Wonderful college prep academy™

LCFF Budget Overview for Parents Mid-year Update: WCPA		
Expenditures for High Needs Students in the 2024-25 School Year	**2024-25 Adopted Budget**	**Projected Actual 2024-25**
Total LCFF funds	$26,858,198	$26,858,197
LCFF supplemental & concentration grants	$7,401,439	$7,401,439
All other state funds	$7,777,145	$7,827,750
All local funds	$3,384,551	$3,362,133
All federal funds	$5,066,965	$5,004,129
Total Projected Revenue	**$43,086,859**	**$43,052,209**
Total Budgeted Expenditures for the 2024-25 School Year	**2024-25 Adopted Budget**	**Projected Actual 2024-25**
Total Budgeted General Fund Expenditures	$42,410,980	$42,937,113
Total Budgeted Expenditures in the LCAP	$32,396,474	$32,396,474
Total Budgeted Expenditures for High Needs Students in the LCAP	$7,401,439	$7,401,439
Expenditures not in the LCAP	$10,014,506	$10,540,639

2024-25 LCAP Midyear Update:
WONDERFUL COLLEGE PREP ACADEMY - DELANO

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84.2%	2022-23: 80.1%		2022-23: 96.3%	
2	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase;	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: 4 Science: 4	

	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	

Row 4

4 | CAASPP ELA Assessment: Distance from Standard (DFS)

Source: CA School Dashboard

2022-23 ELA CAASPP

Student Group	DFS
All Students	-15.5
Hispanic	-18
EL	-41.7
SED	-21.1
SWD	-113.6

2023-24 ELA CAASPP

Student Group	DFS
All Students	-9.8
Hispanic	-13.2
EL	-41.5
LTEL	-85.4
SED	-16.3
SWD	-122.2

2023-24 ELA CAASPP

Student Group	DFS
All Students	-13.5
Hispanic	-16
EL	-39.7
SED	-19.1
SWD	-111.6

Row 5

5 | CAASPP Math Assessment: Distance from Standard (DFS)

Source: CA School Dashboard

2022-23 Math CAASPP

Student Group	DFS
All Students	-48.7
Hispanic	-51.6
EL	-67.3
SED	-55.1
SWD	-153

2023-24 Math CAASPP

Student Group	DFS
All Students	-60.9
Hispanic	-64.9
EL	-81.9
LTEL	-158.4
SED	-68.1
SWD	-162.7

2023-24 Math CAASPP

Student Group	DFS
All Students	-46.7
Hispanic	-49.6
EL	-65.3
SED	-53.1
SWD	-151

#	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,**	For 2024-2025, Wonderful College Prep Academy (WCPA) is removing the middle school program and shifting to a primary and	Partial	For 2024-2025, Wonderful College Prep Academy restructured into a two-tier system (Elementary TK-6	$7,978,005	$2,295,783

#	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
	EQUITY-ORIENTED ADMINISTRATORS & EDUCATORS THAT SUPPORT THE EDUCATIONAL PROGRAM	secondary program to support continued learning by reducing school transitions from three to two. WCPA will employ two (2) school site principals in the Elementary (TK-6) and Secondary (7-12) grades. Additionally, WCPA will employ appropriately credentialed and assigned teachers to serve grades TK-12 to provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, VAPA, Spanish, and Physical Education. WCPA's teacher residency program with Loyola Marymount University ("LMU") will help create a teacher pipeline in needed subject matters. WCPA's Teacher Induction Mentor will work closely with teacher residents to ensure they are on track to complete their credential programs. Substitute Teachers across all grade levels will be employed to maintain continuity of instruction and prevent further interruptions to student learning. WCPA will provide all students with 180 instructional days, which exceeds the California state requirement of 175 instructional days for charter schools. All educators will participate in 6 days of professional learning during the summer; 10 days of professional learning during non-instructional days, and weekly professional development during the school year to further develop instruction and intervention skills to support all students and close academic gaps		and Secondary 7-12) to reduce school transitions. Staffing includes two principals and 70 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		

#	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
		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 • 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 • 70 Core teachers • Recruitment supplies & hiring costs		and student support across all grade levels.		

2024-25 LCAP Midyear Update:
WONDERFUL COLLEGE PREP ACADEMY - DELANO

#	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
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 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,	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 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, four Assistant Principals, and Instructional Coaches. 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.	$1,244,953	$361,503

#	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
		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 and support will be provided by WCPA's Chief Academic Officer, Assistant Principals, and Instructional Coaches. Schoolwide focus of professional learning opportunities will include - Literacy, Math, and Social-emotional Learning (SEL) Professional Learning focused for Elementary educators will include: • Play Based Learning • Differentiated Learning Centers • Geodes - decodable readers • Just Words - phonics intervention EL Achieve • Pause...Mindful Moment • MyWorld Interactive		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 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
		• De-Escalation Strategies Professional Learning for Secondary educators will include: • Secondary Writing • TNTP Academic Ownership • Depression/Anxiety & Academic Ownership P. 2 • Tech Startup PLC Professional Learning for Administrators: • PBIS: training for Principals: LACOE; PBIS Leadership Forum • Building staff/adult culture • IIRP Restorative Practices Graduate School: Putting Theory into Action for School Leaders; Restorative Practices for Educators WCPA will support educators and administrators through workshops and conferences, including: • MTSS Professional Learning Institute - Conference • CCSA • Math Conference • CASCWA Conference • National PBIS Leadership Forum				

#	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
		• PBIS Leadership Forum • Community Schools Conference To support teacher effectiveness, teacher retention, and the credentialing clearance process, WCPA will reimburse employees for teacher induction expenses. Funding will be used to invest in: • 4 Assistant Principals • Chief Academic Officer • Conference & Workshop fees • Teacher Induction fees				
3	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 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	Fully	Wonderful College Prep Academy (WCPA) is enhancing its Intellectual Preparation Protocol (IPP) process by incorporating Professional Learning Communities (PLC) structures. The initiative 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	$1,996,685	$428,982

#	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
		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. • 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.		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. 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		

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

#	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
		Leveraging our commitment to the use of *Improvement Science*, we plan to focus on this effort in 2024-2025 so that teachers are empowered to identify when students are not demonstrating mastery of standards at any given point of the academic year. Collaborative teams will then use those results to make informed decisions about the necessary interventions for specific groups of students. That is, interventions will serve as supports through differentiated instruction, small group instruction (Tier 2) or individualized interventions (Tier 3). This is the multi-tiered system of supports that we have begun to work towards and will continue to focus on during the 2024-2025 academic year. WCPA will provide leadership opportunities to lead this work through Guiding Coalitions. Guiding Coalitions will be led by school principals and teachers to support data-based decision-making in support of closing student academic gaps. These Guiding Coalitions will also allow for focus groups (Task Force) to support teachers with school wide initiatives. WCPA will offer additional training from outside service providers to train teachers and site leaders on best practices to support student growth and achievement. Additionally, WCPA will continue to focus on teacher feedback and observation cycles of inquiry/feedback through the TNTP rubric with areas of focus on TNTP domains:		**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 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		

#	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
		- Culture of Learning - Essential Content - Academic Ownership - Demonstration of Learning Wonderful College Prep Academy will continue to offer coaching and instructional support to teachers and school leaders through the Curriculum & Instruction Team in the form of Instructional Coordinators and Directors. Funding will be used to invest in: - Curriculum & Instruction Staff (4 employees) - Guiding Coalition Stipends - Instructional Consultants		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 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 -15.5 Hispanic -18 EL -41.7 SED -21.1 SWD -113.6	**2023-24 ELA CAASPP** **Student Group / DFS** All Students -9.8 Hispanic -13.2 EL -41.5 LTEL -85.4 SED -16.3 SWD -122.2		**2023-24 ELA CAASPP** **Student Group / DFS** All Students -13.5 Hispanic -16 EL -39.7 SED -19.1 SWD -111.6	
5	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** **Student Group / DFS** All Students -48.7 Hispanic -51.6 EL -67.3 SED -55.1 SWD -153	**2023-24 Math CAASPP** **Student Group / DFS** All Students -60.9 Hispanic -64.9 EL -81.9 LTEL -158.4 SED -68.1 SWD -162.7		**2023-24 Math CAASPP** **Student Group / DFS** All Students -46.7 Hispanic -49.6 EL -65.3 SED -53.1 SWD -151	
6	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** **Student Group / %** All Students 23.82% Hispanic 22.87% EL 1.85% SED 22.16% SWD 7.14%	**2023-24 CAST % Proficient** **Student Group / %** All Students 25.29% Hispanic 24.31% EL 3.61% SED 22.57% SWD 3.70%		**2023-24 CAST % Proficient** **Student Group / %** All Students 25% Hispanic 25% EL 3% SED 24% SWD 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
7	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	42.8% Source: 2023 Dashboard	EL: 49.8% LTEL: 58.9% Source: 2024 Dashboard		2023-24: 44% Source: 2024 Dashboard	
8	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 13.2% Proficient	2023-24: 12.99% Proficient		2023-24: 15% Proficient	
9	Reclassification Rate Source: Dataquest	2022-23: 15%	2023-24: 15%		2023-24: 16%	
10	% students participating in elective course or enrichment for all students. 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	2022-23: 99%	2023-24:99%		2023-24: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
	Source: SARC					
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 96%	2023-24: 98%		2023-24: 100%	
13	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9 Source: SARC	2022-23: 97%	2023-24: 97%		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.	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	$787,996	$154,454

#	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
		Funding will be used to invest in: • Curriculum & Student Consumables • PE curriculum & supplies		to identify and fulfill any gaps in instructional materials. WCPA regularly purchases and updates materials to ensure all students 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.	Fully	Wonderful College Prep Academy extends its tiered intervention support beyond the regular school day through a comprehensive after-school program. During these extended hours, trained academic mentors deliver targeted math and reading interventions using research-based curriculum and strategies in small group settings. This structured academic support is designed to address specific learning gaps identified during the school day. The after-school program balances targeted academic intervention with enrichment activities, providing students opportunities for hands-on learning experiences that reinforce academic concepts in engaging ways.	$4,282.033	$1,253,444

#	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
		As stated by Katie Novack, this system of supports is needed "in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all students and educating them completely as a "whole" person." Our goal through Data-Based Decision-Making (DBDM) will be to improve outcomes for all students, and particularly those student groups who have continued to experience persistent performance gaps. Dr. Novak maintains that, "The whole focus of an MTSS system is to create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction in academics, behavior and social-emotional learning that meets their needs." When students struggle academically even after having access to high-quality Tier 1 instruction, students will participate in tiered, small group instruction based on their needs. Based on formative data, if students require additional assistance, they will receive more individualized targeted instruction more tailored to their unique needs. According to the American Institute for Research, MTSS addresses inequitable outcomes by:		**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 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		

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		• Including opportunities for culturally relevant teaching practices. • Promoting early instructional intervention. • Providing high-quality instruction. • Making team-based decisions, establishing strong site-based leadership and eliminating opportunities for bias when determining appropriate interventions. • Implementing professional learning that ensures cultural competency. Using a Data-Based Decision-Making (DBDM) process, school teams will make informed decisions about the necessary interventions for students. Interventions will serve as supports through differentiated instruction, small group instruction and additional learning opportunities to make sure students' progress towards mastery. This Tier 2 instruction will allow groups of students to revisit the same standards with more focused and targeted assistance. This will occur either in the classroom or through "pull-out" learning, outside of the classroom and others intervention supports. Where further assessment results demonstrate that students are still not successful, they will receive individualized intervention, based on their unique needs which could include student/teacher conferencing or working with a specialist. This will be considered Tier 3 of WCPA's MTSS Framework.		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 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**		

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		WCPA Reading and Math Intervention teachers will provide Tier 2 support. Small Group Instructors (SGI) and Instructional Assistants will provide targeted interventions during the instructional day based on student performance on assessments throughout the school year. Students in need of additional academic interventions will be identified based on refinements to WCPA's existing Multi-tiered System of Supports (MTSS)/Response to Intervention (RtI) Model. At the secondary level, School Academic Counselors will assist with Data-Based Decision-Making (DBDM) by conducting grade and transcript reviews to identify struggling students and better coordinate appropriate interventions. This process will be facilitated by WCPA's partnership with the University of California, Merced, and the development of an A-G Course Monitoring Tool, a database that identifies academic gaps based on course performance. Counselors will meet with students regularly to build positive relationships and ensure students are engaged, and provide resources as needed. Students will also have access to the following additional evidence-based academic interventions: • Edmentum Study Island: Tier II Intervention (all subjects) to be offered during intervention blocks during the		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, 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**		

#	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
		instructional school day and after school for additional instruction • After-school tutoring & credit recovery • Expanded learning Opportunities: after school, intersession, and summer programming. • Air Tutor - supplemental intervention program available for students after the school day to help close academic gaps To further accelerate progress and close achievement gaps, WCPA will expand learning supports to include an intensive standards-aligned Summer Academy with small group interventions for all students that will address learning gaps and accelerate student learning, especially for English Learner (EL) students, Socioeconomically Disadvantaged, and Students with Disabilities (SWD), to address learning gaps. The Summer Academy will focus on English Language Arts, Mathematics courses, and credit recovery using the Plato platform to ensure students are on track to graduate and meet UC A-G course requirements. Our Director of Student Experience and our Curriculum & Instruction Team will assess programmatic offerings annually for the Summer Academy based on student academic needs informed by student assessment data. The Summer Academy will be offered as a high-dosage, small group, intervention program by credentialed teachers for grades K-8 with an		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-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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		enrichment program (provided by a third-party) focused on science, STEM, athletics and other program offerings. The Summer Academy for grades 9-12 will provide students an early start to high school and dual enrollment courses to ensure students are on-track for graduation and receive an AA degree from Bakersfield College. Funding from Expanded Learning Opportunities Plan (ELOP) will provide our students with additional academic support through interventions, STEM experiences, academic and social clubs, in addition to sports and enrichment opportunities to enhance student well-being. We will leverage ELOP to further accelerate learning for our students and narrowing achievement gaps through targeted intervention groups. Additionally, WCPA will continue to provide transportation to and from school to sustain high student attendance and participation rates. WCPA 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: • 8 Small Group Instructors				

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		3 Resident Teachers 5 Instructional Assistants 8 Guidance Counselors 5 SPED Instructional Assistants - Learning software - 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).	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	$315,275	$71,854

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		WCPA students will be assessed using NWEA MAP Reading and Math assessments three (3) times in 2024-2025 to provide baseline performance data (fall). These data will be used to develop trimester growth targets, measure, monitor student academic progress and growth, and identify students requiring academic interventions. The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that assesses students' reading and math levels and accurately reflects the students' measured growth over time. NWEA results provide teachers with accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from grade level proficiency. 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		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 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		

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		part of the Data-Based Decision-Making (DBDM) process to effectively deploy interventions for students. The Curriculum & Instruction Special Projects Coordinator will coordinate the logistics of schoolwide testing of internal and state mandated assessments. The Lead Data Analyst and Data Analyst will develop data reports of schoolwide, internal, and state mandated assessments for administrators and teachers to inform instruction and decision-making throughout the school year and in advance of staff professional development days. Student performance data will be reviewed after each administered assessment to identify students in need of additional interventions and support. Funding will be used to invest in: • Assessment software • 3 Data Analysts		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 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.	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.	$1,229,734	$340,291

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		Funding will be used to invest in: • Chromebooks / laptops • Classroom technology and repairs • 3 IT employees • Software / internet security safeguards • Internet / systems hardware		The IT unit has established and maintains curriculum software subscriptions and robust internet security measures, including 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:	Fully	WCPA has implemented a comprehensive educational program focused on whole child development, extending beyond core subjects to include arts and STEM programs. Students across grade levels have access to diverse enrichment opportunities during	$1,344,334	$474,827

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		• Art (TK-8) • Readers Theater (TK-6) • Music - Band, Mariachi, Music Appreciation (TK-12) • 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.		school day rotations and afterschool clubs. WCPA has established art programs for TK-8 students, Readers Theater for TK-6, and comprehensive music programs including Band, Mariachi, and Music Appreciation for grades TK-12. Visual Art instruction is provided for TK-6 students, while Robotics/STEM programs serve grades TK-12. Spanish language instruction is available for grades 9-12. To support these programs, WCPA has provided instruments and supplemental instructional materials for electives and student enrichment activities. Additional enrichment experiences have been implemented through funding from the California Community Schools Grant.		
6	**SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)**	As stated in the Goal 1 Section, few organizations serving the same percentage of low-income students as WCPA have succeeded in creating the level of organization coherence that has led to most students demonstrating grade	Fully	Wonderful College Prep Academy (WCPA) has implemented significant changes to address performance gaps, particularly focusing on Students with Disabilities (SWD), after receiving	$1,997,787	$699,059

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		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 must accept that we have not defined and implemented a high-quality instructional framework coupled with a coherent professional learning model focused on high-quality, tier-one instruction within a multi-tiered system of supports for all students. This has resulted in unacceptably low achievement rates of 32% of students meeting standard in Math and 44% in ELA in Delano and even significantly lower results among our most vulnerable students, specifically Student with Disabilities (SWD) and English Learners (EL). In 2024-2025, we will continue to define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports. Our theory of action will center on the notion that if we define and implement a coherent professional learning model focused on empowering adults in our system to deliver and measure the effectiveness of high-quality instruction and supports within a multi-tiered system of supports, then staff will have the structure, knowledge, and capacity to		a red-color Performance level for SWD in ELA, Math, and Suspension Rate indicators on the 2023 CA School Dashboard. This resulted in WCPA's designation for Additional Targeted Support & Improvement (ATSI) and Differentiated Assistance (DA). Through Differentiated Assistance, WCPA has enhanced teacher development by launching Professional Learning Communities (PLCs) and strengthening collaboration between general education and special education teachers. Professional development has focused on effective differentiated instruction in the classroom and ensuring all teachers work collaboratively toward IEP goals. The DA program has supported WCPA in implementing a continuous improvement model with enhanced monitoring structures to track and close academic growth gaps. WCPA administrators have collaborated with representatives from the Fresno County		

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		implement and monitor the effectiveness of instructional practices within our MTSS structure and student outcomes for all students, especially Student with Disabilities, will improve. This is necessary because WCPA received a red-color Performance level for Students with Disabilities in ELA and Math Academic Indicators and the Suspension Rate indicator on the 2023 CA School Dashboard. This resulted in WCPA being eligible for Additional Targeted Support & Improvement (ATSI), and Differentiated Assistance (DA). As a result of the ATSI and DA designation, WCPA school administrators are working closely with representatives from the Fresno County Superintendent of Schools (FCSS) and the California Collaborative for Educational Excellence (CCEE) to identify and clearly understand the drivers that are hindering student growth among our Students with Disabilities. By clearly understanding the root cause of this and developing a detailed theory of action using *Improvement Science* principles, WCPA will focus on providing intensified services for Students with Disabilities through a formal data-based decision-making process (DBDM) resulting in an effective Multi-Tiered System of Supports (MTSS) to ensure all students reach their full potential.		Superintendent of Schools and the California Collaborative for Educational Excellence to identify root causes affecting student growth among Students with Disabilities. Using Improvement Science principles, WCPA has strengthened its Data-Based Decision-Making (DBDM) process to enhance services through IEPs by aligning goals with grade-level standards, ensuring comprehensive support for student challenges, and improving progress monitoring practices. To support these initiatives, WCPA has implemented several key improvements: • Utilization of the Power BI dashboard for monitoring student attendance, referrals, and academic performance • Enhancement of Positive Behavioral Interventions and Supports (PBIS) • Implementation of in-house Educationally Related Mental Health Services • Introduction of in-person Speech/Language services		

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		Using Data-Based Decision-Making (DBDM) with fidelity, we will strive to improve services to Students with Disabilities through IEPs by: • Aligning IEP goals to grade-level teaching and learning standards; • Ensuring IEPs are comprehensive in addressing all challenges students are experiencing in an interrelated way (i.e., interactions between academic progress, engagement, and attendance patterns); • Supporting a deep analysis of valid barriers which prevent the student from benefiting from their IEP services and close their learning gap; • Ensuring that IEP interventions are aligned to the student's unique barriers and disability characteristics in combination with using accommodations; • Increasing precision in creating a balance between assigning instructional time with non-disabled peers compared to. pull-out services (i.e. support inclusion); • Providing a roadmap for ensuring that interventions are working by increasing the precision with which progress data is used in combination with measures of intervention fidelity; • Providing a structure for troubleshooting why interventions are not working or not working well enough;		• Increased student involvement in IEP processes for secondary grades • Streamlined SST process and evaluation procedures • Improved transfer process for students with existing SPED services WCPA has invested in three SPED administrative staff, ten SPED Teachers, two Speech Language Pathologists, SPED curricula and software, service providers and consultants, and a SPED Bus Aide to support these comprehensive improvements.		

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		• Providing guidance for when to include new or different content experts based on how students respond to their services based on data outcomes; • Reducing inefficiency and random decision-making when seeking to adjust, modify, or improve a students' IEPs; • Improving IEP team progress monitoring practices (frequency, methods, etc.); and • Informing possible next steps to take such as when to increase intensity of services and when to reduce intensity of services. To accomplish this, WCPA will focus on creating stronger integration between general education and Special Education teachers collaborating on IEP-aligned lesson plans to support Students with Disabilities. Intervention teachers will provide Students with Disabilities with IEP appropriate intervention supports in Math and ELA to help close achievement gaps and support growth. As described earlier, Guiding Coalitions will meet using Professional Learning Community (PLC) principles to monitor student performance on schoolwide assessments and adapt strategies throughout the school year to support academic growth for all Students with Disabilities. Through WCPA's whole child approach, we will continue to focus on addressing exclusionary practices of suspension in lieu of other means of				

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		consequences and continue to increase student engagement and attendance. WCPA will continue its commitment to utilize the TNTP rubric to provide teachers (SPED and general education) consistent feedback in the following areas: • Essential Content; • Culture of Learning; • Academic Ownership; and • Demonstration of Learning. Through TNTP, both general education teachers and Special Education teachers will focus on improving their skills through targeted professional development with the purpose of increasing student academic performance across all grade levels for Students with Disabilities. During the school year, WCPA will leverage the Power BI dashboard that allows school leaders to easily gather and analyze information such as: student attendance/absences, referrals, D's and F's. In doing so, Student Support Services, school site leaders, and SPED administrators will work together to implement strategies for all students falling behind academically, struggling with attendance, or having social/emotional challenges impacting their behavior. Similarly, WCPA will continue growing its Positive Behavioral Interventions and Supports (PBIS) work to increase the number of students				

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		meeting school wide expectations inside and outside of the classroom.				
		In 2024-2025, WCPA will be providing its own Educationally Related Mental Health Services ("ERMHS") to better target student behavior and mental health needs. By focusing on building strong relationships with students, School Psychologists and School Social Workers will target specific student needs and more easily collaborate with school site staff to better support overall student success.				
		Based on parent feedback through surveys and conversations, as well as staff feedback, one area of growth for the SPED department is in offering in-person Speech/Language services for SWDs.				
		An additional area of improvement for Students with Disabilities is the involvement of students in decision-making and IEP processes. In the upcoming school year, SPED staff will continue to improve how students participate in their IEP within the secondary grades (7th – 12th grades) to increase student involvement, engagement and self-advocacy. Additionally, case managers will complete student interviews prior to IEPs at all ages to gather information in preparation for the meetings.				
		Using DBDM, Student Support Services staff will work with School Psychologists and others to identify students with behavioral or academic needs requiring intervention. Similarly, all WCPA				

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		instructional staff will be encouraged to request a Student Success Team ("SST") for any academic or behavioral concerns that they need support with. Based on information presented through either of these means, students in need of Tier 2 supports will be offered academic and/or behavior interventions to support their success. DMBD will also result in the identification of students with suspected disabilities. Similarly, if a parent requests a Special Education evaluation, an SST will be held within the legally mandated 15-day timeline to collaborate as a team regarding their students' quantitative and qualitative data. The SST will make suggestions as next steps (i.e. student is being successful, intervention, or moving forward with an evaluation). If the parent then determines that an assessment is not warranted, they will be able to sign an agreement that an evaluation is not warranted. If parents choose to move forward with an evaluation, regardless of the recommendations made by WCPA, the School Psychologist will propose an evaluation and complete one within 60-days. Lastly, WCPA staff will continue to work diligently to improve the transfer process to more efficiently identify students already identified and transferring to WCPA with SPED services to ensure that they receive their services in a timely manner.				

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		Funding will be used to invest in: • SPED administrative staff (3) • SPED specific curricula & software • 10 SPED Teachers • SPED service providers / consultants • 2 Speech Language Pathologists • SPED Bus Aide				
7	SERVICES TO SUPPORT EMERGENT BILINGUAL STUDENTS (EL) THROUGH LANGUAGE ACQUISITION	Student data from the 2023 California School Dashboard show the need to close persistent performance gaps among English Learners (EL). WCPA will expand tiered interventions to increase the number of students performing at grade level with a focus on student growth per California School Dashboard indicator calculations. WPCA will focus on updating the English Learner Master Plan that seeks to identify, confront, and interrupt inequities so that all students can reach their full potential. This Master Plan will create a road map to provide English Learners the support they need to become proficient speakers and writers and, ultimately, active members in our community. The Master Plans will help us engage parents and families to ensure that learning continues at home while respecting and encouraging traditions and beliefs of every English Learner household.	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 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.	$192,037	$41,939

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		The EL Master Plan will be interwoven into every aspect of the LCAP to ensure inclusiveness of key actions of its three goals. Working in collaboration with the English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) and a range of other educational partners, the Master Plan will outline the WCPA's strategies and process for the following: • Early Learner Identification and Assessment: Purpose - Ensures students receive the necessary supports and services on their academic journey. • English Language Development Program: Purpose - Provides guidance to implement high-quality instruction and programs for English Language Learners. • English Learning Monitoring and Reclassification: Purpose - Monitors English Learner's academic and linguistic progress, proficiency and reclassification determinations. • English Language Development Designated and Integrated Instruction: Purpose - Develops English Learners' proficiency and provides access to academic content. • Access to the Core Curriculum: Purpose - Ensures that English Learners' have access to well-articulated, high-quality,		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 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.		

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		standards-based core curriculum and instruction. • Staffing and Professional Development: Purpose - Outlines certification requirements and staffing procedures for providing instruction to English Learners, as well as essential components of the WCPA's comprehensive, longitudinal professional learning programs. • Standards, Assessment, and Accountability: Purpose - Delineates the program evaluation and accountability for English Learner programs ○ Outlines the collective responsibilities of individual staff, central office leaders, and other groups to support the implementation of English Learner programs and supports. • Parent Involvement and Engagement: Purpose - Promotes active involvement of family and community members in the work of the schools, as essential to high achievement for all students, especially for English Learners. • English Learner Program Inclusion in the site budgets: Purpose - Allocates and monitors resources to support the successful implementation of the EL Master Plan at the school sites.		WCPA 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: • 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		

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		WCPA will strive to ensure that English Learners receive high-quality instruction and is unwavering in its commitment to setting high expectations for all students. There is an acknowledgment that with the implementation of high-quality instruction, there must be built-in opportunities for differentiated and small group instruction through Tier 1 and Tier 2 interventions. Students who continue to encounter academic challenges will receive Tier 3 supports calling for individualized student intervention to best meet the student's unique needs. As English learners move through tiered interventions, site teams will make determinations about more targeted supports based on triangulated data. WCPA will continue creating a language-rich environment to help strengthen English Language development (ELD) during both designated and integrated instruction. WCPA will provide extensive integrated ELD training for teachers throughout the year. Additional academic support for EL students will include redesigned advisory courses for newcomers, supplemental intervention, Spanish novels, and the expansion of classroom ELD libraries. Reclassified students will be celebrated annually as a WCPA community to honor students and their families. WCPA will fund an EL Coordinator to lead the EL Program schoolwide, facilitate, and lead professional		• 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.		

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		learning for teachers on Designated and Integrated ELD, including strategies to engage ELs. The EL Coordinator will facilitate the task force charged with updating the EL Master Plan. Designated ELD teachers will be employed to focus on providing a language-rich learning environment to accelerate English language proficiency among EL, long-term EL and provide newcomers with the resources and supports they need to excel.				
		Teachers and Administrators will also participate in the 5-day EL Achieve training or EL Achieve Institute to enhance student monitoring and support EL students through *EL Achieve*. *EL Achieve* is an EL tracking tool that assists educators and administrators in identifying when an EL is ready for reclassification and identifies long-term EL students.				
		In addition, the Ellevation software program will be utilized as a management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for multilingual students. Funding will be used to invest in: • EL Coordinator • Ellevation software • EL Achieve PD training • ELD libraries • Spanish Eureka Math				

#	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
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 using the ELD standards, and language-rich learning environment to accelerate English language proficiency among long-term English Learners with the resources and supports each student needs to excel. LTELs will be prioritized for additional tutoring provided afterschool, intersession and/or summer programming to improve language acquisition. 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.	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 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	$180,681	$67,579

#	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
				instruction. This professional development began during summer preparation and continues through regular data analysis meetings throughout the school year. 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.		

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: Good	
15	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 4 11. 4 12. 4	2024-25: In Progress		2024-25: 9. 5 10. 4 11. 4 12. 4	
16	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase;	2023-24: 1. 4 2. 5 3. 4 4. 5	2024-25: In Progress		2024-25: 1. 5 2. 5 3. 4 4. 5	

	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
17	% students: A-G completion rate Source: CA School Dashboard	**2022-23 Grads Meeting A-G** 	Student Group	Rate
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All Students	78.5%
Hispanic	77.2%
EL	50.0%
SED	78.2%
SWD	38.5%		**2023-24 Grads Meeting A-G** 	Student Group	Rate
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All Students	89.1%
Hispanic	88.8%
EL	87.5%
SED	89.2%
SWD	71.4%			**2023-24 Grads Meeting A-G** 	Student Group	Rate
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All Students	90.0%
Hispanic	90.0%
EL	90.0%
SED	90.0%
SWD	72.0%		
18	% students' college ready measured by Math EAP. Source: CAASPP website	2022-23: 16.78% (Level 4) 19.46% (Level 3)	2023-24: 9.29% Level 4 16.43: Level 3		2023-24: 18% (Level 4) 21% (Level 3)	
19	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 50.67% (Level 4) 25.33% (Level 3)	2023-24: 42.14% Level 4 32.14% Level 3		2023-24: 52% (Level 4) 27% (Level 3)	
20	Attendance Rate Source: CALPADS	2022-23: 93.4%	2023-24:94.4%		2023-24: 94%	

21	Chronic Absenteeism Rates (K-8) Source: CA School Dashboard	**2022-23: Chronic Absenteeism**		**2023-24: Chronic Absenteeism**			**2023-24: Chronic Absenteeism**		
		Student Group	Rate	Student Group	Rate		Student Group	Rate	
		All Students	22.7%	**All Students**	**15.4%**		All Students	20%	
		Hispanic	23.2%	**Hispanic**	**16.1%**		Hispanic	20%	
		EL	22.3%	**EL**	**17.7%**		EL	20%	
		SED	24.0%	**LTEL**	**28.9%**		SED	20%	
		SWD	25.2%	**SED**	**16.8%**		SWD	20%	
				SWD	**18.7%**				

22	Chronic Absenteeism Rates (K-12) Source: Dataquest	**2022-23: Chronic Absenteeism**		**2023-24: Chronic Absenteeism**			**2023-24: Chronic Absenteeism**		
		Student Group	Rate	Student Group	Rate		Student Group	Rate	
		All Students	22.1%	**All Students**	**14.7%**		All Students	20%	
		Filipino	0.0%	**Filipino**	**0.0%**		Hispanic	20%	
		Hispanic	22.7%	**Hispanic**	**15.5%**		EL	20%	
		EL	21.5%	**EL**	**16.4%**		SED	20%	
		SED	23.2%	**SED**	**16.0%**		SWD	20%	
		SWD	25.7%	**SWD**	**19.7%**				

23	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2023-24: 0%	

24	High School Dropout Rates Source: Dataquest	**2022-23 HS Dropouts**		2023-24: 0%		**2023-24 HS Dropouts**		
		Student Group	Rate			Student Group	Rate	
		All Students	0.7%			All Students	0.6%	
		Hispanic	0.7%			Hispanic	0.6%	
		EL	2.6%			EL	2.5%	
		SWD	0.0%			SWD	0.0%	
		SED	0.7%			SED	0.6%	

25	High School Grad. Rate Source: CA School Dashboard	**2022-23 Graduation Rate**		**2023-24 Graduation Rate**			**2023-24 Graduation Rate**		
		Student Group	Rate	Student Group	Rate		Student Group	Rate	
		All Students	100.0%	**All Students**	**100%**		All Students	99.0%	
		Hispanic	100.0%	**Hispanic**	**100%**		Hispanic	99.0%	
		EL	100.0%	**EL**	**100%**		EL	99.0%	
		SED	100.0%	**SED**	**100%**		SED	99.0%	

26	Suspension Rate Source: Dataquest	**2022-23: Suspension**			**2023-24: Suspension**				**2023-24: Suspension**		
		Student Group	**Rate**		**Student Group**	**Rate**			**Student Group**	**Rate**	
		All Students	4.7%		All Students	4.8%			All Students	4.6%	
		Filipino	0.0%		Filipino	1.7%			Filipino	2.0%	
		Hispanic	4.8%		Hispanic	4.8%			Hispanic	4.5%	
		White	6.7%		White	5.3%			White	6.5%	
		EL	7.1%		EL	7.1%			EL	7.1%	
		SED	5.0%		LTEL	13.3%			SED	5.1%	
		SWD	8.9%		SED	5.3%			SWD	7.5%	
					SWD	6.5%					
27	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0.1%				2023-24: <1%		
28	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 84% Sense of Safety 84% School connectedness			2024-25: In Progress				2024-25: 86% Sense of Safety 86% School connectedness		
29	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 84% Sense of Safety 81% School connectedness			2024-25: In Progress				2024-25: 86% Sense of Safety 83% School connectedness		
30	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 85% School connectedness			2024-25: In Progress				2024-25: 82% Sense of Safety 86% 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 INTERVENTIONS	WCPA received a RED Performance level on the Suspension Rate for students with disabilities as a result the following improved services will be provided to improve suspension rates for students with disabilities. 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 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	Fully	Wonderful College Prep Academy (WCPA) has successfully implemented comprehensive improvements to address suspension rates and attendance concerns, particularly for students with disabilities who received a RED Performance level on the Suspension Rate indicator. These initiatives have enhanced college and career readiness for English Learners while reducing chronic absenteeism across student groups. WCPA's Director of Student Support Services has established a Student Attendance Team, including Student Incident Response Coordinators, to address attendance issues and family barriers to attendance. The team identifies at-risk students, conducts home visits, and develops attendance plans that include tiered interventions and wraparound services. Additional bus transportation routes have been added in response to family requests.	$4,159,242	$898,242

#	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
		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 needs of our students and their families, a vulnerable population facing significant barriers to access. School-based Health Centers (SBHCs)		The academy has strengthened its Positive Behavioral Interventions and Supports (PBIS) implementation, including celebrations and incentives for positive behavior. Each school day begins with welcoming announcements that celebrate academic goals and build school culture. Social Workers and Student Affairs Specialists conduct home visits for disengaged students, while Assistant Principals lead school culture initiatives and address behavioral challenges. WCPA has established the Wonderful Student Wellness Center, staffed with bilingual healthcare professionals, providing comprehensive wraparound services. The center offers social-emotional, behavioral, and mental health counseling alongside preventive care, immunizations, chronic illness management, nutrition counseling, COVID testing, and other essential health services. This school-based health center model provides convenient, accessible care that addresses students' physical and mental		

#	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
		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: • School transportation costs • 12 Transportation staff • PBIS incentives • School Climate & Culture initiatives • LiveSchool software • Director of Students Services • 2 Social Workers • 3 School Psychologist • School Psychologist Intern		health needs in real-time, reducing lost instructional time and supporting improved attendance and engagement. Student progress is monitored through the Aeries student information system and the Kern Integrated Data System (KiDS).		

#	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
		• 2 Student Incident Response Coordinators • Field trips & special activities • School Nurse • Nursing services • 2 Assistant Principals • Family & Community Counselor • Care Solace software • MTSS consultants Director of Student Support Services				
2	**PROMOTING A COLLEGE-GOING CULTURE**	WCPA received a RED Performance level on the CCI for English Learners, as a result the following improved services will be provided to improve English Learners college and career readiness. As a college preparatory school an area of focus for WCPA is ensuring that students are meeting the College and Career Indicator (CCI) measures of the CA School Dashboard. WCPA will lead numerous efforts to ensure all students (including Unduplicated Pupils and Students with Disabilities) are meeting CCI requirements and provide resources to ensure the school's mission is adhered to. WCPA will continue operating three pathways (Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences) for students to select from with the goal that students earn a high school diploma and an associate degree (AA/AS) in these designated "high need" fields as identified by the U.S. Department of Labor	Fully	Wonderful College Prep Academy (WCPA) has implemented enhanced services to improve college and career readiness for English Learners in response to receiving a RED Performance level on the College and Career Indicator (CCI). The academy has strengthened its college preparatory focus through multiple initiatives ensuring all students, including Unduplicated Pupils and Students with Disabilities, meet CCI requirements. WCPA currently offers three dual-enrollment pathways—Agriculture Prep (Business/Economics), Teach and Lead, and Health Sciences—allowing all students to earn both a high school diploma and an associate degree in high-need	$543,241	$180,021

#	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
		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 and complete an internship through the Wonderful Agricultural Prep Pathways Program. We recognize that communities like Delano require that educational leaders fight concentrated poverty through exemplary educational practices by providing students more instructional time with more effective teachers than traditional educational entities offer. Therefore, we plan to provide opportunities to students to acquire *social capital*. Social capital encompasses the networks, relationships, and overall connections that students possess. These opportunities will focus on the following facets of social capital: 1. Opportunities for students to open doors for them to new experiences for personal and professional growth. 2. Opportunities for students to develop essential social skills such as communication, collaboration, empathy, and teamwork.		fields. Through a partnership with Bakersfield Community College, WCPA ensures equitable course access, continuous student progress monitoring, and internship opportunities via the Wonderful Agricultural Prep. To address concentrated poverty in the Delano community, WCPA has implemented programs to build students' social capital through networks, relationships, and connections. These opportunities provide students with new experiences for personal and professional growth, development of essential social skills, and engagement in civic activities and volunteer initiatives. To support these initiatives, WCPA has invested in a Student Development Teacher Counselor, Naviance software, a DESS Manager and Trajectory Assistant, five Dual Enrollment Support Specialists, and college and university visits. Rather than offering Advanced Placement courses, WCPA focuses on dual enrollment opportunities for all		

#	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
		3. Opportunities for students to engage and participate in civic activities and volunteer initiatives. Note: Wonderful College Prep Academy does not offer Advanced Placement Courses, because the focus is on all students participating in dual enrollment and earning an associate's degree. Also, WCPA offers CTE courses which count as dual enrollment not CTE Pathways. Funding will be used to invest in: • STD Development Teacher Counselor • Naviance software • DESS Manger & Trajectory Assistant • 5 Dual Enrollment Support Specialists College & University visits		students to earn an associate's degree, with CTE courses counting as dual enrollment rather than CTE Pathways.		
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	Fully	Wonderful College Prep Academy (WCPA) has implemented a whole-child approach to support student needs, creating a school culture and climate that promotes active engagement, positive interactions, safe learning environments, and college and career readiness. WCPA is developing and implementing an Early Warning System to track and support students in academic performance, discipline, and chronic	$1,315,398	$372,939

#	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
		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. 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 • 7 Campus Supervisors • Athletic Director & Assistant Athletic Director • Athletic team supplies and event fees		absenteeism. While this system continues to evolve, the Student Support Team has established criteria to identify at-risk students and develop tailored interventions for those requiring additional academic, behavioral, or attendance support. The Early Warning System integrates with multiple platforms: Aeries student information system, the Kern Integrated Data System (KiDS) for tracking chronic absenteeism, and Panorama student surveys. This integrated approach allows WCPA to provide intensified services through its Data-Based Decision-Making (DBDM) process, supporting a Multi-Tiered System of Supports (MTSS). As the system development progresses, WCPA continues to refine these supports and uses data to evaluate and improve services, maintaining its focus on creating a positive school climate that promotes student engagement, safety, and college and career readiness.		

#	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
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.	$15,580	$0
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	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	$729,306	$233,307

#	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
		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.		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 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		

#	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
				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 improve campus safety and security.	$4,084,187	$1,122,689