Wonderful college prep academy™

LCFF Budget Overview for Parents Mid-year Update: WCPA-Lost Hills		
Expenditures for High Needs Students in the 2024-25 School Year	**2024-25 Adopted Budget**	**Projected Actual 2024-25**
Total LCFF funds	$7,973,834	$7,973,834
LCFF supplemental & concentration grants	$2,204,183	$2,204,183
All other state funds	$2,755,503	$2,770,215
All local funds	$912,418	$900,000
All federal funds	$1,036,321	$1,010,557
Total Projected Revenue	**$12,678,076**	**$12,654,606**
Total Budgeted Expenditures for the 2024-25 School Year	**2024-25 Adopted Budget**	**Projected Actual 2024-25**
Total Budgeted General Fund Expenditures	$12,372,220	$12,475,771
Total Budgeted Expenditures in the LCAP	$12,085,825	$12,085,825
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,204,183	$2,204,183
Expenditures not in the LCAP	$286,395	$389,946

2024-25 LCAP Midyear Update:
WONDERFUL COLLEGE PREP ACADEMY – LOST HILLS

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

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

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

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

Few organizations serving the same percentage of low-income students as WCPA have succeeded in creating the level of organization coherence that has led to a majority of students demonstrating grade level proficiency, especially Students with Disabilities. At WCPA, we must lead by example through a disciplined approach to continuous improvement, humility in leadership, and willingness to change. In the spirit of

abiding by the notion that "every system is designed to get the result that it gets", we will define and implement a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students.

This is due to that fact that we have low achievement rates of 24% of students meeting standard in Math and 30% in ELA, and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL).

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72.1%	2022-23: 52.7%		2022-23: 92.7%	
2	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research	2023-24 ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 3	2024-25: In Progress		2024-25: ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 4	

	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: 3 Health: 3 PE: 4 VAPA: 4 World Language: 4	
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>All Students</td><td>-50.2</td></tr><tr><td>Hispanic</td><td>-51.1</td></tr><tr><td>EL</td><td>-65.7</td></tr><tr><td>SED</td><td>-55.9</td></tr></table>	**2023-24 ELA CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>**All Students**</td><td>**-31.9**</td></tr><tr><td>**Hispanic**</td><td>**-32.1**</td></tr><tr><td>**EL**</td><td>**-54.7**</td></tr><tr><td>**LTEL**</td><td>**-100.4**</td></tr><tr><td>**SED**</td><td>**-36.2**</td></tr></table>		**2023-24 ELA CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>All Students</td><td>-48.2</td></tr><tr><td>Hispanic</td><td>-49.1</td></tr><tr><td>EL</td><td>-63.7</td></tr><tr><td>SED</td><td>-53.9</td></tr></table>	
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>All Students</td><td>-69.3</td></tr><tr><td>Hispanic</td><td>-70.4</td></tr><tr><td>EL</td><td>-81.1</td></tr><tr><td>SED</td><td>-75.1</td></tr></table>	**2023-24 Math CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>**All Students**</td><td>**-65.3**</td></tr><tr><td>**Hispanic**</td><td>**-66.7**</td></tr><tr><td>**EL**</td><td>**-84.3**</td></tr><tr><td>**LTEL**</td><td>**-134.5**</td></tr><tr><td>**SED**</td><td>**-68**</td></tr></table>		**2023-24 Math CAASPP** <table><tr><td>**Student Group**</td><td>**DFS**</td></tr><tr><td>All Students</td><td>-67.3</td></tr><tr><td>Hispanic</td><td>-68.4</td></tr><tr><td>EL</td><td>-79.1</td></tr><tr><td>SED</td><td>-73.1</td></tr></table>	

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	**HIGHLY QUALIFIED, EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT**	Wonderful College Prep Academy (WCPA) will employ two (2) school site principals for the Elementary (TK-6) and Secondary (7-12) grades, thus shifting the instructional school	Partial	For 2024-2025, Wonderful College Prep Academy restructured into a two-tier system (Elementary TK-6 and Secondary 7-12) to reduce	$3,373,058	$772,876

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
	SUPPORT THE EDUCATIONAL PROGRAM	site model to support continued learning by reducing school transitions for students by removing a middle school model. Additionally, WCPA will employ appropriately credentialed and assigned teachers to serve grades TK-12 to provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, VAPA, Spanish, and Physical Education. WCPA's teacher residency program with Loyola Marymount University ("LMU") will help create a teacher pipeline in subject matters needed. Our Teacher Induction Mentor works closely with teacher residents to ensure they are on track to complete their programs. WCPA's teacher residency program with LMU will help create a teacher pipeline in subject matters needed. Our Teacher Induction Mentor works closely with teacher residents to ensure they are on track to complete their programs. Substitute Teachers across all grade levels will be employed to maintain continuity of instruction and prevent further interruptions to learning. Wonderful College Prep Academy will provide all students with 180 instructional days, which exceeds the California state requirement of 175. All educators will		school transitions. Staffing includes two principals and 30 core teachers, supported by substitute teachers. WCPA has partnered with Loyola Marymount University (LMU) for teacher recruitment and provide mentorship for new teachers. Students will receive 180 instructional days, while teachers will undergo extensive professional development focusing on data analysis, classroom culture, and specialized teaching strategies. Due to increased teacher leaves of absence, WCPA has maintained ongoing recruitment efforts. For returning teachers on leave, our school has implemented a support system combining long-term substitutes with academic coaching and administrative support. When teachers have departed, positions have been temporarily filled with long-term substitutes while the academy conducts searches for qualified, credentialed replacements. This restructuring and staffing approach aims to enhance educational continuity and student support across all grade levels.		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		participate in 6 days of Summer Professional Development); 10 non-instructional days and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners including English Learners (EL) and Students with Disabilities (SWD). Professional Development throughout the school year will focus on the following areas of focus: • Quarterly Data Talk: NWEA, CFAs, DIBELS • TNTP: Academic Ownership • TNTP: Demonstration of Learning • TNTP: Culture of Learning • TNTP: Essential Content • Unit Planning • Building a Positive Classroom Culture: Setting Expectations, Creating Classroom Agreements, Warm Demander • Supporting Student Progress Toward Mastery of the Standards • Integrated ELD Strategies: Vocabulary				

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		• School Site Specific - Focus on Culture and Climate • Supporting all subgroups in the classroom • Community Agreements • Support with Tier 1 behaviors in the classroom Funding will be used to invest in: • 2 School Site Principals • 30 Core Teachers • Recruitment & Hiring Supplies				
2	**SUSTAINED RESEARCH-BASED PROFESSIONAL LEARNING**	WCPA will provide all educators (General Education & SPED) with sustained, research-based professional learning resulting in high-quality, tier-one instruction within a multi-tiered system of supports for all students. WCPA currently uses the definition for "high-quality instruction" identified by the California Department of Education. According to the California Department of Education (CDE), "Most researchers and practitioners suggest that high-quality instruction meets each student where he or she is in learning the curriculum, so that instructional activities build on students' prior knowledge and are relevant and differentiated. This instructional approach	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive professional development system aligned with California Department of Education's standards for high-quality instruction. The program emphasizes differentiated learning and culturally responsive teaching to serve their diverse student population, particularly focusing on Students with Disabilities and English Learners. The professional development structure consists of 6 summer	$185,751	$24,732

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		means that teachers will design and apply different methods to help students' access critical content." The CDE also notes, "The quality of the instruction teachers deliver has a striking impact on student achievement. When instruction is differentiated to accommodate students' learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically." To better meet the needs of our diverse populations of students, WCPA will include culturally responsive professional learning to increase student outcomes for all students, especially for Students with Disabilities (SWD) and English Learner (EL) students. All educators will participate in 6 days of professional learning during the summer; 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps for all learners, including English Learners (EL) and Students with Disabilities (SWD). To further strengthen the delivery of instruction and content, and build capacity among our teachers, instructional coaching		training days, 10 non-instructional training days, and weekly sessions throughout the academic year. Teachers receive ongoing support from a leadership team consisting of a Chief Academic Officer, and Grade level Leads (Elementary); and Department Level Leads (Secondary). The curriculum is tier-specific, with elementary educators focusing on areas like play-based learning, decoding, and phonics intervention, while secondary educators concentrate on writing and academic ownership. Administrators have undergone specialized training in Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Staff members have attended various professional conferences covering topics from Math to Community Schools initiatives. To promote teacher retention and professional growth, WCPA has covered teacher induction expenses for credential clearance. This comprehensive approach has been implemented to		

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		and support will be provided by WCPA's Chief Academic Officer, Principal, and Instructional Coaches. Schoolwide focus of professional learning opportunities will include - Literacy, Math, and Social-emotional Learning (SEL) Professional Learning focused for Elementary educators will include: • Play Based Learning • Differentiated Learning Centers • Geodes - decodable readers • Just Words - phonics intervention EL Achieve • Pause...Mindful Moment • MyWorld Interactive • De-Escalation Strategies Professional Learning for Secondary educators will include: • Secondary Writing • TNTP Academic Ownership • Depression/Anxiety & Academic Ownership P. 2 • Tech Startup PLC Professional Learning for Administrators: • PBIS: training for Principals: LACOE; PBIS Leadership Forum • Building staff/adult culture		enhance instruction quality and close academic achievement gaps across all student groups.		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		• IIRP Restorative Practices Graduate School: Putting Theory into Action for School Leaders; Restorative Practices for Educators WCPA will support educators and administrators through workshops and conferences, including: • MTSS Professional Learning Institute - Conference • CCSA • Math Conference • CASCWA Conference • National PBIS Leadership Forum • PBIS Leadership Forum • Community Schools Conference To support teacher effectiveness, teacher retention, and the credentialing clearance process, WCPA will reimburse employees for teacher induction expenses. Funding will be used to invest in: • Chief Academic Officer • Conference & Workshop fees				
3	**DIFFERENTIATED PROFESSIONAL LEARNING**	In 2024-2025, WCPA plans to refine the current Intellectual Preparation Protocol (IPP) process whereby site leaders facilitate discussions among teachers focused on data results from standards-aligned assessments. Using *Improvement Science*, we plan to	Fully	Wonderful College Prep Academy (WCPA) is enhancing its Intellectual Preparation Protocol (IPP) process by incorporating Professional Learning Communities (PLC) structures. The initiative	$421,988	$193,358

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		strengthen how teachers collaborate among themselves in ongoing cycles of inquiry to reach 80% end-of-unit common formative assessment mastery rates among students. Our plan is to achieve this by introducing formal protocols of the Professional Learning Communities (PLC) structure to the IPP process. As described in "Learning by Doing (Third Edition)," effective PLCs are characterized by the following elements: • Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitment they make to each other about how they will work together. • The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable. • The collaborative team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same skills regardless of the teacher to whom they are assigned. • The collaborative team develops common formative assessments to frequently gather evidence of student learning.		focuses on collaborative teacher teams working toward achieving 80% student mastery rates on end-of-unit common formative assessments. Teachers are working in collaborative teams following the four critical PLC questions that guide their planning, assessment, intervention, and extension strategies. These questions help teams determine learning objectives, assessment methods, intervention strategies for struggling students, and extension activities for those demonstrating proficiency. WCPA has established Guiding Coalitions, led by school principals and teachers, to facilitate data-driven decision-making and support school-wide initiatives through Task Force focus groups. Teacher development continues through observation cycles and feedback based on TNTP domains: Culture of Learning, Essential Content, Academic Ownership, and Demonstration of Learning.		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		• The school creates a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning. • The collaborative team uses evidence of student learning to inform and improve the individual and collective practice of its members. This work will further refine the IPP process by guiding teacher collaborative work using the following four critical questions of the PLC process: Funding will be used to invest in: • Curriculum & Instruction Staff (4 employees) • Guiding Coalition Stipends • Instructional Consultants		Using Improvement Science methodology, WCPA's multi-tiered support system provides differentiated instruction, small group instruction (Tier 2), and individualized interventions (Tier 3) based on student assessment data. The Curriculum & Instruction Team, through Instructional Coordinators and Directors, maintains ongoing coaching and support for teachers and school leaders throughout this process. Wonderful College Prep Academy (WCPA) implements a comprehensive, data-driven approach to professional learning that differentiates support based on teacher needs. Our professional development framework combines structured collaboration through Professional Learning Communities (PLCs) with a tiered system of individualized support. **Professional Learning Communities (PLCs):** WCPA dedicates one hour per week for teachers to collaborate in structured PLCs, organized by grade level in elementary (TK-6)		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				and by department in secondary (Gr 7-12). During these sessions, teachers engage in data analysis, examine student work, and implement strategies from professional development sessions. This collaborative approach strengthens teacher efficacy while fostering a culture of continuous improvement. **Teacher Support Infrastructure:** Our Curriculum & Instruction team and school-based Leadership Team have received comprehensive training in PLC implementation (Bakersfield training and Sacramento PLC Institute) and TNTP (The New Teacher Project) protocols. Regular calibration assessments ensure consistency in expectations and evaluation across all instructional leaders. **Three-Tiered Professional Learning Model:** To meet diverse teacher needs, WCPA utilizes a differentiated approach to professional development: • Tier 1: Universal Professional Development: All teachers		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				participate in foundational professional learning focused on high-quality instruction principles and evidence-based teaching practices. • Tier 2: Enhanced Support: Teachers requiring additional assistance receive targeted support through regular feedback cycles and individualized coaching from administrators. • Tier 3: Intensive Coaching: Select teachers participate in intensive, personalized coaching plans led by administrators. These plans include specific growth targets, frequent observation-feedback cycles, and targeted interventions. **Data-Driven Monitoring:** WCPA employs the TNTP Rubrics through the School Mint Grow Platform to systematically track teacher observations, feedback, and growth. This comprehensive early warning system helps identify specific teacher needs and inform professional development decisions. Regular data analysis		

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				ensures that support remains responsive and aligned with individual teacher development goals.		

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 4: Student Achievement

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
3	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
4	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** **Student Group** / **DFS** All Students / -50.2 Hispanic / -51.1 EL / -65.7 SED / -55.9	**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students / -31.9 Hispanic / -32.1 EL / -54.7 LTEL / -100.4 SED / -36.2		**2023-24 ELA CAASPP** **Student Group** / **DFS** All Students / -48.2 Hispanic / -49.1 EL / -63.7 SED / -53.9	
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** **Student Group** / **DFS** All Students / -69.3 Hispanic / -70.4 EL / -81.1 SED / -75.1	**2023-24 Math CAASPP** **Student Group** / **DFS** All Students / -65.3 Hispanic / -66.7 EL / -84.3 LTEL / -134.5 SED / -68		**2023-24 Math CAASPP** **Student Group** / **DFS** All Students / -67.3 Hispanic / -68.4 EL / -79.1 SED / -73.1	
6	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group** / **%** All Students / 10.31% Hispanic / 9.68% EL / 0.00% SED / 3.95%	**2023-24 CAST % Proficient** **Student Group** / **%** All Students / 18.19% Hispanic / 18.33% EL / 4.08% SED / 16.83%		**2023-24 CAST % Proficient** **Student Group** / **%** All Students / 11.0% Hispanic / 11.0% EL / 2.0% SED / 4.5%	
7	% EL who made progress towards	33.8%	47.9%: EL 55.1%: LTEL		2023-24: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	English Language Proficiency Source: ELPI – CA School Dashboard	Source: 2023 Dashboard	Source: 2024 Dashboard		Source: 2024 Dashboard	
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 9.5% Proficient	2023-24: 13.83%		2023-24: 11% Proficient	
9	Reclassification Rate Source: Dataquest	2022-23: 9%	2023-24: 15%		2023-24: 9%	
10	% students participating in elective or course enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: In Progress		2024-25: 100%	
11	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 98%		2023-24: 100%	
12	% students participating in all 5	2022-23: 96%	2023-24:100%		2023-24: 100%	

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

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	**HIGH-QUALITY STANDARDS-BASED CORE CURRICULAR PROGRAM**	WCPA will ensure all students have access to high-quality, standards-based curriculum and instructional materials for all core subject areas. School leadership and instructors will annually review curriculum and identify any additional curricular needs (hard copy/electronic licenses) and consumables. Funding will be used to invest in: • Curriculum & Student Consumables • PE curriculum & supplies	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive curriculum access system across all core subject areas. The leadership team and instructors conduct annual reviews of curriculum materials, evaluating both physical and digital resources to identify and fulfill any gaps in instructional materials. WCPA regularly purchases and updates materials to ensure all students	$344,093	$69,968

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				maintain continuous access to complete curriculum resources across all subject areas.		
2	**ADDRESSING ACADEMIC NEEDS THROUGH TIERED TARGETED INTERVENTIONS**	Overall, WCPA's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among Unduplicated pupils (UP), Students with Disabilities (SWD), and English Learner (EL) students. WCPA will expand tiered interventions to increase the number of students performing at - or growing toward - grade level proficiency.

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

As stated by Katie Novack, this system of supports is needed "in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to | Partial | Wonderful College Prep Academy (WCPA) maintains a comprehensive intervention system through dedicated staff, educational technology, and after-school programming. Our multi-tiered support structure integrates classroom teachers, intervention specialists, and after-school staff to provide coordinated academic assistance. While we continue to deliver these essential services, we are actively recruiting qualified candidates for one resident teacher position and several after-school program positions to further strengthen our intervention team.

Multi-Tiered System of Supports at Wonderful College Prep Academy

Early Warning System and Student Monitoring
Wonderful College Prep Academy (WCPA) has implemented a comprehensive Multi-Tiered System of Supports (MTSS) to address performance gaps | $2,004,956 | $650,416 |

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		address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all students and educating them completely as a "whole" person." Our goal through Data-Based Decision-Making (DBDM) will be to improve outcomes for all students, and particularly those student groups who have continued to experience persistent performance gaps. Dr. Novak maintains that, "The whole focus of an MTSS system is to create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction in academics, behavior and social-emotional learning that meets their needs." When students struggle academically even after having access to high-quality Tier 1 instruction, students will participate in tiered, small group instruction based on their needs. Based on formative data, if students require additional assistance, they will receive more individualized targeted instruction more tailored to their unique needs. According to the American Institute for Research, MTSS addresses inequitable outcomes by: • Including opportunities for culturally relevant teaching practices. • Promoting early instructional intervention. • Providing high-quality instruction.		identified in the 2023 and 2024 California School Dashboard, particularly among Unduplicated pupils, Students with Disabilities, and English Learners. WCPA utilizes the Panorama SEL Universal Screener Platform as its primary early warning system. This platform provides comprehensive student monitoring across multiple dimensions, including social-emotional learning assessment, intervention tracking, progress monitoring, regular student check-ins, behavioral data, academic performance, and attendance patterns. The platform helps identify students at risk of academic failure and enables the creation of personalized learning and attendance plans. Staff review this data during biweekly MTSS meetings as part of our Data-Based Decision-Making (DBDM) process. **Tiered Academic Support Structure** Our intervention system provides targeted support across multiple tiers. Tier 1 includes differentiated classroom instruction for all		

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		• Making team-based decisions, establishing strong site-based leadership and eliminating opportunities for bias when determining appropriate interventions. • Implementing professional learning that ensures cultural competency. Using a Data-Based Decision-Making (DBDM) process, school teams will make informed decisions about the necessary interventions for students. Interventions will serve as supports through differentiated instruction, small group instruction and additional learning opportunities to make sure students' progress towards mastery. This Tier 2 instruction will allow groups of students to revisit the same standards with more focused and targeted assistance. This will occur either in the classroom or through "pull-out" learning, outside of the classroom and others intervention supports. Where further assessment results demonstrate that students are still not successful, they will receive individualized intervention, based on their unique needs which could include student/teacher conferencing or working with a specialist. This will be considered Tier 3 of WCPA's MTSS Framework. WCPA Reading Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) and Instructional Assistants will provide targeted interventions during the instructional day based on student performance on		students. Tier 2 consists of small group support led by Reading and Math Intervention teachers. Tier 3 delivers individualized assistance through Small Group Instructors and Instructional Assistants. **Extended Learning Opportunities** The academic support system extends beyond regular school hours through after-school programs featuring trained academic mentors. These programs implement research-based curriculum for math and reading intervention, while also incorporating enrichment activities with hands-on learning experiences. **Secondary School Support Programs** At the secondary level, WCPA provides comprehensive academic support through regular grade and transcript reviews conducted by School Academic Counselors using an A-G Course Monitoring Tool developed with UC Merced. Students have access to Edmentum Study Island, after-school tutoring,		

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		assessments throughout the school year. Students in need of additional academic interventions will be identified based on refinements to WCPA's existing Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) Model. At the secondary level, School Academic Counselors will assist with Data-Based Decision-Making (DBDM) by conducting grade and transcript reviews to identify struggling students and better coordinate appropriate interventions. This process will be facilitated by WCPA's partnership with the University of California, Merced, and the development of an A-G Course Monitoring Tool, a database that identifies academic gaps based on course performance. Counselors will meet with students regularly to build positive relationships and ensure students are engaged, and provide resources as needed. Students will also have access to the following additional evidence-based academic interventions: • Edmentum Study Island: Tier II Intervention (all subjects) to be offered during intervention blocks during the instructional school day and after school for additional instruction • After-school tutoring & credit recovery		credit recovery options, and Air Tutor support. **Summer Academy** WCPA offers an intensive standards-aligned Summer Academy with programs tailored to different grade levels. For grades K-8, the academy provides small group interventions in English Language Arts and Mathematics, along with enrichment programs in science, STEM, and athletics. Students in grades 9-12 can participate in credit recovery through the Plato platform, gain early access to high school courses, and pursue dual enrollment opportunities through Bakersfield College. **Staffing and Infrastructure** To implement these initiatives effectively, WCPA maintains a robust staffing structure including eight Small Group Instructors, three Resident Teachers, five Instructional Assistants, eight Guidance Counselors, and five SPED Instructional Assistants. The academy also provides student transportation services with Wi-Fi-		

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		• Expanded learning Opportunities: after school, intersession, and summer programming. • Air Tutor - supplemental intervention program available for students after the school day to help close academic gaps To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy with small group interventions for all students that will address learning gaps and accelerate student learning, especially for English Learner (EL) students, Socioeconomically Disadvantaged, and Students with Disabilities (SWD), to address learning gaps. The Summer Academy will focus on English Language Arts, Mathematics courses, and credit recovery using the Plato platform to ensure students are on track to graduate and meet UC A-G course requirements. Our Director of Student Experience and our Curriculum & Instruction Team will assess programmatic offerings annually for the Summer Academy based on student academic needs informed by student assessment data. The Summer Academy will be offered as a high-dosage, small group, intervention program by credentialed teachers for grades K-8 with an enrichment program (provided by a third-party) focused on science, STEM, athletics and other program offerings. The Summer Academy for grades 9-12 will provide students an early start to		equipped buses, enabling students to complete homework during their commute times. This comprehensive system ensures that all students receive appropriate support based on their individual needs, with regular monitoring and adjustment of interventions as needed.		

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		high school and dual enrollment courses to ensure students are on-track for graduation and receive an AA degree from Bakersfield College. Funding from Expanded Learning Opportunities Plan (ELOP) will provide our students with additional academic support through interventions, STEM experiences, academic and social clubs, in addition to sports and enrichment opportunities to enhance student well-being. We will leverage ELOP to further accelerate learning for our students and narrowing achievement gaps through targeted intervention groups. Additionally, WCPA will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA buses will be equipped with Wi-Fi (internet accessibility) so that students commuting to and from school can complete homework and/or study during commute times. Funding will be used to invest in: Guidance Counselors, After-school tutoring and credit recovery (Plato, Air Tutor, Study Island), Intersession (academic support and credit recovery), and Summer Academy. Funding will be used to invest in: • 6 Small Group Instructors • Reading Interventionist • 3 Instructional Assistants • 2 Academic Guidance Counselors • Learning software				

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
		• Afterschool programing				
3	MONITORING STUDENT PROGRESS THROUGH ONGOING ASSESSMENTS OF LEARNING	It is essential to administer evidence-based, standards-aligned assessments throughout the school year to assess learning gaps, monitor student progress, develop student growth targets, and deploy appropriate tiered interventions, Standards-aligned assessments and an effective DBDM process should be tightly integrated by design to effectively serve students. This is necessitated by the academic side of the MTSS pyramid, which ensures that each student, at every school, is provided with high-quality Tier 1 instruction Tier 1 (guaranteed and viable curriculum). Results from Interim assessments are used to identify when students are not demonstrating mastery of standards at any given point of the academic year. Site teams will then use those results to make informed decisions about the necessary interventions for specific groups of students. Interventions serve as supports through differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3). WCPA students will be assessed using NWEA MAP Reading and Math assessments three (3) times in 2024-2025 to provide baseline performance data (fall). These data will be used to develop trimester growth targets, measure, monitor student academic progress and growth,	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive assessment system to monitor student progress and inform interventions throughout the school year. WCPA administers NWEA MAP Reading and Math assessments three times annually to establish baseline performance data, develop trimester growth targets, and identify students needing academic interventions. For grades TK-6, DIBELS assessments are conducted three times yearly, while Common Formative Assessments using Edulastic are administered four times annually in Math and English Language Arts across all disciplines. The implementation of Professional Learning Communities (PLCs) has strengthened WCPA's data analysis practices, with teachers now engaging in weekly analysis of classroom assessments, district benchmarks, and NWEA data. The assessment system is integrated with WCPA's Data-Based	$104,147	$19,573

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		and identify students requiring academic interventions. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that assesses students' reading and math levels and accurately reflects the students' measured growth over time. NWEA results provide teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from grade level proficiency. Additionally, DIBELS assessments will be administered three (3) times in 2024-25 for students in grades TK-6. Common Formative Assessments (CFAs) using Edulastic will also be administered across all disciplines four (4) times in Math and ELA (English Language Arts) in 2024-2025. WCPA's Chief Academic Officer will oversee and monitor the administration of schoolwide assessments. Data reviews will be embedded as part of the Data-Based Decision-Making (DBDM) process to effectively deploy interventions for students. The Curriculum & Instruction Special Projects Coordinator will coordinate the logistics of schoolwide testing of internal and state mandated assessments. The Lead Data Analyst		Decision-Making (DBDM) process, ensuring students receive appropriate tiered support ranging from high-quality Tier 1 instruction to small group instruction (Tier 2) and individualized interventions (Tier 3). WCPA's leadership team utilizes an Early Warning System through Panorama to monitor student data across multiple domains including academics, behavior, attendance, and social-emotional learning (SEL). This system supports WCPA's Multi-Tiered System of Supports (MTSS) framework by deploying targeted interventions, which are regularly monitored for implementation fidelity. WCPA's Chief Academic Officer oversees these schoolwide assessments, while the Curriculum & Instruction Special Projects Coordinator manages testing logistics for both internal and state-mandated assessments. To support this data-driven approach, WCPA has invested in assessment software and employed three Data Analysts who develop comprehensive data		

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		and Data Analyst will develop data reports of schoolwide, internal, and state mandated assessments for administrators and teachers to inform instruction and decision-making throughout the school year and in advance of staff professional development days. Student performance data will be reviewed after each administered assessment to identify students in need of additional interventions and support. Funding will be used to invest in: • Assessment software • 3 Data Analysts		reports for administrators and teachers. These reports inform instruction and decision-making throughout the school year, particularly during professional development days.		
4	**ACCESS TO TECHNOLOGY TO SUPPORT TEACHING & LEARNING**	WCPA's IT unit will ensure all students have access to a technology device to be able to access curricular and instructional materials, as well as assessments. Additionally, the IT unit will provide classroom devices for teachers, implement classroom technology upgrades, maintain and administer curriculum software subscriptions, internet security safeguards, i.e. Firewall, Go Guardian, social media monitoring), and provide reliable Wi-Fi for school buses so that students can study and complete homework to and from school. Funding will be used to invest in: • Chromebooks / laptops • Classroom technology and repairs	Fully	WCPA's Information Technology (IT) unit has implemented comprehensive technology access across the school system. Each student has been provided with a technology device to access curricular materials and assessments. Teachers have been equipped with classroom devices, and technology upgrades have been completed throughout classrooms. The IT unit has established and maintains curriculum software subscriptions and robust internet security measures, including	$462,979	$45,327

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		• 3 IT employees • Software / internet security safeguards • Internet / systems hardware		Firewall and Go Guardian systems, along with social media monitoring. WCPA has installed Wi-Fi on school buses, enabling students to study and complete homework during their commute to and from school. To support these technology initiatives, WCPA has invested in Chromebooks and laptops, classroom technology infrastructure and repairs, internet and systems hardware, and maintains a staff of three IT employees to ensure ongoing system reliability and support.		
5	**BROAD COURSE OF STUDY**	WCPA strongly believes in providing students an educational program focused on whole child needs, including exposure to the arts and STEM programs. WCPA will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include exposure to the arts, music, and STEM school day rotations and afterschool clubs which include the following: • Art (TK-8) • Music - Band, Mariachi, Music Appreciation (TK-12)	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive educational program addressing whole child development through expanded learning opportunities beyond core academic subjects. The program integrates arts and STEM education throughout the school day and in after-school settings. Students from transitional kindergarten through high school participate in enrichment programs including art instruction, music programs (band,	$535,873	$185,072

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		• Visual Art (TK-6) • Robotics/STEM (TK-12) • Spanish (9-12) WCPA will provide instruments and supplemental instructional materials for electives and student enrichment opportunities. Supplemental experiences will be provided by the California Community Schools Grant.		mariachi, and music appreciation), visual arts, robotics/STEM activities, and Spanish language instruction at the high school level. WCPA provides all necessary instruments and supplemental materials to support these programs, with additional enrichment experiences funded through the California Community Schools Grant.		
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	WCPA has completed a thorough review of the instructional program and supports available to Students with Disabilities (SWD) as a result of our local indicators as an area of primary focus for school in the upcoming school year. WCPA will develop and implement a new and more robust co-teaching model with (general ed) teachers and Special Education teachers collaborating on IEP-aligned lesson plans to support Students with Disabilities in the classroom. Intervention teachers will provide SWDs with IEP appropriate interventions supports in Math and ELA to help close achievement gaps and support 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	Fully	Wonderful College Prep Academy (WCPA) has strengthened its special education program through comprehensive professional development and enhanced support systems. Teachers receive targeted training on differentiated instruction and collaborative implementation of Individualized Education Program (IEP) goals. The school has implemented a robust co-teaching model where general education and special education teachers jointly develop IEP-aligned lesson plans and instructional strategies. To support this work, WCPA utilizes the TNTP rubric for providing consistent teacher	$560,389	$116,030

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		support academic growth for all Students with Disabilities. By continuing to focus all best instructional practices to support student achievement in ELA and Mathematics using the whole-child approach to help with addressing and decreasing exclusionary practices of suspension in lieu of other means of consequences and continue to increase student engagement and attendance. WCPA is also committed to utilizing the TNTP rubric to provide teachers (SPED and general education) consistent feedback in the following areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. In doing so, both general education teachers and special education teachers can improve on their skills through targeted professional development for all teaching staff with the purpose of increasing student academic performance across all grade levels for SWDs. During the school year, WCPA will leverage the Power BI dashboard that allows school leaders to easily gather and analyze information such as: student attendance/absences, referrals, D's and F's. In doing so, Student Support Services, school site leaders, and SPED administrators are dedicated to working together to implement strategies for all students falling behind academically, struggling with attendance, or		feedback across four key areas: Essential Content, Culture of Learning, Academic Ownership, and Demonstration of Learning. The school leverages a Power BI dashboard for real-time monitoring of student data, including attendance, behavior referrals, and academic performance. This system enables school leaders, Student Support Services, and special education administrators to implement timely interventions for struggling students. The special education program has been enhanced with additional staffing, including three SPED administrators, one SPED teacher, and various service providers. WCPA has also invested in specialized curricula and software to support students with disabilities. The school has improved its processes for student participation in IEP meetings, particularly at the secondary level, and strengthened its transfer procedures to ensure continuity of services for incoming students with existing IEPs.		

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		having social/emotional challenges impacting their behavior. Similarly, WCPA is continuing to grow its best practices around Positive Behavioral Interventions and Supports (PBIS) which will support students meeting school wide expectations inside and outside of the classroom. For the upcoming school year, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") to better target student behavior and mental health needs. Through building rapport and familiarity with students, School Psychologists and School Social Workers will be able to target specific needs and more easily collaborate with school site staff to best support student success. Based on parent feedback through surveys and conversations, as well as staff feedback, one area of growth for the SPED department is in offering in-person Speech/Language services for SWDs. One additional area of improvement is the involvement of students in decision making and IEP processes. In the upcoming school year, SPED staff will continue to improve upon having students participate in their IEP within the secondary grades (7th – 12th grade) to increase student involvement and engagement and increase self-advocacy. Additionally, case managers will complete student interviews prior				

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		to IEPs at all ages to gather information in preparation for the meetings. Child Find All school site leaders have continued to develop their Multi-Tiered System of Supports ("MTSS") for their specific school sites. In doing so, they work alongside Student Support Services and School Psychologists to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA instructional staff are encouraged to request a Student Success Team ("SST") for any academic or behavioral concerns that they need support with. Based on information presented through either of these means, students in need of Tier 2 supports are offered academic and/or behavior interventions to support their success in the school environment. Through these two data-driven teams, WCPA works to identify students with suspected disabilities. Professional Learning Teams will also collaborate on ways to support students with disabilities and their access to Tier 1 instruction as well. Similarly, if a parent requests a Special Education evaluation, an SST is held within the legally mandated 15-day timeline to collaborate as a team regarding their students' quantitative and qualitative data. The SST will make suggestions as next steps (i.e. student is being successful,				

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		intervention, or moving forward with an evaluation). If the parent then determines that an assessment is not warranted, they sign in agreement that an evaluation is not warranted at this time. If they do want to move forward, regardless of the recommendations made by the team, the School Psychologist proposes an evaluation and completes the evaluation within 60-days. Lastly, WCPA staff worked diligently this school year to improve their transfer process to more efficiently identify students already identified and transferring in with SPED services to ensure that they receive their services in a timely manner. Funding will be used to invest in: • SPED administrative staff (3) • SPED specific curricula & software • 1 SPED Teacher • SPED service providers / consultants				
7	**SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION**	WCPA received a RED Performance level on the English Learner Progress Indicator (ELPI), as a result the following improved services will be provided to improve English Language Proficiency and acquisition. WCPA's instructional focus on EL's has been on small group instruction and creating a language-rich environment to help strengthen English	Fully	Wonderful College Prep Academy (WCPA) has implemented comprehensive changes to address performance gaps among English Learners (EL) identified in the 2023 California School Dashboard. Wonderful College Prep Academy has established an effective designated English Language Development (ELD) program that	$57,833	$19,191

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		Language development (ELD) during both designated and integrated instruction. Wonderful College Prep Academy will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for ELs includes redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. The reclassification process is celebrated annually, with staff communicating with families and revising the EL Master Plan in collaboration with ELAC/DELAC/EL-PAC input to meet the academic needs of ELs. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate and lead professional learning for teachers on designated and Integrated ELD, including strategies to engage ELs. As well as EL focused Task Force to support school wide initiatives to support ELs. To further support ELs with language instruction, specialized ELD credentialed teachers will focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and support they need to excel. Teachers and Administrators will also participate in a 5-day EL Achieve training or EL Achieve Institute to enhance student monitoring and		provides targeted language instruction during protected time blocks. However, needs assessment data indicates an opportunity to strengthen integrated ELD practices across all content areas. Strengthening integrated ELD will ensure English Learners have consistent support in developing academic language and accessing grade-level content throughout the school day. WCPA has established a fully staffed EL department that focuses on intervention programs for incoming EL students, complemented by integrated English Language Development (ELD) professional development for all teachers. WCPA has developed an updated English Learner Master Plan in collaboration with the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC). The Master Plan has established clear strategies and processes for early learner		

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		support EL students through EL Achieve. EL Achieve is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification, and identifies long-term EL. In addition, Ellevation software program is an EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. WCPA teachers will participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year. English Learners specifically newcomers will receive additional academic support through their Advisory course, where resources and will be available to provide additional language support through onboarding. Spanish novels will be made available for multilingual students; and will expand classroom libraries with books and dictionaries that support English Language Development. Reclassified students will be celebrated annually as a WCPA community to honor students and their families. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate, and lead professional learning for teachers on Designated and Integrated ELD, including strategies to		identification, English Language Development programming, monitoring and reclassification procedures, designated and integrated instruction, core curriculum access, professional development, accountability measures, and parent engagement. WCPA has integrated this plan into all aspects of its LCAP goals to ensure comprehensive support for English Learners. WCPA has created a language-rich environment to strengthen English Language Development during both designated and integrated instruction. Teachers have received extensive integrated ELD training, and support for EL students has been enhanced through redesigned advisory courses for newcomers, supplemental interventions, Spanish novels, and expanded classroom ELD libraries. The academy celebrates reclassified students annually to honor their achievements and their families. To support these initiatives, WCPA has:		

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		engage ELs. The EL Coordinator will facilitate the task force charged with updating the EL Master Plan. At Wonderful College Prep Academy, the reclassification process of EL is an annual celebratory event, which our students take pride in. Our staff communicates with families (and provides interpreter services), to inform them of their child's status, program, and strategies to support them at home. The EL Coordinator, leadership team with the input of ELAC/DELAC/EL-PAC will review and revise the EL Master Plan to ensure academic needs of ELs are met. Funding will be used to invest in: • EL Coordinator • Ellevation software • EL Achieve PD training • ELD libraries • Spanish Eureka Math		• Hired an EL Coordinator to lead the schoolwide EL Program and facilitate professional learning • Implemented Ellevation software for EL student data management and instructional planning • Provided EL Achieve training for teachers and administrators • Established comprehensive ELD libraries • Implemented Spanish Eureka Math resources These improvements are supported by a tiered intervention system, with built-in opportunities for differentiated and small group instruction through Tier 1 and Tier 2 interventions, and individualized Tier 3 support for students requiring additional assistance.		
8	SERVICES TO SUPPORT LONG-TERM ENGLISH LEARNERS (LtEL) THROUGH LANGUAGE ACQUISITION	To further increase the quality and identified needs of our Long-term English Learners (LTELs), additional specialized ELD credentialed teachers will provide tiered intervention embedding the ELD standards, and language-rich learning environment to accelerate English language proficiency among long-term English Learners	Fully	Wonderful College Prep Academy (WCPA) has strengthened its comprehensive support system for Long-term English Learners (LTELs) through strategic monitoring and targeted interventions. The school's enhanced early warning system	$241,760	$87,484

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		with the resources and supports each student needs to excel. LTELs will be prioritized for additional tutoring provided afterschool, intersession and/or summer programming to improve language acquisition. WCPA teachers will participate in extensive integrated ELD training that starts in the summer and continues during data talk days throughout the school year. All teachers will receive targeted coaching and professional development to support instruction at the secondary school level to target supports and interventions towards closing achievement gaps and increase redesignation opportunities for LTEL students

WCPA will enhance communication and information to inform families regarding the student's LTEL status. Additional curriculum and resources for teachers will be purchased to support strategies focused on the Long-term success for experienced multi-linguals. | | enables more effective identification and tracking of both current LTELs and students at risk of becoming LTELs. This improved monitoring capacity has facilitated deeper analysis of LTEL data trends, allowing for more precise matching of students with needed services and interventions beyond designated ELD instruction.

WCPA has deployed specialized ELD-credentialed teachers to provide tiered interventions within language-rich learning environments. LTELs receive priority access to additional academic support through after-school tutoring, intersession programs, and summer programming to accelerate language acquisition. Teachers have completed extensive integrated ELD training, with a particular focus on secondary-level instruction. This professional development began during summer preparation and continues through regular data analysis meetings throughout the school year. | | |

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				The school has strengthened its family engagement efforts, working to educate and empower families as educational partners in their students' language development journey. WCPA utilizes Elevation software to facilitate parent communication and goal-setting meetings, keeping families informed about their students' LTEL status and progress. The school has invested in additional curriculum and resources to support teachers in implementing strategies focused on long-term success for experienced multilinguals. These coordinated efforts in monitoring, intervention, professional development, and family engagement aim to close achievement gaps and increase redesignation opportunities for LTEL students while building a strong support network for their academic success.		

2024-25 LCAP Midyear Update:
WONDERFUL COLLEGE PREP ACADEMY – LOST HILLS

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 4: Pupil Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
14	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2024-25: Exemplary	
15	Parent input in decision-making for all students including UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10.4 11.4 12.4	2024-25: In Progress		2024-25: 9. 4 10.4 11.5 12.4	
16	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration &	2023-24: 1. 4 2. 4 3. 4 4. 5	2024-25: In Progress		2024-25: 1. 5 2. 4 3. 4 4. 5	

	Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
17	% students college ready measured by Math EAP. Source: CAASPP website	2022-23: 4.55% (Level 4) 13.64% (Level 3)	2023-24: 2.7%: Level 4 10.81%: Level 3		2023-24: 6% (Level 4) 15% (Level 3)	
18	% students college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 27.27% (Level 4) 27.27% (Level 3)	2023-24: 21.62%: Level 4 37.84%: Level 3		2023-24: 29% (Level 4) 29% (Level 3)	
19	Attendance Rate Source: CALPADS	2022-23: 93.79%	2023-24: 94.6%		2023-24: 94%	
20	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	**2022-23: Chronic Absenteeism** All Students 17.6% Hispanic 16.8% EL 18.5% SED 18.9%	**2023-24: Chronic Absenteeism** All Students 10.5% Hispanic 10.1% EL 9.7% LTEL 15.1% SED 11.3% SWD 20.5%		**2023-24: Chronic Absenteeism** All Students 12.5% Hispanic 12.2% EL 13.2% SED 11.6%	

#	Metric	Baseline	Mid-year		Target	
21	Chronic Absenteeism Rates (K-12) Source: Dataquest	**2022-23: Chronic Absenteeism** Student Group / Rate All Students 18.5% Hispanic 17.9% EL 20.8% SED 19.6% SWD 22.2%	**2023-24: Chronic Absenteeism** Student Group / Rate All Students 13.7% Hispanic 13.6% EL 13.3% SED 13.9% SWD 13.9%		**2023-24: Chronic Absenteeism** Student Group / Rate All Students 15.2% Hispanic 15.1% EL 15.3% SED 13.7% SWD 25.0%	
22	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2023-24: 0%	
23	Suspension Rate Source: Dataquest	**2022-23: Suspension** Student Group / Rate All Students 4.5% Hispanic 4.7% EL 5.0% SED 5.2% SWD 2.8%	**2023-24: Suspension** Student Group / Rate All Students 5.6% Hispanic 5.8% EL 5.9% LTEL 14.6% SED 5.6% SWD 4.0%		**2023-24: Suspension** Student Group / Rate All Students 5.4% Hispanic 5.6% EL 5.8% SED 5.4% SWD 4.6%	
24	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2023-24: 0%	
25	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 82% Sense of Safety 82% School connectedness	2024-25: In Progress		2024-25: 84% Sense of Safety 84% School connectedness	
26	Other Local Measure - Parent Survey: Sense of safety & school connectedness.	2023-24: 74% Sense of Safety 81% School connectedness	2024-25: In Progress		2024-25: 76% Sense of Safety 83% School connectedness	

	Source: Local			
27	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 85% Sense of Safety 75% School connectedness	2024-25: In Progress	2024-25: 86% Sense of Safety 78% School connectedness	

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
1	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS THROUGH TIERED INTERVENTION	To address the decline in attendance rates and decrease chronic absenteeism rates WCPA will provide social-emotional and behavioral emotional supports to address the mental health needs of our students. Success will be monitored through our student information system, Aeries and the Kern Integrated Data System (KiDS). Our foster youth students show the greatest need for these additional supports. The Director of Student Supports Services has designed a team to further address, monitor improve daily student attendance, while also tackling barriers students/families are facing resulting in truancy which detrimentally impacts academic and social development of our students. WCPA will add additional bus transportation routes as requested by families. For the 2024-25 school year, the Student Attendance Team will include the Student Incident Response Coordinators. The Student Attendance team will	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive attendance and student support initiative to address declining attendance rates, chronic absenteeism, suspension rates, and college and career readiness. Under the leadership of the Director of Student Support Services, WCPA has established a dedicated Student Attendance Team that includes Student Incident Response Coordinators. This team proactively identifies at-risk students, conducts home visits, and develops individualized attendance plans that address root causes of absenteeism.	$924,482	$90,997

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		identify at-risk students prior to the start of the school year. At-risk are students who have been identified as chronically absent in the prior school year and conduct home visits. Meetings with the student and family will take place to discuss the Attendance plan, identify root causes of absenteeism, discuss student academic progress, provide tiered intervention and/or referral for wraparound services which may include the Student Wellness Center, mental health services (therapists), Social Worker to name a few. Each morning begins with welcoming morning announcements, celebration of academic goals, culture building and to motivate students. WCPA will continue to strengthen its implementation of PBIS, host PBIS celebrations and incentives, recognizing students that exude positive behavior attributes. The Social Workers and Student Affairs Specialist will conduct home visits of students identified as disengaged to provide targeted resources. Assistant Principals will lead school culture/climate and PBIS implementation and address student behavioral challenges. Students will also have access to the Wonderful Student Wellness Center that provides comprehensive wraparound services, critical to the community we serve. It is a collaborative model of care that is sensitive to the unique		The school has expanded its support infrastructure by adding transportation routes and investing in two additional drivers to improve access to school. Each school day begins with engaging morning announcements that build school culture and celebrate academic achievements. WCPA has strengthened its Positive Behavioral Interventions and Supports (PBIS) program, implementing celebrations and incentives through LiveSchool software to recognize positive student behavior and reduce suspension rates. A cornerstone of WCPA's support system is the Wonderful Student Wellness Center, which provides comprehensive wraparound services including mental health counseling, preventive care, and chronic illness management. The center is staffed with bilingual healthcare professionals who deliver targeted support for students' physical and mental health needs. Social Workers and Student Affairs Specialists conduct targeted outreach to disengaged		

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		needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs) provide a variety of health care services to youth in a convenient and accessible environment. The Wonderful Wellness Center is staffed with bilingual health care professionals and specialists that provide social-emotional, behavioral, and mental health services/counseling, preventive care, such as immunizations; managing chronic illnesses, asthma, obesity, nutrition counseling, and testing services such COVID testing, which impacts student academic performance, school attendance, and student engagement. The Wellness Center is critical to improving the physical and mental health and well-being of our students, to ensure they are ready to learn, impacting school attendance, reducing chronic absenteeism rates, and increasing student engagement and learning. Providing these essential services onsite further mitigates lost instructional time and addresses student needs in 'real-time.' Funding will be used to invest in: 2 Transportation drivers - Transportation costs - PBIS Incentives - School Climate & Culture initiatives - LiveSchool software - Director of Students Services		students, while Assistant Principals lead school culture initiatives and address behavioral challenges. To ensure successful implementation of these initiatives, WCPA has invested in additional staffing and resources, including nursing services, Care Solace software, MTSS consultants, and funding for field trips and special activities. This integrated approach to student support addresses attendance barriers, promotes student wellness and engagement, reduces suspensions, and strengthens college and career readiness preparation. The successful execution of these planned services demonstrates WCPA's commitment to providing comprehensive support for student success.		

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		- Field trips & special activities - Nursing services - Care Solace software - MTSS consultants - Director of Student Support Services				
2	**PROMOTING A COLLEGE-GOING CULTURE**	As a college preparatory school an area of focus for WCPA is ensuring that students are meeting the College and Career Indicator (CCI) measures of the CA School Dashboard. WCPA – Lost Hills graduated its initial class of 2024 and will lead numerous efforts to ensure all students (including Unduplicated Pupils and Students with Disabilities) are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. WCPA will continue operating pathway options including the Agriculture Prep (Business/Economics) and Teach and Lead for students to select from with the goal that students earn a high school diploma and an associate degree (AA/AS) in these designated "high need" fields as identified by the U.S. Department of Labor Statistics for our region. WCPA's Pathway Coordinator ensures students have equitable access to these courses in partnership with Bakersfield Community College. Staff continuously monitor student progress and ensure students have access to all curricular and instructional materials. Students also participate	Fully	Wonderful College Prep Academy (WCPA) has implemented comprehensive college and career readiness initiatives aligned with the College and Career Indicator (CCI) measures of the CA School Dashboard. Following the graduation of its inaugural Lost Hills class of 2024, WCPA continues to expand opportunities for all students, including Unduplicated Pupils and Students with Disabilities. WCPA currently offers two dual-enrollment pathways—Agriculture Prep (Business/Economics) and Teach and Lead—allowing all students to earn both a high school diploma and an associate degree in high-need fields. Through a partnership with Bakersfield Community College, WCPA ensures equitable course access, continuous student progress	$26,129	$1,305

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		and complete an internship through the Wonderful Agricultural Prep Pathways Program. We recognize that communities like Lost Hills require that educational leaders fight concentrated poverty through exemplary educational practices by providing students more instructional time with more effective teachers than traditional educational entities offer. Therefore, we plan to provide opportunities to students to acquire *social capital*. Social capital encompasses the networks, relationships, and overall connections that students possess. These opportunities will focus on the following facets of social capital: 1. Opportunities for students to open doors for them to new experiences for personal and professional growth. 2. Opportunities for students to develop essential social skills such as communication, collaboration, empathy, and teamwork. 3. Opportunities for students to engage and participate in civic activities and volunteer initiatives. Note: Wonderful College Prep Academy does not offer Advanced Placement Courses, because the focus is on all students participating in dual enrollment and earning an associate's degree.		monitoring, and internship opportunities via the Wonderful Agricultural Prep Pathways Program. The school has enhanced its social capital development program, particularly focusing on serving the Lost Hills community. This initiative provides students with opportunities for personal and professional growth through new experiences, development of essential social skills, and engagement in civic activities. Rather than offering Advanced Placement courses, WCPA emphasizes universal participation in dual enrollment courses toward associate degree completion. To support these college and career readiness efforts, WCPA has invested in Naviance software, staffing for DESS Manager and Trajectory Assistant positions, and college and university visits. The school's dual enrollment courses, which include CTE coursework, contribute to students' CCI requirements while advancing the		

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		Also, WCPA offers CTE courses which count as dual enrollment not CTE Pathways. Funding will be used to invest in: • Naviance software • DESS Manger & Trajectory Assistant • College & University visits		school's mission of college preparation and completion.		
3	**PROMOTE WHOLE CHILD DEVELOPMENT THROUGH AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT**	WCPA will continue to be guided by meeting the needs of our students from a whole-child perspective. As such, we will provide all students with a school culture and climate that promotes active and ongoing student engagement, positive school climate, a safe and secure learning environment, and college and career focused. To create this culture and climate, we will implement an Early Warning System that ensures the safety and well-being of students and staff. Specifically, WCPA will improve policies and procedures designed to track students' attendance, behavior, and academic performance. WCPA is committed to providing intensified services for students demonstrating the highest needs through the Data-Based Decision-Making (DBDM) process outlined in *Action #2 (Addressing Academic Needs through Tiered Targeted Interventions) of Goal #2)*. This process will result in an effective Multi-Tiered System of Supports (MTSS) to ensure that all students reach their full potential.	Fully	Wonderful College Prep Academy (WCPA) has implemented a comprehensive whole-child approach to student support, while actively developing enhanced monitoring systems. The school is implementing an Early Warning System to track student well-being through integrated monitoring of attendance, behavior, and academic performance. The Student Support Team has established criteria to identify at-risk students and guide the development of tailored interventions. The developing monitoring system integrates multiple data platforms including Aeries student information system, the Kern Integrated Data System (KiDS) for tracking chronic absenteeism, and Panorama surveys to assess student	$624,898	$156,937

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		This effort will be monitored through our student information system, Aeries, the Kern Integrated Data System (KiDS) for chronic absenteeism rates, and the Panorama student survey to gauge students' ratings of WCPA's focus on meeting their academic and social and emotional needs. Funding will be used to invest in: • Panorama Surveys • Student incentives • Student Council, student clubs • Sports equipment and staff • 3 Campus Supervisors • Athletic Director & Assistant Athletic Director • Athletic team supplies and event fees		perceptions of academic and social-emotional support. Through the Data-Based Decision-Making (DBDM) process, WCPA provides intensified services for high-need students as part of its Multi-Tiered System of Supports (MTSS). While these systems continue to be refined, WCPA maintains its commitment to using data to evaluate and improve support services. To support its culture-building initiatives, WCPA has invested in staffing and resources including three Campus Supervisors, an Athletic Director and Assistant Athletic Director, and funding for student activities. The school maintains active student engagement through student council, clubs, and athletic programs, providing necessary equipment and covering event fees. This comprehensive approach ensures that students receive support across academic, social-emotional, and extracurricular domains while maintaining a safe and secure learning environment. As the Early Warning System		

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				continues to develop, WCPA remains focused on creating a positive school climate that promotes student engagement, safety, and college and career readiness.		
4	**PARENT INPUT IN DECISION-MAKING**	To shift the focus and change how parents treat our LCAP as a document reflecting how we plan to meet the needs of our students, we will strive for parent empowerment among our parents/guardians as opposed to parent involvement or parent engagement. We will proactively seek parent input in decision-making through the following committee structures: • ELAC/DELAC meetings • Parent Advisory Committee (PAC) Translation of materials and interpreter services will be made available at each convening. By doing this, we hope to capture the essence of the term "accountability" of the LCAP by empowering parents to hold us accountable (*"rendir cuentas"*) for how we utilize taxpayer funds.	Fully	Wonderful College Prep Academy (WCPA) has implemented a parent empowerment model that goes beyond traditional parent involvement or engagement. Through ELAC/DELAC meetings and the Parent Advisory Committee (PAC), WCPA continues to seek parent input in LCAP development and general school operations, ensuring families are active participants in decision-making processes. WCPA provides translation services and interpreted materials at all meetings to ensure full participation from all families. Through this approach, WCPA has created a system of true accountability ("rendir cuentas") for the use of taxpayer funds in meeting student needs.	$13,500	$0

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5	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & EMPOWERMENT**	WCPA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with opportunities to engage as partners in their child's education through *Coffee with the Principal*, parent workshops, Town Hall sessions, Parent/family newsletters, messaging through ParentSquare, SchoolMint and LiveSchool platforms. The Family & Community Engagement staff will communicate with families, facilitate workshops, provide interpreter services, and translate materials (Spanish/English) for families/caregivers. WCPA will also host parent workshops and guest speakers on essential topics to engage parents in their child's education. Topics include but are not limited to: • Parent workshops (math Night / Literacy Night) • Individualized Learning Plan (ILP) Nights • Orientations & Back to School Nights Families will be surveyed annually, and results will be reported on the LCAP, parent meetings, and staff wide. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.	Fully	Wonderful College Prep Academy (WCPA) has implemented comprehensive parent engagement initiatives to foster partnerships in student education. WCPA engages families, including those of unduplicated pupils and Students with Disabilities, through multiple platforms and events such as Coffee with the Principal, parent workshops, Town Hall sessions, and regular communications via ParentSquare, SchoolMint, and LiveSchool platforms. The Family & Community Engagement staff facilitates bilingual communication through workshops, interpreter services, and translated materials in both Spanish and English. WCPA hosts targeted parent workshops including Math Night, Literacy Night, Individualized Learning Plan (ILP) Nights, orientations, and Back to School Nights. WCPA conducts annual family surveys, reporting results through the LCAP, parent meetings, and staff communications. All correspondence is provided in both	$503,998	$41,277

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				English and Spanish, adhering to the "15% and above translation needs" criteria based on primary language surveys. These initiatives are supported by various software platforms including ParentSquare, Aeries, and SchoolMint, ensuring consistent and accessible communication with all families.		
6	MAINTAINING STATE-OF-THE-ART SCHOOL FACILITIES	Wonderful College Prep Academy strives to provide all students and staff with a safe and clean school facility site as well as reliable transportation for students to and from school. Annually, WCPA will complete the Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs will be made. FIT report findings are reported annually on the SARC, Local Indicators Report (Dashboard), and LCAP. WCPA will continue to improve its facilities with carbon water filtration systems, air monitoring systems and campus perimeter monitoring systems. Funding will be used to invest in: • Facilities repairs & maintenance • Campus security • Campus operations & communications	Partial	Wonderful College Prep Academy (WCPA) has maintained high standards for facility safety and cleanliness while providing reliable student transportation. WCPA completes annual Facility Inspection Tool (FIT) reports, addressing any identified needs through appropriate repairs. These findings are reported through the SARC, Local Indicators Report (Dashboard), and LCAP. WCPA has implemented improvements including carbon water filtration systems and air monitoring systems throughout its facilities. While these systems are fully operational, WCPA continues to evaluate and assess campus perimeter monitoring systems for potential enhancements to further	$1,699,991	$561,960

2024-25 LCAP Midyear Update:
WONDERFUL COLLEGE PREP ACADEMY – LOST HILLS

#	Action Title	2024-25 Action Description	Implemented: Fully, Partial or Not	What has been the overall Implementation of the Action? Were there any substantive differences?	Total Funds Budgeted	Midyear Expenditures
				improve campus safety and security.		