to close gaps before they become entrenched. The vertical articulation of standards and instructional practices between the TK-6 elementary and 7-12 secondary divisions requires strengthening. Student access to academic language development opportunities, particularly for LTELs in content-area classrooms, remains limited and constrains performance across all three academic indicators. Inconsistent attendance patterns reduce instructional time for the students who need it most, with particularly damaging effects in Mathematics and Science where conceptual understanding builds sequentially. Goal 2 is grounded in these root causes

and reflects WCPA's commitment to addressing the Dashboard performance gaps through a coherent academic program built on high-quality Tier 1 instruction, standards-aligned core curriculum, integrated and designated English Language Development (ELD), and a strengthened Multi-Tiered System of Supports (MTSS) that delivers tiered, targeted interventions to students with the highest needs.

Educational Partner Priorities Supporting Academic Acceleration: The educational partner engagement process for the 2026-27 LCAP reinforced the centrality of Goal 2. Administrators, the School-Based Leadership Team, teachers, classified staff and other personnel, students, parents, the Student Advisory Committee (SAC), the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), the English Learner Parent Advisory Committee, and the Special Education Local Plan Area (SELPA) consistently identified continued focus on data and assessments to support student academic growth, targeted emphasis on Mathematics and English Language Arts for all student groups, expanded academic interventions and tutoring supports across grade levels, expanded designated and integrated ELD implementation for English Learners and LTELs, deeper review and refinement of supports for Students with Disabilities, expanded music, arts, STEM, and enrichment opportunities, and continued focus on the dual enrollment pathway program and the early college access model as the most direct levers for accelerating academic outcomes. These educational partner priorities are reflected throughout the actions assigned to Goal 2, including investments in standards-based core curriculum, tiered targeted interventions, ongoing assessment and progress monitoring, technology infrastructure, broad course of study offerings, services to support Students with Disabilities, services to support English Learners, services to support Long-Term English Learners through language acquisition, and the dual enrollment pathway program promoting a college-going culture.

High-Quality Tier 1 Instruction and Standards-Aligned Curriculum: Goal 2 reflects WCPA's recognition that closing achievement gaps for priority student groups requires a foundation of strong Tier 1 instruction grounded in a guaranteed and viable curriculum. WCPA 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. Goal 2 commits the school to maintaining equitable access to high-quality, standards-aligned curriculum and instructional materials across English Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts (VAPA), Spanish, and Physical Education, and to strengthening alignment between curriculum implementation, Professional Learning Community (PLC) collaboration, formative assessments, and instructional planning. The High-Quality Instructional Framework (HQIF) and TNTP instructional priorities, including Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning, anchor the Tier 1 instructional vision that Goal 2 advances.

Tiered and Targeted Interventions Within MTSS: This goal also reflects WCPA's commitment to refining and expanding tiered and targeted academic interventions within the school's MTSS framework. The needs assessment identified that intervention staffing capacity remains limited relative to identified student need, that access to extended learning opportunities is uneven across student groups, and that intervention implementation remains inconsistent across the TK-6 elementary and 7-12 secondary divisions. Goal 2 commits the school to addressing these resource inequities through the addition of Intervention Coordinators in Secondary School ELA, Secondary School Mathematics, Elementary ELA, and Elementary Mathematics; the expansion of Reading Designated Learning Center (DLC), Math DLC, and What I Need (WIN) intervention systems; the implementation of LTEL acceleration plans for the 108 identified LTEL students in grades 6-12; the strengthening of in-time intervention structures during the instructional day; the continuation of Summer Academy programming with targeted Mathematics and ELA interventions and credit recovery; and the expansion of after-school tutoring, Edmentum Study Island, Air Tutor, and Expanded Learning Opportunities Program (ELO-P) supports.

Targeted Services for Students with Disabilities, English Learners, and Long-Term English Learners: This goal places particular emphasis on the priority student groups identified through the Dashboard and the Differentiated Assistance eligibility framework: Students with Disabilities, English Learners, and Long-Term English Learners. The goal commits the school to refining IEP-to-standards alignment, strengthening inclusion practices, expanding integrated and designated ELD across all grade levels and content areas, expanding the use of the Ellevation and EL Achieve data systems to monitor English Learner progress and reclassification readiness, refining the English Learner Master Plan, and partnering with the Fresno County Superintendent of Schools (FCSS) under the Differentiated Assistance framework to strengthen instructional coherence, data-driven coaching practices, and implementation of Universal Design for Learning (UDL) and integrated ELD instructional strategies. These investments reflect the school's understanding that academic gaps for LTELs and SWDs will

not close without sustained, multi-year, targeted support that integrates language development, specialized instruction, and standards-aligned access to grade-level content.

Promoting a College-Going Culture Through Dual Enrollment: This goal further reflects WCPA's commitment to ensuring that all students, including Unduplicated Pupils and Students with Disabilities, are prepared to meet the College and Career Indicator (CCI) measures of the California School Dashboard. The 2025 Dashboard reflected a Green performance level on the CCI for the All Students group and for the EL, LTEL, SED, and Hispanic student groups, and a Blue performance level on the Graduation Rate Indicator for the All Students group and for the EL, LTEL, SED, and Hispanic student groups, with a 100% graduation rate. Goal 2 sustains the conditions for continued progress on these distinguished performance areas through the cornerstone dual enrollment partnership with Bakersfield College, the three Academic Pathways in Agriculture Prep (Business and Economics), Teach and Lead, and Health Sciences, and the school's broader college-going culture systems including Naviance, Dual Enrollment Support Specialists, and the new Link Crew mentoring program.

Equity-Oriented Instructional Program and Closing Achievement Gaps: Through this goal, WCPA commits to ensuring that all students have equitable access to high-quality Tier 1 instruction, standards-aligned curriculum, tiered and targeted interventions, and the supports necessary to achieve grade-level proficiency and college and career readiness. The goal is grounded in the Dashboard performance data, the comprehensive needs assessment, the priorities identified by educational partners, and the school's continued implementation of the High-Quality Instructional Framework, the Multi-Tiered System of Supports, the Community Schools Framework, and Improvement Science continuous improvement methodology. By advancing an equity-oriented instructional program that narrows achievement gaps for Students with Disabilities, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students while improving outcomes for all student populations, Goal 2 reflects WCPA's commitment to its mission of graduating critical thinkers and lifelong learners equipped to earn college degrees and become the next generation of Central Valley leaders.

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 -15.5 EL -41.7 SED -21.1 SWD -113.6 Hispanic -18	2023-24 ELA CAASPP DFS All Students -9.8 EL -41.5 LTEL -85.4 SED -16.3 SWD -122.2 Hispanic -13.2	2024-25 ELA CAASPP DFS All Students -7.3 EL -35.2 LTEL -96.6 SED -14.1 SWD -112.4 Hispanic -11.7	2025-26 ELA CAASPP DFS All Students -5.3 EL -33.2 LTEL -94.6 SED -12.1 SWD -110.4 Hispanic -9.7	All Students: +8.2 EL: +6.5 *LTEL: N/A SED: +7 SWD: +1.2 Hispanic: +6.3 *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -48.7 EL -67.3 SED -55.1 SWD -153 Hispanic -51.6	2023-24 Math CAASPP DFS All Students -60.9 EL -81.9 LTEL -158.4 SED -68.1 SWD -162.7 Hispanic -64.9	2024-25 Math CAASPP DFS All Students -58.5 EL -85.4 LTEL -169 SED -65.7 SWD -161.2 Hispanic -64	2025-26 Math CAASPP DFS All Students -55.5 EL -82.4 LTEL -166 SED -62.7 SWD -159.2 Hispanic -61	All Students: -9.8 EL: -18.1 *LTEL: N/A SED: -10.6 SWD: -8.2 Hispanic: -13.4 *Not numerically significant in either Baseline or Y2 Outcome
6	CA Science Test (CAST)	2022-23 CAST % Met/exceeded All Students 23.82% EL 0.00% SED 21.37% SWD 7.14% Hispanic 21.87% Source: CAASPP website	2023-24 CAST % All Students 25.3% EL 3.6% SED 22.6% Hispanic 24.3% Source: CAASPP website 2023-24 (Science Points) All Students 50 EL 39.5 LTEL 30.3 SED 48.5 SWD 30.8 Hispanic 49.4 Source: CA School Dashboard	2024-25 CAST % Met/exceeded All Students 20.75% EL 0.91% LTEL 0.00% SED 18.31% SWD 4.26% Hispanic 19.22% Source: CAASPP website 2024-25 (Science Points) All Students 47 EL 42.7 LTEL 32.7 SED 45.8 SWD 34.2 Hispanic 46.4 Source: CA School Dashboard	2025-26 (Science Points) All Students 49 EL 44.7 LTEL 34.7 SED 47.8 SWD 36.2 Hispanic 48.4	All Students: -3.07% EL: +0.91% *LTEL: N/A SED: -3.06% SWD: -2.88% Hispanic: -2.65% *Not numerically significant in either Baseline or Y2 Outcome
7	% EL who made progress towards English Language Proficiency	42.8% Source: 2023 Dashboard	49.8% EL 58.9% LTEL Source: 2024 Dashboard	58% EL 62.4% LTEL Source: 2025 Dashboard	2025-26: 40.8%: EL 46.2%: LTEL	EL: +15.2% *LTEL: N/A *Not numerically significant in either

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: ELPI – CA School Dashboard					Baseline or Y2 Outcome
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 13.2% Proficient	2023-24: 12.99% Proficient	2024-25: 14.6% Proficient	2025-26: 11%	+1.4%
9	Reclassification Rate Source: CALPADS	2022-23: 15%	2023-24: 15%	2024-25: 1.2%	2025-26: 19.9%	-13.8%
10	% students including Unduplicated Pupils, and SWD, participating in (access to and enrolled in) an elective course or enrichment for all students. (Broad Course of Study) Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0% No Difference
11	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 (Broad Course of Study) Source: SARC	2022-23: 99%	2023-24:99%	2024-25: 98%	2025-26: 100%	-1%
12	% students participating in all 5 Components of the Physical Fitness Test	2022-23: 96%	2023-24: 98%	2024-25: 99%	2025-26: 100%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(PFT): Grade 7 (Broad Course of Study) Source: SARC					
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 (Broad Course of Study) Source: SARC	2022-23: 97%	2023-24: 97%	2024-25: 94%	2025-26: 100%	-3%

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 fully implemented. WCPA ensures that all students have consistent access to high-quality, standards-based curriculum and instructional materials across all core subject areas. This action strengthens the foundation for coherent Tier 1 instruction and supports WCPA's ongoing work to address academic needs reflected in the most recent California School Dashboard results, including the continued need to improve ELA and Math outcomes.

WCPA provides standards-aligned core curriculum and instructional materials for all students in English Language Arts, Mathematics, Science, Social Studies, and Physical Education. WCPA purchases and distributes curriculum-related student consumables and digital licenses to support daily instruction. School leadership and instructional staff conduct annual curriculum reviews to confirm alignment to state standards and evaluate instructional effectiveness. WCPA also invests in Physical Education curriculum and supplies to ensure students receive access to a comprehensive, standards-based PE program. Implementation is coordinated with the Curriculum & Instruction (C&I) Team to ensure curriculum use aligns with instructional expectations, pacing, and professional learning priorities.

There are no substantive differences between the planned action and actual implementation. The scope, intent, and student groups served remain consistent with what is approved in the 2025–26 LCAP.

Components Implemented: All components of this action are implemented. No curriculum areas, student groups, or instructional materials were excluded, delayed in a way that prevents instruction, or reduced in scope.

Budget Implementation: There are no changes to the budgeted amount for this action as outlined in the 2025–26 LCAP Expenditure Worksheet. Funds are expended as planned to support core curriculum materials, student consumables, digital licenses, and Physical Education supplies.

Challenges: WCPA experienced minor operational challenges typical of a multi-site instructional program. Vendor timelines occasionally result in later delivery of hard-copy consumables and supplemental materials. These delays do not prevent instruction, but they require temporary adjustments such as using digital curriculum resources or shared materials until orders arrive. WCPA also addresses onboarding and training needs for new instructional staff to ensure consistent and effective use of adopted materials, particularly in specialized subject areas and Physical Education. Annual curriculum reviews also identify areas for continued refinement to strengthen vertical alignment and ensure consistent rigor across grade levels, especially in ELA and Math.

WCPA mitigates these challenges by leveraging digital licenses and shared resources to maintain uninterrupted access to standards-based content, providing targeted professional learning and coaching to support new and transitioning staff, and using the annual curriculum review cycle to identify gaps, refine materials, and plan future purchases aligned to instructional priorities.

Successes: This action has strengthened instructional readiness and continuity across sites. Core curricular materials, student consumables, and digital licenses are available to support instruction, minimizing disruptions and enabling teachers to implement a shared, standards-aligned program. Access to an aligned curriculum increases consistency in Tier 1 instruction across grade levels and content areas, supporting the instructional conditions needed for improved outcomes in ELA and Math over time. Teachers report greater confidence in lesson planning and pacing because curricular resources are clearly defined and consistently available, which supports stronger collaboration in PLCs and more focused data discussions connected to curriculum-based assessments. Educators and site leaders also report that complete curriculum sets improve classroom organization, instructional flow, and student engagement.

Action 2: This action is fully implemented. WCPA 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.

Activities, Services, and Resources Implemented: WCPA 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.

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, are carried out as planned. Student groups served remain consistent with the LCAP description, and no reductions in scope or service delivery occur. The same student populations are served, and the instructional focus, service delivery model, and resources utilized remain aligned with the original action description.

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

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

Staffing and Capacity Challenges. One of the primary barriers is maintaining consistent staffing across intervention roles, including Small Group Instructors, Instructional Assistants, and academic support staff. Staffing transitions and onboarding timelines limit continuity in service delivery and require additional training and calibration to ensure fidelity to research-based intervention practices. These challenges occasionally delay full implementation of targeted supports, particularly for students requiring more intensive Tier 2 and Tier 3 interventions. To mitigate this, WCPA prioritizes targeted professional learning, leverages existing staff to ensure uninterrupted services where possible, and adjusts student groupings to maintain access to interventions while new staff are onboarded and trained.

Logistical and Scheduling Constraints. Another significant challenge involves coordinating intervention access for students who commute from multiple surrounding communities. Transportation schedules and family availability impact consistent participation in after-school and expanded learning interventions, particularly for Unduplicated Pupils, English Learners, and Students with Disabilities student groups identified on the California School Dashboard as experiencing persistent academic gaps. In response, WCPA emphasizes interventions delivered during the instructional day, ensuring that students with the highest needs receive 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 WCPA's student population also presents challenges. Ensuring that intervention platforms, instructional strategies, and schedules align with family needs requires ongoing adjustments informed by formative assessment data and feedback from educators and families. School teams address 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 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: Through implementation of this action, WCPA 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 (UP), English Learners (EL), and Students with Disabilities (SWD).

Strengthened Student Support Systems: The expansion of Guidance Counselor services and dedicated academic intervention staffing has significantly improved WCPA's capacity 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 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 WCPA's MTSS framework 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 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 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 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 and other historically underserved populations. 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 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 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 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 English Learners, 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 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 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 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 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 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 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 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 has fully implemented the Broad Course of Study 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

Arts and Performance. WCPA continues to provide art instruction for TK–8 students and Visual Art for TK–6. Readers Theater is offered for TK–6 to support literacy, confidence, and oral language development. Music programs—including Band, Mariachi, and Music Appreciation—serve students in TK–12.

STEM and Enrichment. Robotics and STEM rotations and clubs are available for TK–12. Spanish language instruction is provided for grades 9–12.

To ensure equitable access, instruments, supplies, and supplemental instructional materials are provided for all applicable electives and enrichment courses. In addition, supplemental enrichment experiences are supported through the California Community Schools Grant, allowing WCPA to expand offerings and provide afterschool clubs aligned to student interest.

Fidelity of Implementation: There are no substantive differences between the implementation of this action and what is described in the approved 2025–26 LCAP. All planned components are implemented, student groups served remain consistent, and the scope of services is maintained. No elective areas listed in the LCAP are discontinued or reduced.

Budget: There are no material changes to the budgeted amount allocated for this action.

Connection to Student Outcomes and Dashboard: While this action is not directly tied to a single academic Dashboard indicator, providing a broad course of study supports student engagement, school connectedness, and access to enrichment, which are critical foundational conditions for improving outcomes such as chronic absenteeism and overall student participation reflected on the California School Dashboard. Maintaining these opportunities ensures WCPA continues to support whole-child development alongside academic growth.

Challenges: Overall, WCPA has implemented the Broad Course of Study action as planned; however, implementation challenges vary by grade span, particularly at the secondary level.

Elementary Implementation (TK–6). At the elementary level, there are no significant barriers to implementation. The master schedule ensures that all students are guaranteed access to arts, music, and STEM rotations during the instructional day. The structured rotation model allows WCPA to provide equitable access to electives without competing scheduling demands, resulting in full participation across grade levels.

Secondary Scheduling Complexity (Grades 7–12). At the secondary level, the primary challenge is scheduling complexity rather than staffing or funding constraints. As students progress through middle and high school, course schedules must balance graduation requirements, A–G coursework, elective interests, and, in some cases, intervention or support courses. This creates limited scheduling flexibility within a single academic year for some students to immediately access all desired elective offerings.

Staffing, Logistical, and Resource Considerations. WCPA has not experienced significant staffing vacancies or turnover that prevent implementation of elective courses. Instructional materials, instruments, and supplies are available as planned, and California Community Schools Grant funding supports afterschool enrichment opportunities. The primary logistical constraint is course sequencing and availability within student schedules, not a lack of programs or resources.

Mitigation Strategies: To mitigate these challenges, WCPA utilizes multi-year academic planning at the secondary level. Students are supported through academic counseling and long-term scheduling to ensure access to arts, music, STEM, and world language courses over the course of their middle and high school experience, even if not all electives can be taken simultaneously in a single year. This approach allows WCPA to maintain a broad course of study while meeting individual student academic requirements.

Providing access to a broad course of study remains an important strategy for supporting student engagement and school connectedness. While scheduling constraints exist at the secondary level, WCPA continues to refine scheduling practices to ensure students can meaningfully access enrichment opportunities that support whole-child development and sustained engagement.

Successes: Through implementation of this action, WCPA observed several positive outcomes related to student engagement, participation, and access to enrichment, supporting the school's whole-child approach.

One notable success is the continued expansion and sustainability of elective offerings, particularly in music, arts, and STEM. Several courses including music programs such as Band, Mariachi, and Music Appreciation, as well as Robotics and STEM are 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 contributes 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. While this action is not directly tied to a single academic indicator, providing engaging, interest-based learning opportunities supports 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 support student confidence, oral language development, and creative expression, complementing core instruction. At the secondary level, access to world language, music, and STEM electives supports student motivation and long-term academic planning, particularly for students balancing graduation requirements and postsecondary goals.

Feedback - Educational Partners: 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 report increased student enthusiasm and participation during elective rotations, while families express 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 WCPA's commitment 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 fully implemented and is prioritized due to WCPA's continued qualification for Differentiated Assistance. Implementation strengthens system coherence, improves Tier 1 instruction, and intensifies services for Students with Disabilities through a data-driven MTSS framework.

Professional Learning and Differentiated Assistance: WCPA has continued its partnership with the Fresno County Superintendent of Schools (FCSS) to meet Differentiated Assistance requirements and strengthen instructional systems for Students with Disabilities. WCPA implements Year 2 of PLCs with an explicit emphasis on structured collaboration between general education and special education teachers. Professional learning focuses on high-quality Tier 1 instruction, differentiated classroom practices, and stronger alignment between daily instruction and IEP goals. Special education teachers receive targeted training on progress monitoring, intervention fidelity, and evidence-based strategies to support students in ELA and Math.

Data-Based Decision-Making and MTSS Structures: WCPA implements formal Data-Based Decision-Making routines to review academic, behavioral, and attendance data for Students with Disabilities and to guide Tier 1, Tier 2, and Tier 3 decisions. School leaders, Student Support Services, and special education administrators use Power BI dashboards to monitor attendance, behavior referrals, and academic risk indicators, including Ds/Fs. Student Success

Teams are used consistently to identify students needing Tier 2 supports, refine interventions, and guide decisions related to evaluations and service intensity within MTSS.

Instructional and Programmatic Supports: Collaboration between general education and special education staff strengthens inclusion and improves coherence between classroom instruction and IEP services. Teachers co-plan IEP-aligned lessons and implement accommodations and instructional strategies more consistently across settings. Intervention teachers provide IEP-aligned Math and ELA intervention supports for Students with Disabilities. WCPA uses the TNTP instructional rubric for both general education and special education teachers and provides feedback focused on Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. PBIS practices continue to expand to reduce exclusionary discipline and strengthen engagement and classroom supports.

Behavioral and Mental Health Supports: WCPA continues to focus on reducing suspension rates for Students with Disabilities by strengthening restorative practices and alternatives to exclusionary discipline. Educationally Related Mental Health Services implementation is strengthened through coordinated planning and increased collaboration among School Psychologists, Social Workers, and site leaders to improve service coherence and responsiveness.

LCAP Alignment and Scope of Services: Students with Disabilities remain the prioritized student group across all grade spans, and the core strategies; MTSS, Data-Based Decision-Making, PLC collaboration, and instructional coaching remain intact. No student groups are excluded, and services remain in place across campuses.

Budget Implementation: There are no substantive changes to the budgeted amount for this action that includes education administrative staffing; special education teachers and service providers; Speech Language Pathologists; special education-specific curriculum and software; and transportation and support services, including a special education bus aide.

Challenges: WCPA continues to navigate system and operational barriers that affect the depth and pace of implementation. Leadership capacity constraints, including a vacancy in the Director of Special Education role, reduce the ability to consistently monitor IEP quality, ensure uniform Data-Based Decision-Making implementation across sites, and provide timely coaching to special education teachers and case managers. WCPA mitigates this by distributing responsibilities among special education administrators and site leaders and increasing support through county partners and Differentiated Assistance structures.

Professional learning needs remain significant as teachers strengthen IEP-to-standards alignment, progress monitoring, intervention fidelity, and inclusive practices. Scheduling constraints also limit consistent co-planning and collaboration time between general education and special education teachers. WCPA addresses this by embedding Students with Disabilities-focused planning into PLC agendas, using Guiding Coalitions to elevate systemwide problem-solving, and prioritizing job-embedded coaching aligned to TNTP focus areas.

Service delivery constraints persist in specialized related services, particularly in-person Speech and Language staffing, which requires continued recruitment and long-term workforce planning. Interim solutions maintain service continuity while staffing capacity is strengthened.

Successes: Implementation results in early improvements in adult practice and instructional conditions for Students with Disabilities. Tier 1 instruction shows greater consistency and stronger alignment to grade-level standards through PLC collaboration, professional learning, and TNTP-aligned coaching. Students experience improved access to rigorous tasks and increased success on first attempts at grade-level work, supporting more effective inclusion and reducing over-reliance on pull-out models alone.

Student engagement improves in learning center and intervention settings through more hands-on and multimodal instructional materials, particularly in ELA and Math supports. Collaboration between general and special education teachers strengthens coherence between classroom instruction and IEP services, resulting in more consistent accommodations and shared responsibility for student outcomes. Staff and families report increased confidence in the direction of services, including clearer expectations, improved communication, and stronger student engagement.

Action 7: This action is fully implemented. WCPA 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 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 support staffing, instructional materials, professional development, and EL data systems.

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 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 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 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 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 English Learner indicators.

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 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 Chronic Absenteeism, ELA, and Math, WCPA prioritized system-level supports to strengthen early identification, targeted intervention, and family engagement for LTEL students.

Early Warning System and Data-Driven Identification. WCPA 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 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, which identified the LTEL student group at RED performance levels for Chronic Absenteeism, ELA, and Math.

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 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 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 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 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 demonstrated significant growth earning a Green performance level on the 2025 Dashboard for the ELPI.

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.

The following explanations describe the material differences between budgeted and estimated actual expenditures for the actions under Goal 2 (Content and Instruction) during the 2025-26 LCAP cycle.

- **Goal 2, Action 1: High-Quality Standards-Based Core Curricular Program.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Curriculum and instructional materials investments were implemented consistent with the budgeted expenditure plan.
- **Goal 2, Action 2: Addressing Academic Needs Through Tiered Targeted Interventions.** The estimated actual expenditures for this action exceeded the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to an increase in the number of instructional support staff, Instructional Assistants, and Small Group Instructors (SGIs) hired to provide academic intervention support during the instructional day and through after-school programming. The expanded staffing strengthened tiered intervention capacity, supported Multi-Tiered System of Supports (MTSS) implementation, and reinforced targeted academic supports for priority student groups identified through the California School Dashboard.
- **Goal 2, Action 3: Monitoring Student Progress Through Ongoing Assessments of Learning.** Sub-action 3B reflected budgeted expenditures that exceeded estimated actual expenditures during the 2025-26 LCAP cycle. The material difference is attributable to a decrease in the actual cost of data analyst support compared to the originally budgeted amount. The reduced expenditure did not affect the implementation of WCPA's data systems, formative assessment cycles, or Data-Based Decision-Making processes.
- **Goal 2, Action 4: Access to Technology to Support Teaching and Learning.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Technology infrastructure, devices, and IT staffing investments were implemented consistent with the budgeted expenditure plan.
- **Goal 2, Action 5: Broad Course of Study.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Broad course of study investments, including enrichment and elective programming, were implemented consistent with the budgeted expenditure plan.
- **Goal 2, Action 6: Services to Support Students with Disabilities.** The estimated actual expenditures for this action were less than the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to a decline in the need for contracted Special Education services. WCPA instead utilized in-house Special Education staff to deliver services, resulting in lower actual expenditures than originally budgeted. The reduced expenditure did not affect WCPA's continued qualification for Differentiated Assistance work or the implementation of Services to Support Students with Disabilities for the SWD student group identified at Red performance levels on the 2025 California School Dashboard.
- **Goal 2, Action 7: Services to Support English Learners.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. EL services, including EL Coordinator staffing, Ellevation software, Spanish Math Support Materials, and EL Achieve dELD curriculum, were implemented consistent with the budgeted expenditure plan.
- **Goal 2, Action 8: Services to Support Long-Term English Learners Through Language Acquisition.** The estimated actual expenditures for this action were less than the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to staff hiring at salary levels lower than

originally budgeted, resulting in savings compared to the originally budgeted salary expenditures. The reduced expenditure did not affect the implementation of LTEL services or the targeted supports for the 108 identified LTEL students in grades 6-12.

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

Action 1: This action is effective in advancing WCPA's LCAP goals by ensuring equitable access to standards-aligned Tier 1 instructional resources across all classrooms and core subject areas. WCPA assesses effectiveness using multiple data sources, including inventory verification of materials and licenses, curriculum implementation monitoring through classroom observations and instructional walkthroughs, PLC and instructional planning artifacts aligned to adopted curricula, and interim and formative assessment evidence connected to curriculum standards. These measures confirm consistent implementation of adopted core curriculum materials and support coherent instructional delivery.

This action directly supports LCAP academic metrics and California School Dashboard academic indicators specifically ELA and Math, by strengthening the conditions for a guaranteed and viable curriculum, aligning instructional materials to standards and assessment practices, and supporting consistent pacing and lesson design across classrooms. While achievement gaps persist, this action reduces variability in instructional inputs and strengthens equity of access to high-quality materials—an essential prerequisite for sustained academic growth and future improvement on the CA School Dashboard.

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 WCPA's Multi-Tiered System of Supports, grounded in a Data-Based Decision-Making process, improves 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, and Students with Disabilities, local data demonstrate early progress and system-level improvements aligned to the goal.

Evaluation Data Sources: WCPA 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 increases consistency of support for students who previously face 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, and Students with Disabilities. 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 contributes 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 stronger systems necessary for long-term improvement.

Recommended Modifications for 2026–27: To increase effectiveness and accelerate progress, WCPA plans to strengthen Tier 1 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 and 2025 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 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 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 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's technology systems operate as a fully implemented, enabling condition for equitable access to instruction, consistent assessment participation, and data-informed decision-making across the academy.

Action 5: The Broad Course of Study action is effective in making progress toward WCPA's goal of supporting whole-child development, and student engagement. While this action is not designed to directly impact academic performance indicators such as CAASPP scores, it contributes to key engagement-related conditions that support student success, including attendance, participation, and school connectedness.

Evaluation Data Sources: Effectiveness of this action is evaluated using a combination of quantitative and qualitative data, including student participation and enrollment in arts, music, STEM, and world language electives; attendance trends with particular attention to California School Dashboard results related to chronic absenteeism; student, staff, and family feedback regarding access to and value of enrichment opportunities; and sustainability and expansion of course offerings year over year.

Connection to LCAP Metrics and Dashboard Indicators: This action aligns to the Local Indicators and LCAP metrics related to student engagement and attendance. The California School Dashboard continues to identify chronic absenteeism as an area of need for specific student groups, reinforcing the importance of maintaining engaging, interest-based learning opportunities. Providing a broad course of study supports conditions that encourage students to attend school consistently and remain engaged, helping to maintain gains and mitigate disengagement, particularly for students most at risk of absenteeism.

Contribution to Progress and Equity: Based on participation data and feedback, this action contributes to maintaining high levels of student engagement across grade spans, sustaining access to enrichment opportunities that may not otherwise be available to students, and providing equitable exposure to arts, music, STEM, and world language programs that support whole-child development. While the action alone does not close academic gaps, it plays a supportive role in WCPA's broader improvement strategy by reinforcing engagement and school connectedness—critical foundations for academic growth.

Recommended Modifications for 2026–27: Given the overall effectiveness of this action, no major modifications are recommended for the 2026–27 school year. However, WCPA plans to refine secondary master scheduling to increase elective access within individual academic years, expand afterschool enrichment opportunities where feasible through Community Schools funding, and strengthen data monitoring by disaggregating participation and attendance trends for students enrolled in enrichment programs. These refinements ensure the Broad Course of Study action continues to support student engagement and complements WCPA's efforts to improve Dashboard outcomes related to CCI, Chronic absenteeism, and overall student success.

Action 6: This action has strengthened the systems and instructional conditions required to improve outcomes for Students with Disabilities, even as state accountability results continue to indicate substantial need. WCPA evaluates effectiveness using California School Dashboard results for Students with Disabilities in ELA, Math, and Suspension Rate; interim academic data and progress monitoring; IEP service delivery and progress reporting; Power BI attendance and behavior indicators; and educator and family feedback. Evidence indicates progress in IEP quality and monitoring, increased use of Tier 1 practices that expand access to grade-level content, more coherent collaboration through PLC structures, and sustained focus on reducing exclusionary discipline.

While achievement gaps persist, the action establishes stronger coherence in instruction, intervention decision-making, and behavioral supports that are necessary precursors to improved academic outcomes. Continued implementation at full intensity, coupled with strengthened leadership capacity and expanded specialized services, remains essential to accelerate results for Students with Disabilities.

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 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 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 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 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.

Wonderful College Prep Academy (WCPA) 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 2, the goal statement itself is not changing for the 2026-27 school year. However, changes are being made to the Goal 2 metrics, target outcomes, and actions to align with the school's continued Differentiated Assistance eligibility, the 2025 California School Dashboard Red performance levels for the Students with Disabilities (SWD) student group on the Mathematics Academic Indicator and the 2024 Dashboard Red performance levels for the Long-Term English Learner (LTEL) student group on the ELA and Mathematics Academic Indicators, and the priorities identified through the comprehensive needs assessment process and the educational partner engagement process. The changes described below are intended to strengthen the Goal 2 instructional, intervention, and data systems that support priority student groups.

California Science Test (CAST) Reporting Alignment with the California School Dashboard: Wonderful College Prep Academy (WCPA) 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 WCPA'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 (WCPA) 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 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 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 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:** 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	$1,704,601	N

Action #	Title	Description	Total Funds	Contributing
2	**ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS** **(LREBG)**	Wonderful College Prep Academy (WCPA) 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 will expand tiered interventions to increase the number of students performing at or growing toward grade-level proficiency. WCPA recognizes the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through a formal data-based decision-making process. To address this need, WCPA 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 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 will create a new leadership structure beginning in the 2026-27 school year to strengthen intervention systems and instructional coherence through the addition of Intervention Coordinators 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**	$3,458,807	Y

Action #	Title	Description	Total Funds	Contributing
		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 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 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 (Title I funded $829,181; LCFF S&C funded $306,517.50), 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 will continue refining intervention programs and support structures which includes Instructional Assistants (LREBG funded $181,013; LCFF S&C funded: $72,156), and Small Group Instructors, 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 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,		

Action #	Title	Description	Total Funds	Contributing
		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 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 students with additional academic support through interventions, STEM experiences, academic and social clubs, sports, and enrichment opportunities to enhance student well-being. WCPA will leverage ELO-P to further accelerate learning for students and to narrow achievement gaps through targeted intervention groups. **Transportation and Connectivity Support** WCPA will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA buses will be equipped with		

Action #	Title	Description	Total Funds	Contributing
		Wi-Fi internet accessibility so that students commuting to and from school can complete homework or study during commute times. --- **LREBG Funded Position: Instructional Assistants** **Amount of LREBG Funds:** $181,013 **Rationale:** Instructional Assistants provide push-in support, small-group instruction, and targeted academic assistance across all grade levels at WCPA, with emphasis on English Learners, Long-Term English Learners, and Students with Disabilities. Instructional Assistants deliver real-time academic support within the general education classroom, enabling students who experienced pandemic-related learning disruption to receive additional adult-guided instruction during core ELA and Mathematics blocks without being removed from grade-level content. Instructional Assistants reinforce language scaffolds for English Learners and LTELs during both designated and integrated English Language Development (ELD), support Specialized Academic Instruction (SAI) minutes for Students with Disabilities under the supervision of credentialed Special Education teachers, and provide targeted small-group instruction aligned to identified intervention needs documented in WCPA's Multi-Tiered System of Supports (MTSS) framework. Instructional Assistants receive professional development in regulation strategies, prompt reduction, accommodations, behavior management, ABC analysis, and structured literacy intervention practices to ensure that adult-guided support is consistently delivered using evidence-based strategies. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for providing additional adult capacity to support pupils experiencing learning disruption. **Evidence Tier:** Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics. Push-in models that maintain student access to grade-level content while providing additional adult support are supported by studies meeting the criteria for moderate evidence under the Every Student Succeeds Act (ESSA). Research on paraprofessional-delivered intervention further demonstrates that consistent		

Action #	Title	Description	Total Funds	Contributing
		training, structured intervention protocols, and credentialed-teacher supervision are essential conditions for the effectiveness of this model. **Metrics #4 & #5:** CAASPP ELA and Mathematics Distance from Standard for the All Students group and disaggregated by English Learner, Long-Term English Learner, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic student groups as reported annually on the California School Dashboard **Funding Investments** Funding will be used to invest in: • 15 Small Group Instructors • 6 Instructional Assistants • 8 Guidance Counselors • 10 SPED Instructional Assistants • Learning software • After-school programming • Additional staffing: Director of Curriculum and Instruction		
3	**MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING**	Wonderful College Prep Academy (WCPA) 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**	$258,470	N

Action #	Title	Description	Total Funds	Contributing
		WCPA students will be assessed using NWEA MAP Reading and Math assessments three times per year to provide baseline performance data in the fall and 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's 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Alignment of Assessment Data with Instruction and Intervention 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 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 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 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 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 Managers		
4	**ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING**	Wonderful College Prep Academy (WCPA)'s 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 from school. The technology systems described in this action are intended to strengthen the technology infrastructure and instructional technology systems that support	$1,325,646	N

Action #	Title	Description	Total Funds	Contributing
		equitable access to learning for all students, including priority student groups identified through the needs assessment process. **IT Leadership Expansion and Strategic Oversight** WCPA 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's 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 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 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 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** 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.		

Action #	Title	Description	Total Funds	Contributing
		Funding Investments: Funding will be used to invest in: • Chromebooks and laptops • Classroom technology upgrades • Four IT employees, including the Director of Information Technology • Software and internet security safeguards • Internet and systems hardware • Infrastructure upgrades		
5	**BROAD COURSE OF STUDY**	Wonderful College Prep Academy (WCPA) strongly believes in providing students with an educational program focused on whole child needs, including exposure to the arts and STEM programs. WCPA will provide all students with a broad course of study beyond 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 will offer the following broad course of study • Art (TK-8) • Readers Theater (TK-6) • Music, including Band, Mariachi, and Music Appreciation (TK-12) • Visual Art (TK-6) • Robotics and STEM (TK-12) • Spanish (grades 9-12) WCPA 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. **Sustaining a Broad Course of Study Across TK-12** WCPA will continue maintaining a broad course of study that supports whole-child development through access to arts, music, STEM, world language, and	$952,324	N

Action #	Title	Description	Total Funds	Contributing
		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 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 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 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: • 3 Elective teachers • 3 Art teachers • 2 Music teachers • Music equipment • Art supplies		
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	Wonderful College Prep Academy (WCPA) is committed to leading by example through a disciplined approach to continuous improvement, humility in leadership, and willingness to change. Recognizing that every system is designed to produce the result that it gets, WCPA acknowledges that prior instructional and	$1,333,294	N

Action #	Title	Description	Total Funds	Contributing
		intervention systems have not consistently produced grade-level proficiency outcomes for all students, particularly Students with Disabilities (SWD) and English Learners (EL). This has resulted in unacceptably low achievement rates for SWDs and ELs across the California School Dashboard indicators, with Red performance levels for the SWD student group on the 2023 and 2024 Dashboard ELA and Mathematics Academic Indicators and the 2023 Suspension Rate Indicator. **2025 Dashboard SWD Performance and Differentiated Assistance Eligibility** On the 2025 California School Dashboard, the SWD student group received a Red performance level for the Mathematics Academic Indicator and improved in English Language Arts, receiving an Orange performance level. However, the SWD student group received a Red performance level for the Suspension Rate Indicator. This decline resulted in WCPA's eligibility for Differentiated Assistance. **Differentiated Assistance Eligibility**: WCPA 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) 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 SWD student groups has resulted in WCPA's 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 2025 and 2024 Dashboards are used in differentiated assistance determinations for charter schools. **Coherent Professional Learning Model and MTSS Implementation** During the 2026-27 school year, WCPA 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Data-Based Decision-Making and IEP Quality Using Data-Based Decision-Making (DBDM) with fidelity, WCPA 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 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 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's 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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 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 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 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 has identified Speech and Language services as an area of growth for the Special Education department. WCPA 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 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 instructional staff will be encouraged to request a Student Success Team (SST) for any academic or behavioral concerns requiring support.		

Action #	Title	Description	Total Funds	Contributing
		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 staff will continue to work to improve the transfer process to more efficiently identify students who are transferring to WCPA with established Special Education services to ensure that they receive their services in a timely manner. **Strengthening MTSS and Differentiated Assistance Implementation** WCPA will continue strengthening MTSS, Data-Based Decision-Making, and PLC collaboration structures in response to California School Dashboard results 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 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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 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. --- **Funding Investments:** Funding will be used to invest in: • Special Education administrative staff (three positions) • Special Education specific curricula and software • 10 Special Education Teachers • Special Education service providers and consultants • Two Speech and Language Pathologists • Special Education Bus Aide		
7	**SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION**	Student data from the 2025 California School Dashboard show the need to close persistent performance gaps among English Learners (EL). Wonderful College Prep Academy (WCPA) will expand tiered interventions to increase the number of students performing at grade level, with a focus on student growth per California School Dashboard indicator calculations. These systems are intended to address the school's eligibility for Differentiated Assistance by strengthening the language	$242,536	N

Action #	Title	Description	Total Funds	Contributing
		acquisition, instructional access, and intervention systems that support English Learners and Long-Term English Learners (LTELs). **English Learner Master Plan** WCPA 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 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's 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's 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		

Action #	Title	Description	Total Funds	Contributing
		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 will strive to ensure that English Learners receive high-quality instruction and is unwavering in its commitment to setting high expectations for all students. WCPA 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 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 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 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 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 (Lexia Learning) (Title III funded $4,200), Spanish novels, and the expansion of classroom ELD libraries (Title III funded: $31,182). WCPA 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		

Action #	Title	Description	Total Funds	Contributing
		will be celebrated annually as a WCPA community to honor students and their families. **EL Coordinator and Designated ELD Staffing** WCPA 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. 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 III funded: $4,500) 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: $20,640) 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 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 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 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		

Action #	Title	Description	Total Funds	Contributing
		instructional coherence and student access to grade-level content. **Funding Investments:** Funding will be used to invest in: • EL Coordinator • Ellevation software • Spanish Math Support Materials • Designated ELD training (EL Achieve dELD curriculum)		
8	**SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LTEL) THROUGH LANGUAGE ACQUISITION**	On the 2025 California School Dashboard, the Long-Term English Learner (LTEL) student group received a Red performance level for the ELA Academic Indicator, the Mathematics Academic Indicator, and the Suspension Rate Indicator. On the 2024 California School Dashboard, the LTEL student group received a Red performance level for the ELA Academic Indicator, the Mathematics Academic Indicator, and the Chronic Absenteeism Indicator. These results demonstrate the critical need for comprehensive, targeted interventions for the LTEL student group and have contributed to Wonderful College Prep Academy's (WCPA) eligibility for Differentiated Assistance. **Differentiated Assistance Eligibility**: WCPA 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) 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 SWD student groups has resulted in WCPA's 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 2025 and 2024 Dashboards are used in differentiated assistance determinations for charter schools. **Comprehensive Support System and Early Warning System Integration** WCPA 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	$125,039	N

Action #	Title	Description	Total Funds	Contributing
		through specialized instruction, family engagement, and multi-tiered interventions addressing both academic and behavioral needs. WCPA 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** To address the identified needs of LTEL students, WCPA 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 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's 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		

Action #	Title	Description	Total Funds	Contributing
		WCPA's core values of Collective Responsibility and Care, creating sustainable systems change that benefits LTEL students. **PLC Integration and MTSS Alignment for LTELs** WCPA 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 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 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 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 teachers will collaborate with the EL Coordinator (Specialist) 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 Assistant Principals and principals to ensure alignment of support efforts across the school. WCPA 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.		

Action #	Title	Description	Total Funds	Contributing
		Partnership with Fresno County Superintendent of Schools (FCSS) WCPA 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. 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 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 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 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 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 will purchase additional curriculum materials and instructional resources specifically designed to support the long-term success of experienced multilingual learners. These resources will ensure that all teachers have access to research-based strategies and tools necessary for effective LTEL instruction, creating more targeted and impactful learning experiences. **Multi-Source Effectiveness Monitoring** WCPA 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 Credentialed teachers		

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.

Wonderful College Prep Academy (WCPA) developed this goal in direct response to the school's performance on the school climate, attendance, and engagement indicators of the 2025 California School Dashboard and the converging evidence that academic acceleration cannot be sustained without parallel investment in whole-child development, social-emotional supports, family engagement, and the physical conditions in which teaching and learning take place. The 2025 Dashboard reflected a Red performance level on the Suspension Rate Indicator for the All Students group and for the English Learner, Long-Term English Learner (LTEL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic student groups, with the LTEL student group performing at a suspension rate of 21.3%, more than three times the All Students rate. The Dashboard also reflected an Orange performance level on the Chronic Absenteeism Indicator for the All Students group at 17.6%, with the SWD student group performing at the highest rate of 20.4%. The convergence of Red Suspension Rate performance levels across every reported student group and Orange Chronic Absenteeism performance for the All Students, SED, SWD, and Hispanic student groups, together with the 2024 Dashboard Red performance level for the LTEL student group on the Chronic Absenteeism Indicator, contributed to the school's eligibility for Differentiated Assistance and confirmed that addressing exclusionary discipline patterns, attendance disparities, and student engagement is a priority for the 2026-27 LCAP cycle.

Converging Cycles of Attendance, Behavior, and Academic Gaps: WCPA's comprehensive needs assessment identified that chronic absenteeism, behavior, and academic achievement gaps affecting the same priority student groups (LTEL, SWD, EL, SED, and Hispanic) reflect compounding cycles that require an integrated, whole-child intervention response. Inconsistent attendance reduces instructional continuity for the highest-need students. Disproportionate suspension rates remove the same students from grade-level instruction. Limited access to mental health, social-emotional, and family engagement supports leaves underlying conditions unaddressed. The convergence of academic, behavioral, and engagement challenges across the same student populations confirms that academic outcomes cannot be improved in isolation from the broader conditions for student well-being. Goal 3 is grounded in this conclusion and reflects WCPA's commitment to addressing the Dashboard performance gaps through coordinated investments in school climate, behavioral and social-emotional supports, mental health services, family engagement, and the physical learning environment.

Educational Partner Priorities Supporting Whole-Child Development: The educational partner engagement process for the 2026-27 LCAP reinforced the centrality of Goal 3. Administrators, the School-Based Leadership Team, teachers, classified staff and other personnel, students, parents, the Student Advisory Committee, the Parent Advisory Committee, the English Learner Advisory Committee, the District English Language Advisory Committee, the English Learner Parent Advisory Committee, and the Special Education Local Plan Area (SELPA) consistently identified continued investment in the Early Warning System, expanded Multi-Tiered System of Supports (MTSS) interventions for attendance and behavior, strengthened Positive Behavioral Interventions and Supports (PBIS) implementation and restorative practices, expanded mental health and counseling supports, increased home visits and culturally responsive family outreach, expanded student engagement and extracurricular opportunities, and continued review of campus safety protocols as the most direct levers for improving school climate, reducing chronic absenteeism, and decreasing suspension rates. Students and families further identified the importance of athletic programs, recreational spaces, hands-on learning, field trip opportunities, library and computer lab access, and culturally affirming engagement formats. These priorities are reflected throughout the actions assigned to Goal 3, including investments in social-emotional and behavioral supports, the Wonderful Student Wellness Center, the new Campus Culture Coordinator role, parent engagement and empowerment opportunities, and the maintenance of state-of-the-art school facilities.

Operationalizing the California Community Schools Framework: WCPA developed this goal to operationalize the school's commitment to the California Community Schools Framework. As a recipient of the multi-year California Community Schools Partnership Program (CCSPP) Implementation Grant and one of only six Deep Dive sites in California, WCPA has established a whole-child approach grounded in the four pillars of community schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Extended Learning Time and Opportunities. Goal 3 reflects the operationalization of these four pillars across the school's social-emotional, behavioral, and family engagement systems. Through partnerships with the California Department of Education and the UCLA Center for Community Schooling, WCPA has contributed to statewide learning regarding effective community schools strategies, and Goal 3 sustains the conditions for continued implementation and refinement of these strategies during the 2026-27 school year.

State-of-the-Art Facilities and the Physical Learning Environment: This goal further reflects WCPA's recognition that the physical learning environment shapes student engagement, attendance, and academic outcomes. Educational partners and the school's annual Facility Inspection Tool (FIT) review have identified continued investment in safe, clean, and well-maintained facilities, reliable transportation, campus safety systems, and operational continuity as foundational conditions for student success. Maintaining state-of-the-art facilities and reliable transportation systems supports positive school climate, sustains attendance, and ensures that all WCPA students have access to learning environments that reflect the school's high expectations for student achievement.

Whole-Child Development and Postsecondary Readiness: Through this goal WCPA commits to ensuring that all students are provided with the social-emotional, behavioral, family engagement, and facilities-based conditions necessary to develop as whole children, graduate college and career ready, and pursue the greatest number of postsecondary choices from the widest array of options. The goal is grounded in the Dashboard performance data, the comprehensive needs assessment, the priorities identified by educational partners, and the school's continued implementation of the California Community Schools Framework, the Multi-Tiered System of Supports, the Positive Behavioral Interventions and Supports framework, and Improvement Science continuous improvement methodology.

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	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SARC					
15	Parent input in decision-making for 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. 3	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
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. 5 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. 0 3. 0 4. -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
17	% students: A-G completion rate Source: Dataquest	2022-23 Grads Meeting A-G All Students 78.5% EL 50.0% SED 78.2% Hispanic 77.2%	2023-24 Grads Meeting A-G All Students 89.1% EL 87.5% SED 89.2% Hispanic 88.8%	2024-25 Grads Meeting A-G All Students 92.4% EL 80.0% SED 91.9% Hispanic 92.6%	2025-26 Grads Meeting A-G All Students 94.9% EL 100.0% SED 95.9% Hispanic 94.5%	All Students: +13.9% EL: +30% SED: +13.7% Hispanic: +15.4%
18	% students' college ready measured by Math EAP. Source: CAASPP website	2022-23: 16.78% (Level 4) 19.46% (Level 3)	2023-24: 9.29% Level 4 16.43%: Level 3	2024-25 18.12% Level 4 13.77% Level 3	2025-26: 19%: Level 4 14%: Level 3	Level 4: +1.34% Level 3: -5.69%
19	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 50.67% (Level 4) 25.33% (Level 3)	2023-24: 42.14% Level 4 32.14% Level 3	2024-25 39.13% Level 4 37.68%% Level 3	2025-26: 40%: Level 4 38%: Level 3	Level 4: -11.54% Level 3: +12.35%
20	Attendance Rate Source: CALPADS	2022-23: 93.4%	2023-24: 94.4%	2024-25: 94%	2025-26: 94.9%	+0.6%
21	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism All Students 22.7% EL 22.3% SED 24.0% SWD 25.2% Hispanic 23.2%	2023-24: Chronic Absenteeism All Students 15.4% EL 17.7% LTEL 28.9% SED 16.8% SWD 18.7% Filipino 0.0% Hispanic 16.1% White 15.6%	2024-25: Chronic Absenteeism All Students 16.7% EL 15.8% LTEL 19.7% SED 18.2% SWD 19.4% Filipino 2.3% Hispanic 17.2% White 15.0%	2025-26 Chroinc Absenteeism All Students 12.4% EL 12.9% LTEL 12.1% SED 13.1% SWD 17.7% Filipino 2.0% Hispanic 13.2% White 8.7%	All Students: -6% EL: -6.5% LTEL: N/A SED: -5.8% SWD: -5.8% Filipino: N/A Hispanic: -6% White: N/A *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
22	Chronic Absenteeism Rates (K-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 22.1% EL 21.5% SED 23.2% SWD 25.7% Filipino 0.0% Hispanic 22.7%	2023-24: Chronic Absenteeism Rate All Students 14.7% EL 16% Migrant 8.5% SED 16.0% SWD 19.7% Filipino 0.0% Hispanic 15.5% White 13.2%	2024-25: Chronic Absenteeism Rate All Students 17.6% EL 18% Migrant 10.1% SED 19.1% SWD 20.4% Filipino 1.6% Hispanic 18.3% White 14.9%	2025-26 Chroinc Absenteeism K-12 Rate All Students 13.3% EL 14.9% LTEL 20.2% SED 13.8% SWD 19.3% Filipino 2.9% Hispanic 14.0% White 8.9%	All Students:-4.5% EL: -3.5% *LTEL: N/A SED: -4.1% SWD: -5.3% Filipino: +1.6% Hispanic: -4.4% *White: N/A *Not numerically significant in either Baseline or Y2 Outcome
23	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
24	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 0.7% EL 2.6% SED 0.7% Hispanic 0.7%	2023-24: 0%	2024-25 HS Dropouts Rate All Students 1.4% EL 6.3% SED 0.7% Hispanic 1.5%	2025-26: 0%	All Students: +0.7% EL: +3.7% SED: 0% No Difference Hispanic: +0.8%
25	High School Grad. Rate Source: CA School Dashboard	2022:23: 100%	2023-24 Graduation Rate Rate All Students 98.6% EL 93.8% LTEL 93.5% SED 99.3% Hispanic 98.5%	2024-25: 100%	2025-26: 100%	0% No Difference
26	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 4.7% EL 7.1% SED 5.0% SWD 8.9% Filipino 0.0% Hispanic 4.8% White 6.7%	2023-24: Suspension Rate All Students 4.8% EL 7.1% LTEL 13.3% SED 5.3% SWD 6.5% Filipino 1.7% Hispanic 4.8% White 5.3%	2024-25: Suspension Rate All Students 6.9% EL 8.3% LTEL 21.3% SED 7.4% SWD 9.0% Filipino 0.0% Hispanic 7.3% White 4.3%	2024-25 Suspension Rate All Students 6.8% EL 7.9% LTEL 18.0% SED 7.1% SWD 10.9% Filipino 2.6% Hispanic 7.1% White 3.3%	All Students: +2.2% EL: +1.2% *LTEL: N/A SED: +2.4% SWD: +0.1% Filipino: 0%% Hispanic: +2.5% *White: -2.4% *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
27	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0.1%	2024-25: 0.1%	2025-26: 0%	+0.1%
28	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 84% Sense of Safety 84% School connectedness	2024-25: 48% Sense of Safety 85% School Connectedness	2025-26: 74% Sense of Safety 89% School Connectedness	2026-27: 79% Sense of Safety 90% School Connectedness	-10% Sense of Safety +5% School Connectedness
29	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 84% Sense of Safety 81% School connectedness	2024-25: 85% Sense of Safety 83% School Connectedness	2025-26: 80% Sense of Safety 82% School Connectedness	2026-27: 85% Sense of Safety 85% School Connectedness	-4% Sense of Safety +1% School Connectedness
30	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 85% School connectedness	2024-25: 72% Sense of Safety 88% School Connectedness	2025-26: 97% Sense of Safety 92% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+17% Sense of Safety +7% School Connectedness

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 towards dual enrollment (college credit) rather than CTE Pathways. Therefore, the following LCAP metrics do not apply to WCPA - Delano

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

Goal Analysis for 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 fully implemented with fidelity and coherence across sites, with a focused emphasis on tiered social-emotional, behavioral, and attendance interventions. Implementation is guided by the most recent California School Dashboard results, which showed measurable improvement for Students with Disabilities (SWD) on the Suspension Rate Indicator from Red in 2023 to Yellow in 2024 indicating early positive impact of strengthened PBIS, behavior intervention supports and coordinated student response systems.

At the same time, Dashboard results highlight persistent and critical needs among Long-Term English Learners (LTELs), who receive Red performance levels in Chronic Absenteeism, ELA, and Math in 2024. In response, WCPA expands its comprehensive support system to more intentionally address attendance barriers, academic engagement, and social-emotional needs for LTELs, Foster Youth, and other high-need student groups.

Attendance Systems and Early Identification: WCPA expanded the Student Attendance Team, led by the Director of Student Support Services and inclusive of Student Incident Response Coordinators, Social Workers, and site administrators. At-risk students including those previously identified as chronically absent were proactively identified prior to the start of the school year, followed by home visits, development of individualized attendance plans, and root-cause analysis conducted with families. Transportation routes increased in response to family-identified barriers to attendance.

PBIS and School Culture: WCPA continues to strengthen 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 support a positive school climate across campuses.

Wraparound and Wellness Services: Access to wraparound services expanded 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 occurs through Aeries and the Kern Integrated Data System (KiDS).

Fidelity of Implementation: All major components of the action were fully implemented as described in this action. No substantive elements were eliminated. Minor adjustments were made to timelines and staffing assignments to better align services with emerging student needs, particularly for LTELs and Foster Youth experiencing chronic absenteeism. These adjustments strengthened, rather than reduced, the scope of services. Based on Dashboard results, WCPA intensified supports for LTELs by integrating attendance, academic, and behavioral interventions more explicitly within the MTSS framework. Foster Youth also received a greater concentration of services due to demonstrated need.

Budget: There were no reductions to the budgeted amount for this action. Funds were utilized as outlined to support PBIS incentives and school climate initiatives, LiveSchool and Care Solace software, the Director of Student Support Services, Social Workers, School Psychologists and a School Psychologist Intern, Student Incident Response Coordinators, Assistant Principals supporting school culture and PBIS, nursing and health services, family and community counseling, MTSS consultation services, and transportation expansion, field trips, and student engagement activities. Any budgeted adjustments reflected strategic reallocations within the approved action to maximize impact and respond to real-time student needs, without changing the overall funding level or purpose of the action.

Challenges: While WCPA made measurable progress in improving school climate and student behavior outcomes most notably the improvement of the Students with Disabilities Suspension Rate from Red in 2023 to Yellow in 2024, and back to Red in the 2025 California School Dashboard, implementation of this action faces several challenges that limit the pace and consistency of impact, particularly for students with the highest needs.

Family Engagement and Chronic Absenteeism: One of the primary barriers is engaging families of students experiencing chronic absenteeism, especially within the Long-Term English Learner and Foster Youth student groups, which continue to demonstrate Red performance levels on the 2024 Dashboard for Chronic Absenteeism and academic indicators in ELA and Math. Despite extensive outreach efforts—including home visits, phone calls, written communication, and in-person meetings—staff encounter challenges related to family availability, inconsistent responsiveness, housing instability, transportation barriers, and competing family obligations. These factors make it difficult to consistently implement timely, individualized attendance plans and wraparound interventions.

Staffing and Capacity Constraints: Although WCPA invests significantly in social workers, school psychologists, student incident response coordinators, and attendance personnel, the high intensity of student needs particularly for Foster Youth and students requiring mental health supports stretches staff capacity. Onboarding, training, and coordination across multiple roles spanning MTSS, PBIS, attendance, and wellness services require additional time to ensure fidelity of implementation. This occasionally delays full rollout of tiered supports early in the school year.

Logistical Barriers: Scheduling home visits and multidisciplinary meetings during non-instructional hours, coordinating transportation route changes, and aligning data systems (Aeries and KiDS) for real-time monitoring require ongoing adjustments. While transportation route expansions address access issues for some families, implementation depends on family requests, staffing availability, and operational timelines.

Mitigation Strategies: To address these challenges, WCPA has 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. WCPA also leveraged PBIS structures, LiveSchool data, and MTSS consultations to improve consistency and alignment across behavioral, attendance, and academic supports.

While challenges remained particularly in addressing chronic absenteeism among LTEL and Foster Youth students, WCPA strengthened systems, staffing coordination, and family engagement practices to improve implementation fidelity and ensure continued progress toward the LCAP goal.

Successes: Through full implementation of this action, WCPA observed measurable and meaningful progress in addressing students' social-emotional, behavioral, and attendance-related needs through a tiered, data-informed approach.

Attendance Systems and Family Engagement: In response to persistent challenges identified on the 2024 Dashboard particularly Red performance levels for LTELs in Chronic Absenteeism, ELA, and Math, with an improvement to Yellow Performance level on the 2025 Dashboard for the Chronic Absenteeism rate but continued to receive a Red performance level for both ELA and Math Academic Indicators. WCPA continues to prioritize attendance stabilization and engagement as foundational conditions for academic growth. The creation of a cross-functional Student Attendance Team strengthened early identification of at-risk students and increases the consistency of interventions prior to and at the start of the school year. Through home visits, individualized attendance plans, and family meetings, WCPA increased family engagement and collaboration, particularly for Foster Youth and students 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 further reduces logistical barriers to attendance.

School Culture and Climate: Schoolwide culture-building efforts such as morning announcements, recognition of academic and behavioral achievements, PBIS celebrations, and incentives supported by LiveSchool contributed to increased student motivation and positive behavior. Staff feedback indicated improved consistency in behavioral expectations and stronger alignment between classroom practices and schoolwide PBIS systems. Assistant Principals' leadership in PBIS and school climate further strengthened implementation fidelity.

Wellness Center Impact: The Wonderful Student Wellness Center serves as a critical lever in supporting student readiness to learn by providing timely, bilingual, and on-site health, mental health, and social-emotional services. Access to real-time supports reduces lost instructional time, increases student engagement, and strengthens connections between schools, families, and service providers.

Collectively, these successes demonstrate that WCPA's comprehensive, tiered approach yields positive outcomes in student behavior, attendance systems, and school climate. While LTEL academic and attendance indicators remain an area of urgent focus, foundational improvements in engagement, access to services, and behavioral supports position WCPA to accelerate progress in ELA, Math, and English language development as interventions are refined through ongoing data monitoring and continuous improvement cycles.

Action 2: This action is fully implemented. This action was prioritized in response to WCPA receiving a Red performance level on the 2024 California School Dashboard College/Career Indicator (CCI) for English Learners, signaling a need for expanded college and career readiness supports for this student group.

WCPA continued to operate three dual-enrollment pathways: Agriculture Prep (Business/Economics); Teach and Lead; and Health Sciences, through a formal partnership with Bakersfield Community College. These pathways provide students, including English Learners, Unduplicated Pupils, and Students with Disabilities, with equitable access to college coursework designed to culminate in the completion of a high school diploma and an associate degree (AA/AS) in high-need regional workforce fields. The Pathway Coordinator, Dual Enrollment Support Specialists, counselors, and site administrators monitor student enrollment, progress, and access to instructional materials to ensure fidelity of implementation.

Specific Activities, Services, and Resources Implemented: To support improved CCI outcomes, WCPA delivers dual-enrollment coursework aligned to all three pathways with embedded academic and counseling supports. Student progress is monitored on an ongoing basis using Naviance and internal tracking systems to ensure students meet A–G and dual-enrollment milestones. Dual Enrollment Support Specialists assist students with enrollment, persistence, and college readiness tasks. College and university campus visits build student awareness, aspiration, and familiarity with postsecondary environments. Internship placements through the Wonderful Agricultural Prep Pathways Program provide students with career-connected learning experiences. Expanded opportunities build social capital, including exposure to professional networks, civic engagement opportunities, volunteer activities, and skill development in communication, collaboration, and leadership.

As outlined in our LCAP, WCPA does not offer Advanced Placement courses, maintaining its strategic focus on dual enrollment for all students as the primary pathway to college and career readiness.

Fidelity of Implementation: There were no substantive differences between the approved 2025–26 LCAP and the implementation of this action. The student groups served, resources utilized, and scope of services remained consistent. All three pathways remained operational, and all planned student support roles are implemented. WCPA demonstrated significant growth on the CCI earning a green performance level on the 2025 Dashboard indicating that systems, staffing, and student access structures were effectively implemented. These foundational investments contributed to improved CCI outcomes over time, particularly as English Learners progress through multi-year dual-enrollment sequences.

Budget: There were no changes to the budgeted amount for this action. Funds were expended as planned to support staffing, software platforms, college visits, and dual-enrollment infrastructure necessary to promote a strong college-going culture and improve College and Career Indicator outcomes.

Challenges: While WCPA fully implemented this action as designed, several challenges impact the depth and pace of implementation, particularly for English Learners. On the 2024 California School Dashboard, English Learners received a Red performance level on the College/Career Indicator, underscoring persistent barriers to college and career readiness despite expanded dual enrollment and pathway access. However, both EL and LTEL earned a Green Performance Level on the 2025 Dashboard.

Academic Language and Readiness Demands. One of the primary challenges is ensuring EL students are adequately prepared to access and persist in rigorous dual-enrollment coursework. Many EL students require additional academic language development, instructional scaffolding, and extended time to master

college-level content. While pathways and courses are available to all students, the linguistic demands of dual enrollment coursework create access challenges for some EL students, particularly those at lower levels of English proficiency.

Staffing and Capacity Constraints. Although WCPA staffs Dual Enrollment Support Specialists, counselors, and pathway personnel as planned, the intensity of individualized support required by EL students including academic advising, language support, and college navigation limits the ability to consistently provide one-on-one interventions for all students who need them. Training staff to effectively align college-readiness advising with English language development goals requires ongoing professional learning and cross-department coordination.

Logistical Challenges. Coordinating student schedules to accommodate dual enrollment courses, pathway requirements, internships, and additional language supports is complex, particularly for EL students balancing graduation requirements and college coursework. Access to internships and college visits also requires additional planning to address transportation, scheduling, and student readiness considerations.

Social Capital Gaps. Many EL students lack prior exposure to postsecondary environments, professional networks, and mentorship opportunities, making it more difficult for them to fully engage in college-going behaviors despite access to coursework and pathways.

Mitigation Strategies: To address these challenges, WCPA strengthened progress monitoring systems using Naviance and internal tracking tools to identify EL students needing additional support earlier in the academic cycle. Dual Enrollment Support Specialists and counselors increase targeted check-ins with EL students to support course navigation, persistence, and long-term planning. WCPA also expanded college and university visits, internship experiences, and structured opportunities to build social capital through career exposure, civic engagement, and relationship-building activities. WCPA continued to refine instructional and advising practices to better integrate English language development supports within college and career readiness programming. These adjustments were intended to improve EL students' ability to meet CCI criteria over time while maintaining the school's commitment to universal access to dual enrollment and associate degree attainment.

Successes: Through full implementation of this action, WCPA made meaningful progress in expanding access to college and career readiness opportunities and strengthening the structures necessary to improve College and Career Indicator outcomes over time.

Universal Access to Dual Enrollment: A key success is ensuring universal access to dual enrollment. One hundred percent of students in grades 9–12 are enrolled in one of WCPA's three dual-enrollment pathways Agriculture Prep (Business/Economics), Teach and Lead, or Health Sciences, providing all students, including English Learners, Unduplicated Pupils, and Students with Disabilities, with direct exposure to college-level coursework. Students actively earn transferable college credits toward an associate degree while completing high school graduation requirements.

College-Going Systems and Student Supports: WCPA strengthened college-going systems and student supports through the implementation of Naviance, expanded counseling capacity, and the addition of Dual Enrollment Support Specialists. These systems improve monitoring of student progress toward A–G completion, dual-enrollment milestones, and postsecondary planning. They increase student awareness of college requirements, improve course completion rates, and support earlier identification of students needing additional academic or advising support.

Career-Connected Learning and Social Capital: Another notable success was the expansion of career-connected learning and social capital opportunities. Through internships in the Wonderful Agricultural Prep Pathways Program, college and university visits, and structured exposure to professional and civic engagement experiences, students gain increased familiarity with postsecondary environments, workplace expectations, and professional networks. Staff and student feedback indicate increased student motivation, clearer postsecondary goals, and greater confidence navigating college-related processes.

Educator and Stakeholder Feedback

Educators and counselors reported improved alignment and collaboration across academic, counseling, and pathway teams, resulting in more coherent support for students progressing through multi-year dual-enrollment sequences. Families and students provided positive feedback regarding increased access to college coursework, clearer communication around postsecondary pathways, and expanded opportunities that are not otherwise available in the

community. WCPA has successfully established the infrastructure, access, and support systems necessary to drive future gains. These early successes position the school to continue improving college and career readiness outcomes as students advance through the pathways and accumulate college credits over time.

Planned Modifications to Strengthen Impact: While WCPA has successfully established universal access to dual enrollment and college-going structures, the 2025 California School Dashboard CCI results (Green Performance Level) indicated the effectiveness of this action.

WCPA plans the following targeted modifications:

EL-Specific CCI Monitoring and Early Intervention. WCPA will continue to enhance the use of Naviance and internal progress monitoring tools to track EL students' progress toward specific CCI components, including college credit accumulation, course completion, and pathway persistence. EL students who are not on track will be identified earlier in the academic year and provided with targeted academic advising, language supports, and schedule adjustments to improve completion rates.

Language Development Supports within Dual Enrollment. To address the linguistic demands of college-level coursework, WCPA will collaborate with instructional staff, counselors, and Dual Enrollment Support Specialists to integrate academic language scaffolds, targeted tutoring, and structured study supports aligned to English Learner needs, including intentional alignment between English Language Development instruction and pathway coursework.

Expanded Counseling and College Navigation for EL Students. WCPA will increase one-on-one and small-group counseling focused on EL students' college readiness, including understanding degree requirements, navigating college systems, and building self-advocacy skills. Counselors and Dual Enrollment Support Specialists will provide explicit guidance on how college credits, internships, and pathway completion connect to CCI preparedness.

Internship Readiness and Social Capital Building. WCPA will strengthen pre-internship preparation for EL students by providing explicit instruction in professional communication, workplace norms, and confidence-building. The school will expand structured opportunities for EL students to build mentorship, networking, and civic engagement experiences through partnerships with community organizations, industry professionals, and alumni.

Continuous Improvement and Staff Capacity. WCPA will continue professional learning for counselors, teachers, and pathway staff focused on CCI requirements, EL instructional strategies, and cross-department coordination. Implementation will be reviewed regularly through MTSS and leadership teams to assess effectiveness and make timely adjustments.

Action 3: This action was fully implemented including the phased development of the Early Warning System as outlined throughout the LCAP. WCPA 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 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, Athletic Specialist, campus supervisors, sports

equipment, and team supplies. Seven 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 implemented a comprehensive set of facility and transportation supports. WCPA 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 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 funded student transportation to ensure safe and reliable service, including staffing 12 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 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 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.

The following explanations describe the material differences between budgeted and estimated actual expenditures for the actions under Goal 3 (School Climate, Family Engagement, and Facilities) during the 2025-26 LCAP cycle.

- **Goal 3, Action 1: Addressing Social-Emotional and Behavioral Student Needs Through Tiered Intervention.** The estimated actual expenditures for this action were less than the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to a budgeted projection that anticipated a higher need for additional campus activities, field trips, and supervision staff than was actually required during the school year. The reduced expenditure did not affect implementation of the Wonderful Student Wellness Center, the Student Attendance Team, the PBIS framework, or the social-emotional and behavioral support systems serving priority student groups identified through the California School Dashboard.

- **Goal 3, Action 2: Promoting a College-Going Culture.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. College-going culture investments, including Naviance, Dual Enrollment Support Specialists, and dual enrollment pathway programming, were implemented consistent with the budgeted expenditure plan.
- **Goal 3, Action 3: Promote Whole-Child Development Through an Inclusive and Supportive Learning Environment.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Whole-child development investments, including the Early Warning System development, Panorama surveys, and student engagement programming, were implemented consistent with the budgeted expenditure plan.
- **Goal 3, Action 4: Parent Input in Decision-making.** The estimated actual expenditures for this action were less than the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to a budgeted projection for ParentSquare and the school's ELAC-related expenditures that exceeded actual costs, resulting in a savings of over $3,000. The reduced expenditure did not affect the implementation of parent communication systems, parent workshops, ILP Nights, or family engagement programming.
- **Goal 3, Action 5: Opportunities Provided to Support Parent Engagement and Empowerment..** The estimated actual expenditures for this action were less than the budgeted expenditures during the 2025-26 LCAP cycle. The material difference is attributable to a budgeted projection for office staff costs that exceeded actual office staffing expenditures, resulting in a savings. The reduced expenditure did not affect implementation of facilities maintenance, transportation services, campus safety systems, or operational continuity supports.
- **Goal 3, Action 6: Maintaining State-of-the-Art School Facilities.** There were no material differences between budgeted and estimated actual expenditures for this action during the 2025-26 LCAP cycle. Facilities and transportation investments were implemented consistent with the budgeted expenditure plan.

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

Action 1: According to the 2025 California School Dashboard, WCPA continues to face challenges with key social-emotional and behavioral indicators. For the 2025 Dashboard, Chronic Absenteeism received an Orange performance level (all students) indicating students still miss an excessive number of instructional days, and the Suspension Rate indicator remained at a Red performance level, signaling ongoing behavioral challenges. Other metrics such as English Learner Progress (Green) and Graduation and College and Career readiness (Blue and Green) showed strengths but are less directly tied to this action. Academic indicators in ELA and Math are both Orange. These results suggest that while there are some areas of growth in student outcomes, progress on SEL-related measures specifically tied to attendance and school climate remains limited.

Evaluation Data Sources: To evaluate the action's effectiveness, WCPA uses quantitative Dashboard indicators including Chronic Absenteeism (Orange), which reflects the proportion of students missing significant instructional time as a direct measure of engagement and well-being, and Suspension Rate (Red), which tracks behavioral disruptions and disciplinary responses and highlights areas where tiered interventions should reduce exclusionary practices. These indicators align directly with the LCAP metrics identified for this action—chronic absenteeism and suspension rate as SEL and behavior goals—rather than purely academic outcomes. Qualitative observations from school climate and discipline systems, including staff and student perceptions, PBIS celebrations, and Student Wellness referrals, support the narrative of culture and climate improvements internally, though Dashboard data show overall performance still below desired thresholds for SEL progress.

Connection to LCAP Metrics and Dashboard Indicators: This action is designed to reduce suspension rates and chronic absenteeism through PBIS supports, expanded staffing, and wellness services, directly aligned to those Dashboard metrics. The Dashboard ratings provide a color-coded reflection of both status and change from prior years, offering a reliable snapshot of progress. Continued investments likely prevent further declines in these areas, and programs like PBIS and the Wellness Center contribute to climate improvements not fully captured by state indicators alone. However, the Orange Chronic Absenteeism and Red Suspension Rate signals show insufficient progress on the core outcomes this action is intended to impact.

Contribution to Progress and Gap Closure: Currently, this action maintains participation in SEL, and behavior supports but does not close gaps, especially for students most at risk. The lack of movement from Red and Orange toward Yellow and Green suggests that current interventions need deeper refinement to shift these performance indicators.

Recommended Modifications for 2026–27: Given limited progress on Dashboard outcomes, WCPA plans several modifications for the 2026–27 school year. The school will review tiered intervention fidelity to ensure all PBIS tiers Universal, Targeted, and Intensive are implemented with consistent fidelity, particularly for students with chronic absence or behavioral escalation patterns. WCPA will enhance its Early Warning Systems by using data dashboards that integrate attendance, behavior, and SEL screening to trigger proactive supports earlier in the year. Family engagement strategies will expand to deepen outreach to families of chronically absent or suspended students through culturally responsive communication and partnerships. Targeted professional development will provide staff training in trauma-informed practices, de-escalation, and restorative justice to reduce suspensions and support re-engagement. Finally, WCPA will evaluate resource allocation to assess whether current positions—such as Wellness staff and Student Affairs Specialists—are optimally deployed and whether additional site-based counseling or case management time should be allocated where need is highest.

While investments in staffing, PBIS enhancements, and the Wonderful Student Wellness Center are valuable and foundational to SEL supports, the Dashboard shows that this action does not yet produce measurable progress toward reducing suspension rates and chronic absenteeism. Continued commitment is essential, but targeted refinements are needed in 2026–27 to transition from maintaining gains to closing achievement and behavior gaps as measured by statewide indicators.

Action 2: This action is highly effective in making progress toward the goal of improving college and career readiness for all students; however, outcome data indicate that additional targeted supports are required for English Learners to close existing gaps. On the 2024 California School Dashboard, English Learners receive a Red performance level on the College and Career Indicator, indicating that a significant proportion of EL students do not yet meet the “Prepared” or “Approaching Prepared” criteria. While this outcome demonstrates that the action does not yet result in improved Dashboard performance for ELs, interim implementation and monitoring data show meaningful progress in access, participation, and system readiness that are expected to contribute to improved outcomes over time.

Evaluation Data Sources: WCPA evaluates the effectiveness of this action using both quantitative and qualitative data, including California School Dashboard CCI results with a specific focus on English Learners; dual enrollment participation and course completion data; college credit accumulation toward associate degree pathways; Naviance data tracking A–G completion, postsecondary planning milestones, and student aspirations; internship participation and completion rates through the Wonderful Agricultural Prep Pathways Program; and student, staff, and counselor feedback regarding access, support, and college readiness confidence.

Connection to LCAP Metrics and Dashboard Indicators: This action directly aligns to the College and Career Indicator metric identified in the LCAP. By providing universal access to dual enrollment, structured pathways aligned to high-need workforce fields, college counseling supports, and career-connected learning opportunities, WCPA intentionally addresses the core components required for students to meet CCI preparedness standards.

Contribution to Progress and Gap Closure: Implementation data indicate that the action contributes to progress in access and engagement. One hundred percent of students in grades 9–12 have access to dual enrollment through one of three pathways. Students earn college credits while in high school, increasing long-term postsecondary readiness. Expanded counseling, progress monitoring, and internship experiences strengthen college-going behaviors and student awareness of postsecondary options. However, the lack of improvement in EL CCI outcomes suggests that while access is successfully expanded, participation alone is insufficient to close readiness gaps. EL students continue to require more targeted academic language supports, individualized counseling, and structured guidance to successfully meet CCI criteria.

Based on available data, this action is effective in establishing the necessary systems, access, and infrastructure to support a college-going culture, but partially effective in closing CCI gaps for English Learners. The targeted modifications outlined above are designed to move beyond access toward measurable

improvement in CCI outcomes, ensuring that English Learners not only participate in college-going pathways but successfully meet College and Career Indicator benchmarks.

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 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 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 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.

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 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 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 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 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 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 (WCPA) received a Red performance level for the Suspension Rate Indicator for the All Students group and for the English Learner, Long-Term English Learner (LTEL), Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic	$3,799,071	Y

Action #	Title	Description	Total Funds	Contributing
		student groups. WCPA also received a Red performance level for the Suspension Rate Indicator for Students with Disabilities on the 2023 California School Dashboard. On the 2024 California School Dashboard, the Students with Disabilities student group improved to a Yellow performance level for the Suspension Rate Indicator due to declining suspension rates. However, on the 2024 California School Dashboard, the Long-Term English Learner student group received a Red performance level for the Chronic Absenteeism Indicator and for the ELA and Mathematics Academic Indicators, demonstrating the critical need for comprehensive, targeted interventions and contributing to WCPA's eligibility for Differentiated Assistance. WCPA 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. **Differentiated Assistance Eligibility**: WCPA 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) 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 SWD student groups has resulted in WCPA's 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 2025 and 2024 Dashboards are used in differentiated assistance determinations for charter schools. **Addressing Chronic Absenteeism Through Social-Emotional and Behavioral Supports** To address the decline in attendance rates and decrease chronic absenteeism, WCPA 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).		

Action #	Title	Description	Total Funds	Contributing
		Foster Youth students show the greatest need for these additional supports. WCPA 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 will continue prioritizing Differentiated Assistance improvement efforts for Students with 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 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 begins with welcoming morning announcements, celebration of academic goals, culture building, and student motivation. WCPA 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 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 will continue strengthening family engagement and culturally responsive outreach		

Action #	Title	Description	Total Funds	Contributing
		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** Students will have access to the Wonderful Student Wellness Center, which provides comprehensive wraparound services that are critical to the community WCPA serves. The Wellness Center represents a collaborative model of care that is sensitive to the unique needs of WCPA 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 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 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 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Funding Investments: Funding will be used to invest in: • PBIS Incentives • Campus and Classroom Culture Initiatives • LiveSchool Software • Director of Student Services • Two Social Workers • Two School Psychologists • One Psychologist Intern • One Student Services Coordinator • Field trips and activities • School Nurse • Nursing Services • Two Assistant Principals • Family and 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 (WCPA) is ensuring that students meet the College and Career Indicator (CCI) measures of the California School Dashboard. WCPA 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. WCPA will continue strengthening college and career readiness systems while sustaining the Green performance level achieved on the 2025 Dashboard. **Dual-Enrollment Pathways with Bakersfield College** WCPA 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 will continue operating these dual-enrollment pathways in partnership with Bakersfield College to ensure that all students have access to college coursework and	$364,184	N

Action #	Title	Description	Total Funds	Contributing
		opportunities to earn Associate degrees in high-need workforce fields. WCPA's 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. **WCPA Course Offering Structure** Wonderful College Prep Academy does not offer Advanced Placement courses because the focus is on all students participating in dual enrollment and earning an Associate's degree. WCPA offers Career Technical Education (CTE) courses, which count as dual enrollment rather than as CTE Pathways. **Building Social Capital for Students** WCPA recognizes that communities like Delano 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 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 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 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 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**		

Action #	Title	Description	Total Funds	Contributing
		WCPA 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** WCPA 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 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: • Student Development Teacher Counselor • Naviance software • DESS Manager and Trajectory Assistant • Five Dual Enrollment Support Specialists • College and university visits • Five Campus Supervisors • Link Crew (new for 2026-27)		
3	**PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT**	Wonderful College Prep Academy (WCPA) 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	$893,273	N

Action #	Title	Description	Total Funds	Contributing
		by strengthening the whole-child supports, school climate systems, and engagement infrastructure that serve all students, including priority student groups. **Differentiated Assistance Eligibility**: WCPA 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 Chronic Absenteeism Indicator. On the 2025 California School Dashboard, the Students with Disabilities (SWD) 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 SWD student groups has resulted in WCPA's 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 2025 and 2024 Dashboards are used in differentiated assistance determinations for charter schools. **Early Warning System and MTSS Integration** WCPA 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 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 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 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.		

Action #	Title	Description	Total Funds	Contributing
		School Climate Data and Student Voice WCPA 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 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 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 • Student Council and student clubs • Sports equipment and staff • Six Campus Security positions • Athletic Director • Athletic Specialist • Athletic team supplies and event fees • Campus Culture Coordinator		
4	**PARENT INPUT IN DECISION-MAKING**	At Wonderful College Prep Academy (WCPA), 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	$8,700	N

Action #	Title	Description	Total Funds	Contributing
		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 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 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 will continue leveraging ELAC, DELAC, and PAC structures to gather meaningful parent feedback related to chronic absenteeism, ELA and Math performance, school climate, English Learner supports, and whole-child student needs reflected on the California School Dashboard. **Parent Capacity-Building and Dashboard Literacy** WCPA 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Integration of Parent Feedback into Schoolwide Planning WCPA 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 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 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: • Translation/Interpreter costs • Parent meeting supplies • Supplies for PAC, ELAC/DELAC/EL-PAC Meetings		
5	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT**	Wonderful College Prep Academy (WCPA) 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 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**	$761,735	N

Action #	Title	Description	Total Funds	Contributing
		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 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 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 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 will expand hybrid and virtual engagement opportunities, varied meeting schedules, and flexible event formats to increase participation for 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 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 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**		

Action #	Title	Description	Total Funds	Contributing
		Families will be surveyed annually, and results will be reported through the LCAP, parent meetings, and schoolwide communication to staff. WCPA 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 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: • PIQUE (Family Education Program) Parent Workshops • Family & Community Engagement Staff • Supplies for parent workshops / townhalls • Parent messaging software (ParentSquare) • Student Information System (Aeries) • Student Enrollment Software (School Mint) • Advertising for student recruitment • Front office and student information system staff		
6	**MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES**	Wonderful College Prep Academy (WCPA) strives to provide all students and staff with safe, clean school facilities and reliable transportation to and from school. WCPA 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**	$3,428,746	N

Action #	Title	Description	Total Funds	Contributing
		Each year, WCPA 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 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 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 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 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 will continue strengthening cross-department coordination between operations, transportation, facilities, security, and school leadership teams to improve communication, project prioritization, and response timelines for operational needs. **Data-Informed Prioritization of Repairs and Operational Improvements** WCPA 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 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		

Action #	Title	Description	Total Funds	Contributing
		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 • 12 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
$8,057,382	$1,016,952

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The 2025 California School Dashboard documents significant academic achievement gaps for Wonderful College Prep Academy's (WCPA) unduplicated student population. WCPA serves a student body that is 87% Socioeconomically Disadvantaged (SED), 24% English Learner (EL), and includes 108 identified Long-Term English Learners (LTELs) in grades 6-12. On the 2025 California School Dashboard, the LTEL student group received Red performance levels on the ELA Academic Indicator at -96.6 Distance from Standard (DFS) and on the Mathematics Academic Indicator at -169.0 DFS. The EL student group received a Yellow performance level on the ELA Academic Indicator at -35.2 DFS and an Orange performance level on the Mathematics Academic Indicator at -85.4 DFS. The	The Sustained Research-Based Professional Learning action is designed to grow services in both quality (improve services) and quantity (increase services) for unduplicated students by building the instructional capacity of every educator who serves them. WCPA will provide five summer professional development (PD) days, nine school-year PD days, and weekly job-embedded professional learning during the 2026-27 school year. The professional learning content is intentionally differentiated by grade span and instructional role to address the specific unduplicated student needs identified through the needs assessment. Elementary educators will receive professional learning in IMSE foundational literacy training to	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
	SED student group received an Orange performance level on the ELA Academic Indicator at -14.1 DFS and an Orange performance level on the Mathematics Academic Indicator at -65.7 DFS. 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 Chronic Absenteeism Indicator, resulting in WCPA's continued eligibility for Differentiated Assistance under California Education Code Section 52071.5. The comprehensive needs assessment process identified specific instructional and intervention gaps contributing to these unduplicated student group outcomes: limited teacher capacity in integrated and designated English Language Development (ELD) practices that support EL and LTEL students' access to grade-level content; inconsistent implementation of Universal Design for Learning (UDL) and differentiation strategies needed to support EL, LTEL, and SED students within Tier 1 instruction; gaps in foundational literacy and numeracy instruction in the early grades that compound deficits for SED and EL students by grade three; limited teacher fluency with structured literacy, mathematical discourse, and academic vocabulary development; and inconsistent vertical articulation between the TK-6 elementary and 7-12 secondary divisions that affects continuity of language and academic supports for unduplicated students across grade transitions. Educational partner consultation across all groups, including the English Learner Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), the English Learner Parent Advisory Committee, the Parent Advisory Committee (PAC), and the Student Advisory Committee, identified continued investment in differentiated, research-based professional learning focused on Integrated ELD, UDL, and Tier 1 instructional rigor as the most direct lever for	address the structured literacy gaps affecting SED and EL students in the early grades, Reading and Mathematics Intervention practices for tiered support, EL Achieves Designated ELD curriculum for EL and LTEL language acquisition, Integrated ELD instructional strategies to provide EL and LTEL students with language scaffolds in content-area classrooms, and TNTP-aligned Best Practices that increase instructional rigor and Academic Ownership for SED, EL, and LTEL students. Secondary educators will receive professional learning in Small Group Instruction protocols that target SED, EL, and LTEL students within Tier 1 instruction, Reading and Mathematics Intervention practices including the Mathematics Improvement Plan growth aims of 12% to 18% NWEA growth for English Learners and 8% to 12% growth for Students with Disabilities, EL Achieves Designated ELD curriculum, Integrated ELD instructional strategies including academic vocabulary and mathematical discourse, and TNTP-aligned instructional priorities. School and district administrators will receive professional learning in Improvement Science, PBIS implementation, and Instructional Leadership to build the leadership capacity required to coach teachers in support of unduplicated student outcomes. The action also includes professional learning in Universal Design for Learning, the Warm Demander framework, classroom management, and Critical Consumer of Curriculum to address the instructional capacity gaps that affect access to Tier 1 instruction for unduplicated students, particularly EL, LTEL, and SED students who require differentiated supports to access grade-level content. The action operationalizes the Differentiated Assistance Working Theory of Improvement: if WCPA defines and implements a coherent professional learning model focused on empowering adults in the system to deliver high-quality Tier 1 instruction within a Multi-Tiered System	

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
	accelerating outcomes for these unduplicated student groups.	of Supports (MTSS) framework, then student outcomes for unduplicated student groups (particularly LTELs, ELs, and SED students) will improve. Effectiveness will be measured using CAASPP ELA and Mathematics Distance from Standard for the All Students group disaggregated by EL, LTEL, SED, and Foster Youth student groups; NWEA MAP Growth Reading and Mathematics data administered three times per year and disaggregated by student group; LTEL reclassification rates; the English Learner Progress Indicator (ELPI); and classroom walkthrough data documenting Integrated ELD and UDL implementation. **Why the Action is Being Provided on a Schoolwide Basis** WCPA's unduplicated student population, which includes Foster Youth, English Learners (including Long-Term English Learners), and Socioeconomically Disadvantaged students, is integrated across every classroom, every grade level, and every content area at WCPA. With 87% of students identified as SED, 24% identified as EL, and 108 identified LTELs in grades 6-12, virtually every instructional encounter at WCPA involves at least one unduplicated student. This integration of unduplicated students throughout the school means that the instructional skill of every teacher and the leadership capacity of every administrator directly determines the academic experience of unduplicated students. The Sustained Research-Based Professional Learning action is provided on a schoolwide basis because the instructional capacity gaps identified through the needs assessment (limited teacher fluency in Integrated ELD, inconsistent implementation of UDL, gaps in structured literacy and academic vocabulary development, and limited vertical articulation between elementary and secondary divisions) cannot be addressed through professional learning targeted only	

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
		to a subset of educators. Limiting professional learning to designated EL teachers, designated Special Education teachers, or specific grade spans would leave unduplicated students dependent on the instructional skill of only a portion of the educators they encounter throughout their school day. Because EL and LTEL students take Mathematics, Science, Social Studies, and elective coursework from content-area teachers across all subjects, and because SED students attend every classroom in the school, building Integrated ELD capacity, UDL implementation capacity, and Tier 1 instructional rigor for unduplicated students requires that every teacher participate in the professional learning. The schoolwide design is intended to improve outcomes for unduplicated student groups compared to all students by ensuring that the specific instructional practices most likely to accelerate unduplicated student outcomes are implemented consistently across every classroom rather than only in some classrooms. The PD focus areas of Integrated ELD, UDL, structured literacy, mathematical discourse and academic vocabulary, and Warm Demander practices are research-based instructional strategies that disproportionately benefit EL, LTEL, SED, and Foster Youth students because these students are most affected by gaps in language access, scaffolding, and differentiation in Tier 1 instruction. While all students benefit from improved Tier 1 instruction, the disproportionate benefit for unduplicated students is the principal reason for the schoolwide design. The action also aligns to the Differentiated Assistance focus areas measured through teacher collective efficacy, PLC protocol shifts, and instructional rounding, all of which evaluate whether the schoolwide professional learning is producing measurable shifts in the instructional practices that most directly affect unduplicated student outcomes. Funding this action on a schoolwide basis ensures that the LCFF	

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
		Supplemental and Concentration Grant resources, supplemented by Title II and other applicable funding sources, are deployed in proportion to the increase in funding WCPA receives based on the number and concentration of unduplicated students enrolled.	
Goal 1, Action 3	The 2025 California School Dashboard documents persistent academic achievement gaps for Wonderful College Prep Academy's (WCPA) unduplicated student population. WCPA serves a student body that is 87% Socioeconomically Disadvantaged (SED) and 24% English Learner (EL), and that includes 108 identified Long-Term English Learners (LTELs) in grades 6-12. On the 2025 California School Dashboard, the LTEL student group received Red performance levels on the ELA Academic Indicator at -96.6 Distance from Standard (DFS) and on the Mathematics Academic Indicator at -169.0 DFS; the EL student group received a Yellow performance level on ELA (-35.2 DFS) and an Orange performance level on Mathematics (-85.4 DFS); and the SED student group received Orange performance levels on both indicators. The 2024 Dashboard reflected Red LTEL performance levels on ELA, Mathematics, and Chronic Absenteeism, contributing to WCPA's continued eligibility for Differentiated Assistance under California Education Code Section 52071.5. The comprehensive needs assessment identified that closing these gaps requires a differentiated, role-specific, and grade-span-specific professional learning response. Specific instructional capacity gaps include inconsistent integration of MTSS intervention practices within PLC cycles, limited fluency in PLC protocols for monitoring unduplicated student progress, inconsistent use of Common Formative Assessment (CFA) data within weekly PLC cycles, limited collaboration between general education and Special Education	The Differentiated Professional Learning action grows services in both quality and quantity for unduplicated students by tailoring professional learning structures to the specific instructional needs of unduplicated student groups across grade spans, content areas, and instructional roles. The action operationalizes the Differentiated Assistance Working Theory of Improvement through four key structures: (1) transitioning data dives into ongoing weekly PLC cycles, (2) realigning four Intervention Coordinator roles (Elementary ELA, Elementary Mathematics, Secondary ELA, Secondary Mathematics) to provide content-specific and grade-span-specific intervention leadership, (3) funding Guiding Coalition stipends to sustain teacher-led continuous improvement, and (4) building teacher capacity for CFA creation through standards-aligned item banks. The four Intervention Coordinator roles directly target the unduplicated student needs that surface most acutely in each grade span and content area. Elementary Coordinators focus on structured literacy, numeracy foundations, Designated and Integrated ELD, and academic vocabulary development that disproportionately benefit SED and EL students in the early grades. Secondary Coordinators focus on disciplinary literacy and academic language for the 108 identified LTEL students, and on the Mathematics Improvement Plan growth aims of 12% to 18% NWEA growth for English Learners and 8% to 12% growth for Students with Disabilities. Across all four roles, Coordinators lead weekly PLC cycles using NWEA,	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
	teachers, and inconsistent application of intervention frameworks across elementary and secondary ELA and Mathematics. Educational partners across all consultation groups identified differentiated professional learning by grade span, content area, and student group need as a priority for accelerating outcomes for unduplicated student groups.	DIBELS, and CFA data, coach teachers on Universal Design for Learning (UDL) and Integrated ELD strategies aligned to unduplicated student needs and integrate Early Warning System data into instructional planning. Effectiveness will be measured using CAASPP ELA and Mathematics DFS disaggregated by EL, LTEL, SED, and Foster Youth student groups; NWEA MAP Growth disaggregated by student group; LTEL reclassification rates; ELPI; the PLT Rubric; PLC and Guiding Coalition Surveys; and classroom walkthrough data. **Why the Action is Being Provided on a Schoolwide Basis** Unduplicated students at WCPA, including Foster Youth, English Learners (including LTELs), and SED students, are integrated across every classroom, every grade level, and every content area. Differentiation cannot be effective if applied unevenly across the school; the action must therefore be implemented on a schoolwide basis to ensure that every teacher participates in the PLC cycles, Intervention Coordinator coaching, Guiding Coalition leadership development, and CFA-based inquiry the action provides. Limiting differentiated professional learning to designated EL or intervention teachers would leave unduplicated students dependent on the differentiation capacity of only a portion of the educators they encounter daily. The four Intervention Coordinator roles ensure that every grade span and every core content area receives differentiation leadership focused on the academic patterns affecting unduplicated students. The PLC integration of NWEA, DIBELS, and CFA data ensures consistent data-driven decision-making across every classroom rather than only where designated EL or Special Education staff are present. The Guiding Coalition stipends build schoolwide collective efficacy rather than isolated pockets of improvement. The	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		instructional shifts the action builds, including Integrated ELD, UDL, structured literacy, mathematical discourse, and academic vocabulary development, are research-based strategies that disproportionately benefit EL, LTEL, SED, and Foster Youth students because these students are most affected by gaps in language access, scaffolding, and differentiation in Tier 1 instruction. While all students benefit from differentiated instructional design, the disproportionate benefit for unduplicated students is the principal reason for the schoolwide design. The action aligns directly to the Differentiated Assistance four focus areas of measurement, the PDSA cycles, and the Mathematics Improvement Plan, all of which evaluate whether schoolwide differentiation produces measurable shifts in the instructional practices most directly affecting unduplicated student outcomes. Funding this action on a schoolwide basis deploys LCFF Supplemental and Concentration Grant resources, supplemented by Title II and other applicable funding sources, in proportion to the increase in funding WCPA receives based on the number and concentration of unduplicated students enrolled.	
Goal 2, Action 2	The 2025 California School Dashboard documents persistent academic achievement gaps for Wonderful College Prep Academy's (WCPA) unduplicated student population that require tiered, targeted intervention beyond Tier 1 instruction. WCPA serves a student body that is 87% Socioeconomically Disadvantaged (SED) and 24% English Learner (EL), and that includes 108 identified Long-Term English Learners (LTELs) in grades 6-12. On the 2025 California School Dashboard, the LTEL student group received Red performance levels on the ELA Academic Indicator at -96.6 Distance from Standard (DFS) and on the Mathematics Academic Indicator at -169.0 DFS; the EL	The Tiered Targeted Interventions action grows services in both quality and quantity for unduplicated students by expanding intervention staffing, refining intervention delivery models, and embedding tiered supports within the instructional day. The action invests in 15 Small Group Instructors, additional Instructional Assistants (with $181,013 in Learning Recovery Emergency Block Grant funds supporting a portion of Instructional Assistant staffing), eight Guidance Counselors, 10 Special Education Instructional Assistants, the Director of Curriculum and Instruction, and academic intervention platforms including Edmentum Study Island, Air Tutor, and	The metrics that will be used to monitor effectiveness: • #4: CAASPP ELA Assessment: Distance from Standard (DFS) • #5: CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student group received a Yellow performance level on ELA (-35.2 DFS) and an Orange performance level on Mathematics (-85.4 DFS); and the SED student group received Orange performance levels on both indicators. The 2024 Dashboard reflected Red LTEL performance levels on ELA, Mathematics, and Chronic Absenteeism, contributing to WCPA's continued eligibility for Differentiated Assistance under California Education Code Section 52071.5. The comprehensive needs assessment identified that intervention staffing capacity remains limited relative to the scale of identified unduplicated student need; access to extended learning opportunities is uneven across student groups, with EL, LTEL, and SED students less consistently served by current programming; intervention implementation is inconsistent across the TK-6 elementary and 7-12 secondary divisions; and in-time intervention structures during the instructional day require strengthening to prevent students from missing core instruction during pull-out interventions. Educational partners across all consultation groups identified expanded academic interventions, tutoring, and additional adult capacity within the classroom as priorities for accelerating outcomes for unduplicated student groups.	Plato. The action also funds Summer Academy programming, the Expanded Learning Opportunities Program (ELO-P), after-school tutoring, and credit recovery, providing extended learning time disproportionately accessed by EL, LTEL, SED, and Foster Youth students. The intervention design directly targets the academic patterns affecting unduplicated students. Small Group Instructors and Instructional Assistants provide push-in support and small-group instruction during core ELA and Mathematics blocks, enabling SED, EL, and LTEL students to receive additional adult-guided instruction without being removed from grade-level content. Special Education Instructional Assistants support Specialized Academic Instruction minutes for Students with Disabilities under credentialed teacher supervision and reinforce language scaffolds for EL and LTEL students who also receive Special Education services. The realignment of intervention services with the Differentiated Assistance MTSS and Data-Based Decision-Making framework, including the Mathematics Improvement Plan growth aims of 12% to 18% NWEA growth for English Learners and 8% to 12% growth for Students with Disabilities, ensures that interventions are matched to documented unduplicated student need based on NWEA, DIBELS, Edulastic CFAs, and Early Warning System data. Effectiveness will be measured using CAASPP ELA and Mathematics DFS disaggregated by EL, LTEL, SED, and Foster Youth student groups; NWEA MAP Growth disaggregated by student group; LTEL reclassification rates; ELPI; intervention participation and progress monitoring data captured in Panorama; and attendance and chronic absenteeism data. **Why the Action is Being Provided on a Schoolwide Basis** Unduplicated students at WCPA, including Foster Youth, English Learners (including LTELs), and SED	

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, are integrated across every grade level, every content area, and every classroom. Intervention systems cannot effectively serve unduplicated students if they are limited to designated classrooms or specific grade spans; the action must therefore be implemented on a schoolwide basis to ensure that tiered intervention staffing, in-time intervention structures, after-school tutoring, and extended learning opportunities are accessible to every unduplicated student regardless of which classroom or grade span they are enrolled in. Limiting intervention staffing to specific grades or specific content areas would leave unduplicated students in non-targeted classrooms or grade spans without access to the tiered support the action provides. The schoolwide design specifically targets the academic patterns most likely to affect unduplicated students. The 15 Small Group Instructors and Instructional Assistants are deployed across both the TK-6 elementary and 7-12 secondary divisions to ensure that SED and EL students in the early grades receive foundational literacy and numeracy support and that LTEL students in grades 6-12 receive disciplinary literacy and content-area language support. After-school tutoring, Summer Academy, and ELO-P programming are disproportionately accessed by EL, LTEL, SED, and Foster Youth students who most benefit from extended learning time but are least likely to access privately funded enrichment outside school. The intervention platforms (Edmentum Study Island, Air Tutor, Plato) provide differentiated practice that disproportionately benefits unduplicated students performing below grade level. The action aligns directly to the Differentiated Assistance MTSS integration work, the PDSA cycles of inquiry, and the Mathematics Improvement Plan, all of which evaluate whether schoolwide tiered intervention produces measurable improvement for unduplicated student groups. While all students benefit from access to	

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		academic intervention, the disproportionate benefit for unduplicated students, who are the students most often performing below grade level on the indicators that determine WCPA's Differentiated Assistance eligibility, is the principal reason for the schoolwide design. Funding this action on a schoolwide basis deploys LCFF Supplemental and Concentration Grant resources, supplemented by LREBG, Title I, Title III, IDEA, ELO-P, and other applicable funding sources, in proportion to the increase in funding WCPA receives based on the number and concentration of unduplicated students enrolled.	
Goal 3, Action 1	The 2025 California School Dashboard documents persistent social-emotional, behavioral, and attendance gaps for Wonderful College Prep Academy's (WCPA) unduplicated student population. WCPA serves a student body that is 87% Socioeconomically Disadvantaged (SED) and 24% English Learner (EL), and that includes 108 identified Long-Term English Learners (LTELs) in grades 6-12. On the 2025 California School Dashboard, the Suspension Rate Indicator reflected a Red performance level for the All Students group at 6.9% and for the EL student group (8.3%), LTEL student group (21.3%), SED student group (7.4%), and Hispanic student group (7.3%). The Chronic Absenteeism Indicator reflected an Orange performance level for the All Students group at 17.6%, with the SED student group performing at 19.1% (Orange) and the LTEL student group at 19.7% (Yellow). On the 2024 Dashboard, the LTEL student group received a Red performance level on the Chronic Absenteeism Indicator, contributing to WCPA's continued eligibility for Differentiated Assistance under California Education Code Section 52071.5. The comprehensive needs assessment identified that chronic absenteeism, behavioral incidents, and academic disengagement disproportionately affect the	The Addressing Social-Emotional and Behavioral Student Needs action grows services in both quality and quantity for unduplicated students by expanding tiered social-emotional, behavioral, attendance, and wellness supports anchored in the Wonderful Student Wellness Center, the Student Attendance Team, and the schoolwide PBIS framework. The action invests in the Director of Student Services, two Social Workers, two School Psychologists, a Psychologist Intern, a Student Services Coordinator, two Assistant Principals, a School Nurse, nursing services, PBIS Incentives, LiveSchool Software, Care Solace Software, and family and community events. The Wonderful Student Wellness Center, a School-Based Health Center staffed with bilingual health care professionals and specialists, provides social-emotional, behavioral, and mental health services and counseling; preventive care including immunizations; chronic illness management; nutrition counseling; and testing services accessible to students and families during the school day. The action design directly targets the social-emotional and behavioral patterns affecting unduplicated students. The Student Attendance Team and Student Incident Response Coordinators identify at-risk students prior to the start of the school year using the prior year's chronic absenteeism data, conduct home	The metrics that will be used to monitor effectiveness: • #20: Attendance Rate • #21: Chronic Absenteeism Rates • #26: Suspension Rates

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	same unduplicated student groups; that mental health and social-emotional support capacity remains limited relative to identified unduplicated student need; that bilingual and culturally responsive supports are critical to serving EL, LTEL, and Foster Youth students; that home-school communication and home visit capacity require expansion to address attendance and engagement patterns for chronically absent students; and that the Wonderful Student Wellness Center represents a primary access point for mental and physical health services for unduplicated students who face significant barriers to community-based care. Educational partners across all consultation groups identified expanded mental health, counseling, attendance, and PBIS supports as priorities for accelerating outcomes for unduplicated student groups.	visits, and develop attendance plans for chronically absent students, with Foster Youth identified as the student group with the greatest need for these supports. The Social Workers and Student Affairs Specialist conduct home visits and provide culturally responsive outreach for disengaged students, supporting EL, LTEL, SED, and Foster Youth families with bilingual communication. PBIS Incentives and LiveSchool Software reinforce positive behavior schoolwide, with restorative practices and trauma-informed approaches deployed to reduce exclusionary discipline for SED, EL, LTEL, and SWD student groups identified at Red performance levels on the Suspension Rate Indicator. Care Solace Software extends mental health referral access for families of unduplicated students who face significant barriers to community-based care. The action aligns to the Differentiated Assistance Williams Education Strategies partnership focused on Special Education leadership, PBIS, restorative practices, and the documented improvement in SWD Suspension Rate performance from Red in 2023 to Yellow in 2024. Effectiveness will be measured using California School Dashboard Suspension Rate and Chronic Absenteeism Indicators disaggregated by EL, LTEL, SED, SWD, and Foster Youth student groups; Aeries attendance data; Kern Integrated Data System (KiDS) data; PBIS and LiveSchool data; wellness referrals through Care Solace; and family engagement metrics. **Why the Action is Being Provided on a Schoolwide Basis** Unduplicated students at WCPA, including Foster Youth, English Learners (including LTELs), and SED students, are integrated across every grade level and every classroom, and the social-emotional, behavioral, and attendance challenges that affect them occur across every campus location and every grade span. Tiered intervention systems cannot effectively serve	

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		unduplicated students if they are limited to specific classrooms or grade spans; the action must be implemented on a schoolwide basis to ensure that the Student Attendance Team, Social Workers, School Psychologists, Wonderful Student Wellness Center services, and PBIS framework are accessible to every unduplicated student regardless of grade level or campus location. Limiting these supports to specific grades or specific classrooms would leave unduplicated students in non-targeted settings without access to the tiered behavioral, attendance, and mental health support the action provides. The schoolwide design specifically targets the social-emotional and behavioral patterns most likely to affect unduplicated students. The Wonderful Student Wellness Center is staffed with bilingual health care professionals to ensure that EL, LTEL, and Spanish-speaking SED and Foster Youth families can access mental and physical health services; the bilingual staffing is essential to meaningful access for these unduplicated student groups. PBIS Incentives, LiveSchool Software, and restorative practices are deployed across every classroom because the Suspension Rate Indicator Red performance levels affect every reported student group, with the LTEL student group performing at 21.3% (more than three times the All Students rate); reducing exclusionary discipline for these groups requires consistent implementation of positive behavior systems across the school. The Student Attendance Team's home visit, attendance plan, and wraparound referral processes are designed to address the chronic absenteeism patterns affecting SED, EL, LTEL, and Foster Youth students, who are most affected by transportation, work, and housing barriers to consistent school attendance. The action aligns to the Differentiated Assistance work with Williams Education Strategies focused on reducing exclusionary discipline for Students with Disabilities and to the documented	

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		2023-to-2024 SWD Suspension Rate improvement. While all students benefit from access to social-emotional, behavioral, and wellness supports, the disproportionate benefit for unduplicated students, who experience the social-emotional, behavioral, attendance, and wellness gaps that determine WCPA's Differentiated Assistance eligibility, is the principal reason for the schoolwide design. Funding this action on a schoolwide basis deploys LCFF Supplemental and Concentration Grant resources, supplemented by California Community Schools Partnership Program (CCSPP) Implementation Grant funds, Medi-Cal Local Educational Agency Billing Option Program (LEA BOP) reimbursements, and other applicable funding sources, in proportion to the increase in funding WCPA receives based on the number and concentration of unduplicated students enrolled.	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

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

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