



Compliance and Improvement Monitoring Process
Step 3: Plan for Improvement
California Department of Education – Special Education Division



WCCUSD STEP 3
ACTION PLAN DEVELOPMENT
PROPOSED MEASURABLE OUTCOMES AND ACTIVITIES
Workgroup Meeting:

REMEMBER EVERY MEASURABLE OUTCOME AND ACTIVITY MUST BE ALIGNED WITH THE ROOT CAUSES

Prioritized Root Causes

List no more than three root causes, prioritized in order of importance, along with data summary statements that support the root cause:

Root Causes - revised	Data Summary Statements
RC1: Inconsistent implementation of inclusive and culturally responsive MTSS interventions, supports, resources, and staff training across academic, behavioral and social/emotional domains; inconsistent adoption of school-wide and classroom of the Behavioral Matrix and Positive Climate strategies limiting site teams to fully address the whole child across critical areas such as academics, behavior, attendance, social-emotional learning, and equitable outcomes.	Data reflects an overrepresentation of AA/Black students for discipline/behavioral, but does not capture behavioral data for White students who are significantly disproportionate on enrolled in separate schools. Section 504 analysis for implementation or as considered alternative was limited because district record keeping was inconsistent. Notable quotes from the focus groups that speak to root cause five: cultural dissonance, mindsets and the need for inclusive practices and culturally responsive pedagogy.
RC2: Inconsistent awareness, adherence to, and enforcement of policies and procedures, including underutilization of Section 504 plans, contribute to the overrepresentation of students in separate settings and indirectly impact disciplinary outcomes, such as higher suspension rates among African American students.	Notable quotes from the focus groups that speak to root cause three and the underutilization of Section 504. See Step 2



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RC3: A lack of transparency and engagement with all parents has resulted in distrust and communication gaps, particularly among African-American/Black and White families. Implicit bias has further hindered authentic, culturally proficient parent engagement, shared expectations, and strong relationships. To address these challenges, the Equity Initiative should include targeted actions to reduce implicit bias and build cultural proficiency among staff and stakeholders, fostering more equitable and meaningful parent-school partnerships.

Examination of Policies and Procedures yielded the following data regarding the areas of Equity and Culture. See Step 2

WCCUSD POTENTIAL MEASURABLE OUTCOMES AND ACTIVITIES

Section 2: High Leverage Strategies and Supporting Activities; Expected Measurable Outcomes; Standards of Success; and Methods of Measurement

For each high leverage strategy selected by the CIM Team, describe the Expected Measurable Outcome(s) as a result of implementing each high leverage strategy. Include a description of the quantifiable standard of success and applicable root cause(s). SIGDIS LEAs must also list the identified target population.

For each activity, describe the standard of success and how it will be measured. Identify the staff responsible for implementation and monitoring of the activity, as well as the associated timeline and the required resources. SIGDIS LEAs must also list the related funding source.

Collectively, high leverage strategies should address prioritized root causes. Please be specific.

- High Leverage Strategy #1
- High Leverage Strategy #2
- High Leverage Strategy #3

High Leverage Strategy #1

High Leverage Strategy: Implement with fidelity a culturally responsive District Wide Behavior Matrix that includes alternatives to suspension, social emotional learning, and restorative practices.



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Expected Measurable Outcome(s)

By September 30, 2026, the District will strengthen the MTSS framework, including Section 504 adherence, to provide consistent and culturally relevant levels of support across academic, social-emotional, and behavioral domains. This will lead to a 5% decline in White students placed in Separate Schools and a 5% reduction in African American students' suspension rates.

Applicable Root Cause(s):

RC 1. Inconsistent implementation of inclusive and culturally responsive MTSS interventions, supports, resources, and staff training across academic, behavioral, and social-emotional domains; inconsistent adoption of school-wide and classroom-level Behavioral Matrix and Positive Climate strategies; and limited use of data-driven practices and policy adherence hinder site teams' ability to fully address the whole child across critical areas such as academics, behavior, attendance, social-emotional learning, and equitable outcomes.

R2: Inconsistent awareness, adherence to, and enforcement of policies and procedures, including underutilization of Section 504 plans, contribute to the overrepresentation of students in separate settings and indirectly impact disciplinary outcomes, such as higher suspension rates among African American students.

Target Population:

Selected SCHOOLS

The focal student population for WCCUSD are selected from the following schools:

- Fairmont Elementary
- Harding Elementary
- Kensington Hilltop
- Madera Elementary
- Mira Vista K-8
- Korematsu Middle School

The schools were selected based on the following criteria:

- Identified group (White students) enrollment above 20%
- School-wide attendance YELLOW or below on the CDE Dashboard
or
- Schoolwide Suspension ORANGE or below on the CDE Dashboard
or



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- High number of referrals for Section 504 or Special Education

FOCAL STUDENTS/Target Population

Our target group focuses on students in grades 4 through 8 at the selected schools who meet specific criteria designed to identify those most in need of support.

- **Chronic Absenteeism:** Identified as having three or more absences.
- **Below Grade-Level Proficiency:** Scoring below grade level on SBAC assessments in both English Language Arts and Mathematics.
- **Documented Incident:** Having at least one recorded incident on file.

Using the criteria above, 275 unique students were identified:

White: 145 students = 53%

Black: 31 students = 11%

Hispanic: 35 students = 13 %

Multi-Ethnicity: 27 students = 10 x%

Asian: 33 students = 12%

Pacific Islander: 1 student = <1%

Number of Unique Students at each Focal School

Fairmont Elementary: 20

Harding Elementary: 30

Kensington Hilltop: 10

Madera Elementary: 15

Mira Vista K-8: 35

Korematsu Middle School: 70

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
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Activity 1.1 Hire Sig/Dis Coordinator(1.0 FTE) • Lead the development and implementation of the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan • Ensure alignment of all activities with federal and state guidelines, including Individuals with Disabilities Education Act (IDEA) requirements • Provide regular reports to district leadership and stakeholders on progress toward measurable outcomes • Collect data for the CDE quarterly progress report • Collaborate with the Technical Assistance Facilitators regarding plan implementation • Provide the oversight to any CIM for Sig Dis funded staff who will be providing intentional targeted resources, interventions and supports to students • Convene a Core Implementation Team to continuously refine and implement the plan • Oversee the implementation of evidence-based practices and tools • Work with the fiscal department to connect the expenditures with the work.	SpEd/ Services Division	Jan. 2025 - Dec. 30, 2026	• Meeting Logs: Collaborate with stakeholders to design and monitor culturally responsive interventions aimed at reducing significant disproportionality • Reports: Analyze district and site-level data on student outcomes related to significant disproportionality, including identification rates, discipline referrals, and placement in restrictive settings • Tracking Tools: Create and maintain progress monitoring tools to track the implementation and impact of CCEIS interventions • Tracking Tools: Identify and allocate resources to support intervention efforts, including staffing (e.g., counseling interns,	CCEIS Funds \$234,000.00 (1 Coordinator)
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			academic support providers) and materials		
Activity 1.2 - Conduct training for administrators, teachers, and staff on Section 504 compliance and implementation. • Two 2-hour sessions for administrators on compliance and implementation of Section 504, including accompanying materials. • One 1-hour session for teachers at identified CCEIS schools. • Update of Section 504 in the parent handbook • Create a district-specific flowchart	CIM for Sig Dis Coordinator Consultant, Dora Dome, Esq.	July 2025 -	Quiz/Surveys; Feedback; student data: • Administer a short quiz or survey before and after the session to assess knowledge regarding Section 504 compliance and implementation • Collect feedback from administrators after each session on the clarity of content, relevance to their role, and practical applicability • Conduct a follow-up survey or interview to evaluate how well administrators have implemented Section 504 strategies • Collect data on how well students with Section 504 plans are supported academically and behaviorally through assessments, academic performance		CCEIS Funds Consultant Contract \$12,000.00



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			tracking, or behavior incident records • Assess the need for additional training or support based on any challenges or gaps identified during the evaluation process		
Activity 1.2b - Develop and disseminate a standardized checklist for identifying and addressing the needs of students requiring Section 504 accommodations	CIM for Sig Dis Coordinator Consultant, Dora Dome, Esq.	March 2025 - July 2025	Developed Checklist		See Activity 1.2a
Activity 1.2c - Conduct an audit of current MTSS practices to identify gaps in academic, social-emotional, and behavioral support. Provide professional development on MTSS practices, focusing on culturally responsive interventions, tiered support systems, and progress monitoring	Melissa Virrueta, EdD	January 2025 - June 2025	Audit results; Professional development materials; Feedback		Consultant Contract \$24,000.00
Activity 1.2d - Implement a school-wide Positive Behavior Intervention and Support (PBIS) plan at each of the six school sites as part of a Multi-Tiered System of Support (MTSS) framework. This includes integrating a universal Social Emotional Learning (SEL) curriculum into Tier 1 supports and developing targeted Tier 2 and Tier 3 alternatives to suspension to address individual student needs equitably.	CIM for Sig Dis Coordinator Student Services Team Site COST Team Teachers	January 2025 - June 2026	Implementation training schedule; implementation records		N/A



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Activity 1.2e - Integrate the Behavioral Matrix and Positive Climate strategies into the MTSS framework to ensure consistency	CIM for Sig Dis Coordinator Student Services Team Site COST Team Teachers	January 2025 - June 2026	Matrix and list of strategies		N/A
Activity 1.3 Identify a CIM Site Lead at each CIM site. CIM SITE LEAD is responsible for communication, scheduling with site groups (ILT, SST, grade level etc) with the CIM Coordinator, and provides outreach and connections for Focal Scholars; consult with CIM Admin and assign Retired Administrators for case management. • \$1500/semester (Total 8 CIM Site Leaders) • 10 hrs/Month per site - Retired Administrator Support (4)	CIM for Sig Dis Coordinator	Spring 2025	Signed agreements; Site Lead Role & Responsibilities; implementation logs		Certificated Salaries and Stipends \$36,000.00 (8 CIM Site Lead stipend) \$72,800.00 (4 Retired Administrator Support)
Activity 1.3b Utilize instructional assistants to provide academic support and targeted Tier 2 interventions for focal students in the target group, offering up to 10 hours of support per week before or after school.	CIM for Sig Dis Coordinator	Feb. 2025 Sept. 30, 2026	Job description; service delivery logs; training dates and materials Instructional Assistants will assist teachers by delivering instructional and motivational support. This role		CCEIS Funds Classified salaries \$30.00/Hour 10 hours per week



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			involves providing group instruction, monitoring student progress, and maintaining open communication with students and their families. Training and ongoing support will be provided on the designated support programs and progress monitoring systems to ensure effective implementation and success.		\$117,600.00
Activity 1.3c Provide Tier 2 and Tier 3 therapeutic and clinical support for students and families, focusing on social-emotional learning (SEL) and social skills development. These services will offer targeted interventions to address emotional regulation, coping strategies, and interpersonal skills, with the goal of improving students' overall well-being and enhancing their ability to engage successfully in the school environment.	Mental Health Counselors (BACR) COST Teams CIM for Sig Dis Coordinator Teachers	Feb. 2025 - Sept. 30, 2026	Logs, notes, agendas, monitor effectiveness of the strategies and student progress through the ILP process. Case Management Software Social-Emotional Learning (SEL) Assessments Clinical observations and interviews		CCEIS Funds Contract BACR \$16,000.00 per counselor \$112,000.00 for 7 counselors across 6 sites
Activity 1.3d Provide Tier 2 and Tier 3 instructional support and targeted interventions to	Mental Health Counselors COST Teams	Feb. 2025 - Sept. 30, 2026	Logs, notes, agendas, monitor effectiveness of the strategies and		See Activity 1.3c LCAP



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enhance students' social-emotional learning (SEL) and social skills development. These supports will be integrated into the academic environment to foster self-regulation, positive peer interactions, and readiness to learn, ensuring alignment with academic goals and improved student outcomes. Families will be engaged as collaborative partners in reinforcing SEL strategies to create a supportive learning ecosystem that positively impacts academic achievement.	CIM for Sig Dis Coordinator Teachers		student progress through the ILP process.		
Activity 1.4 Support for this work will be provided by Data Analysts in the district. Their responsibilities will include providing data on student outcomes for the Quarterly Progress Reports and partnering with the Coordinator to develop and coordinate effective progress monitoring tools.	CIM for Sig Dis Coordinator; SELPA Director Data Analyst-Directors R/A Information Tech.	Jan. 2025 - Sept. 30, 2026	Progress Monitoring Checklists - Data Dashboards - Rubrics and Scoring Tools - Quarterly Report - Student Growth Trackers		N/A WCCUSD Data Analyst Research and Assessment Dept.
Activity 1.5 Explore and determine/select monitoring tools to conduct ongoing monitoring and tracking of the focal students on measurable outcomes.	Educational Services, CIM for Sig Dis Coordinator COST Teams	Feb. 2025 - Sept. 30, 2026	Provide copies of monitoring tools that will track student performance and progress on each measurable outcome and activity.		CCEIS Funds See Activity 1.2b, 1.2c LCAP Funds



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Activity 1.6 Provide ongoing coaching on student-centered progress monitoring and data collection to generate evidence of implementation fidelity.	Educational Services, CIM for Sig Dis Coordinator	Mar. 2025 - Sept. 30, 2026	Minutes from weekly coaching sessions with teachers and other support staff who are providing interventions to target students.		Certificated Salaries and Stipends See Activity 1.3 LCAP
Activity 1.7 Retired administrators will provide direct follow-up and case management support for target students by collaborating with the CIM Site Lead, academic support providers, and site administrators, and reviewing progress during each quarterly monitoring period.	Educational Services, CIM for Sig Dis Coordinator Retired Admin	Jan. 2025 - Sept. 30, 2026	Job description; service delivery logs; training dates and materials • Engage with target students to ensure they receive appropriate academic and behavioral support. • Work closely with the CIM Site Lead to coordinate efforts and ensure alignment with the Comprehensive Coordinated Early Intervening Services (CCEIS) plan. • Collaborate with academic support providers and site administrators to develop and implement interventions tailored to meet student needs. • Conduct regular reviews of student		Certificated Salaries and Stipends See Activity 1.3



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			progress data and outcomes to evaluate the effectiveness of interventions and recommend necessary adjustments. • Data from each monitoring plan will be systematically collected and analyzed to track progress and inform the Quarterly Reports		
Activity 1.8 Provide six interactive sessions focusing on: • Culturally Responsive Teaching Strategies: Tools and approaches to connect with diverse learners. • Authentic Student Engagement: Methods to foster meaningful participation and collaboration. • Implicit Bias Awareness: Exploring personal and institutional biases affecting student outcomes. • Cultural Competency in Practice: Understanding and respecting students' diverse cultural backgrounds. Implicit Bias and Cultural Competency Training:	Educational Services CIM for Sig Dis Coordinator Consultant (KML, EdD or MVA, EdD)	Feb. 2025 - September 2026	Agendas and powerpoint presentations from the six sessions and corresponding/ supporting materials - Pre- and Post-Professional Development Surveys - Classroom Observation Data - Student Performance Data - Student Surveys and Feedback - Consultant Reports Data Collection and Evaluation analyses:		CCEIS Funds Consultant Contract - \$18,500.00



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• Offer targeted training to address disparities in disciplinary practices. • Equip staff with strategies to create inclusive learning environments. Collaborative Rubric Development: • Work with teachers to design a rubric for measuring student engagement, academic rigor, and behavioral outcomes in the classroom. Coaching Sessions with Consultants: • Facilitate follow-up coaching sessions for teachers to: ○ Analyze their teaching practices using the rubric. ○ Share insights and reflections on culturally responsive teaching. ○ Develop actionable steps to improve alignment with goals. - Consultant will work with the teachers to develop a rubric to measure student impact in the classroom. - Use insights and progress updates provided by the consultant during coaching sessions to track alignment			• Use the collaboratively developed rubric to measure student impact by assessing: • Levels of engagement, academic rigor, and behavior improvements. • Gather data on teacher progress and classroom dynamics during coaching sessions. • Analyze trends and outcomes to determine the effectiveness of training. Reports and Feedback: • Provide a summary of progress updates after each session to track alignment with goals. • Present findings from rubric data to identify areas needing further support and adjust training accordingly.		
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with goals and identify areas for further support - Analyze data collected using the collaboratively developed rubric to measure the impact of the strategies on student engagement and achievement					
Activity 1.9 Implement the SEL curriculum at Focal (CCEIS) Schools with fidelity checks to ensure consistent and effective delivery. Principals will oversee the implementation by collaborating with teachers, reviewing lesson plans, and conducting regular meetings to support and monitor the delivery of SEL lessons. - Administer surveys three times a year to assess students' understanding and application of SEL competencies. Include the results in the Quarterly Progress Reports to track trends and inform decision-making -	Educational Services, CIM for Sig Dis Coordinator, Site Principals Classroom Teachers Supervising Administrators	Feb. 2025 - September 2026	• Lesson Plan Reviews • Classroom Observations • Student Surveys on SEL Competencies • Staff Feedback Surveys • Monitor student behavioral metrics (e.g., office referrals, attendance) • Professional Development Records Student surveys on the SEL competencies 3 times a year and include results in the quarterly Progress Reports.		Certificated Salaries and Stipends
Activity 1.10 Convene a workgroup made up of district and site level administrators and support staff to review the District's discipline policies, practices and procedures	Associate Superintendent Student Support Services FACE Department	Feb. 2025 - August 2025	Work Group Report of Findings that outlines recommendations.		N/A



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Analyze absences, office referrals, and discipline that result in missed instructional time to improve systems of support and identify interventions for general and special education students. The work group will examine data and determine the effectiveness of the Discipline Behavioral Matrix and ascertain which strategies have been used successfully across the district to address alternatives to suspension.	Psychologists CIM for Sig Dis Coordinator				
Activity 1.11 Implement the recommendations from the 1.10 Work Group	Associate Superintendent Student Support Services Principals, Psychologists, CIM for Sig Dis Coordinator	June 2025 - June 2026	Timeline for Implementing recommendations Quarterly Progress Reports discussed in the Student Behavior Data Student attendance data		N/A
Activity 1.12 Adopt an Individualized Learning Plan template and convene ILP meetings for each scholar each semester. Template designed to engage staff, scholars, and their families during ILP meetings in monitoring behavior/SEL progress including suspension and referral data, setting SMART goals	CIM for Sig Dis Coordinator; Site Leads Retired Administrators	One per semester Jan. 2025 - September 2026	ILP Template ILP Meeting Records Individualized Learning Plans (ILPs) Behavior and SEL Progress Data SMART Goal Tracking Meeting Evaluation Forms Family Engagement Metrics (incl.		Certificated Salaries and Stipends



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(Elias, 2014), and engaging in formative self-assessment practices. A. Create a set of sample SMART goals for behavior. B. Develop individualized suspension & referral data reports for Scholars two times per year. C. Review reports with classroom teachers, students, and families through data chats during two ILP meetings. D. Collaboratively create SMART behavior/SEL goals for each Scholar in the ILPs based on suspension and referral data. E. Revise and update ILPs after each report. F. Create a progress report template to complement the ILP. G. Complete at least two progress reports that include ratings by staff and students (self-assessments) on progress toward goals. H. Establish an early warning indicator for behavior intervention in eduCLIMBER to use to prioritize and inform service and Scholar selection. These indicators should be			Attendance rates, feedback, and qualitative data from families participating in the ILP process) ILP meeting data		
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dynamic and current to avoid turning an indicator into a label or tracking students. The indicators should align with MTSS Guidance to identify students for differentiated Tier 1 supports and intensive Tier 2 or Tier 3 interventions.					
Activity 1.13 Focus Group interviews including AA and White students. Convene a series of Focus Groups with High School students and parents of High School students who are considered high achieving scholars to share their educational experiences, cultural identities, and suggestions for how to improve instruction.	CIM for Sig Dis Coordinator Consultant - Dr. Mary Bacon Psychologists	February 2025 - August 2025	Final report and recommendations		Consultant Contract \$5,000.00
Activity 1.14 With the support of a consultant, conduct a file review of White students in separate schools to look for trends in the interventions provided prior to identification, Section 504 Plan purpose and utilization, and any disparity in assessment results in order to assist in discussions about the CIM for CCEIS target group, pre-identification strategies, professional learning design, and Vision Scholar selection criteria.	CIM for Sig Dis Coordinator, Consultant - Dr. Mary Bacon Psychologists	February 2025 - August 2025	Final report and recommendations Beyond SST Software/Monitoring program Training Hours (20 hours training, \$600/4 hours)		Consultant Contract \$7,000.00 Training Hrs. \$3,000.00



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Activity 1.15 Work with the TAF team to support ongoing monitoring and implementation of the CIM plan		January 2025 - September 2026	contract; meeting notes		Consultant Contract \$15,000.00
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**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*

High Leverage Strategy #2

High Leverage Strategy:

Build a system to support improved **MTSS implementation**. Implement an MTSS framework with clear tiers of intervention, progress monitoring, and data-driven decision-making to identify and address student needs early, provide effective interventions and prevent unnecessary referrals to special education.

Expected Measurable Outcome(s)

By June 2026, the district will **strengthen the MTSS framework** that will provide appropriate, consistent, and culturally relevant levels of academic, social-emotional, and positive behavioral intervention support that will lead to a 5% decline in both the placement of White students in separate schools and African American students suspension rates.

Applicable Root Cause(s):

RC 1. Inconsistent implementation of inclusive and culturally responsive MTSS interventions, supports, resources, and staff training across academic, behavioral, and social-emotional domains; inconsistent adoption of school-wide and classroom-level Behavioral Matrix and Positive Climate strategies; and limited use of data-driven practices and policy adherence hinder site teams’ ability to fully address the whole child across critical areas such as academics, behavior, attendance, social-emotional learning, and equitable outcomes.

RC 2. Inconsistent awareness, adherence to, and enforcement of policies and procedures, including underutilization of Section 504 plans, contribute to the overrepresentation of students in separate settings and indirectly impact disciplinary outcomes, such as higher suspension rates among African American students.

Target Population:



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Selected SCHOOLS

The focal student population for WCCUSD are selected from the following schools:

- Fairmont Elementary
- Harding Elementary
- Kensington Hilltop
- Madera Elementary
- Mira Vista K-8
- Korematsu Middle School

The schools were selected based on the following criteria:

- Identified group (White students) enrollment above 20%
- School-wide attendance YELLOW or below on the CDE Dashboard
or
- Schoolwide Suspension ORANGE or below on the CDE Dashboard
or
- High number of referrals for Section 504 or Special Education

FOCAL STUDENTS/Target Population

Our target group focuses on students in grades 4 through 8 at the selected schools who meet specific criteria designed to identify those most in need of support.

- **Chronic Absenteeism:** Identified as having three or more absences.
- **Below Grade-Level Proficiency:** Scoring below grade level on SBAC assessments in both English Language Arts and Mathematics.
- **Documented Incident:** Having at least one recorded incident on file.

Using the criteria above, 275 unique students were identified:

White: 145 students = 53%

Black: 31 students = 11%



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Hispanic: 35 students = 13 %
Multi-Ethnicity: 27 students = 10 x%
Asian: 33 students = 12%
Pacific Islander: 1 student = <1%

Number of Unique Students at each Focal School

Fairmont Elementary: 20
Harding Elementary: 30
Kensington Hilltop: 10
Madera Elementary: 15
Mira Vista K-8: 35
Korematsu Middle School: 70

Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 2.1 Provide professional development focused on the effective implementation of the Discipline/Behavioral Matrix, with clear MTSS implementation instructions tailored to the teachers of the target students. In addition to these core training components, integrate implicit bias and cultural competency training. By incorporating both cultural responsiveness and bias awareness, staff will be better equipped to foster a	CIM for Sig Dis Coordinator, Psychologists, Principals, Teachers of Target Students; Student Support Services	Spring 2025	Minutes from the Professional Development, agenda, sign-ins, decks, feedback Behavior and SEL Data from Panorama		Teachers will be compensated for up to 10 hours of professional development conducted beyond their regular work hours. 500 hours @ \$42.00/hour Total = \$21,000.00



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fair and equitable classroom environment that supports the success of all students.					
Activity 2.2 - Form school-based MTSS teams to collaboratively review student data and develop individualized support plans. - Schedule regular team meetings to evaluate the effectiveness of interventions and make adjustments as needed. (4 to 6 week cycles) - Use data to monitor progress and adjust instructional strategies for individual student needs. - Train teachers on evidence-based instructional strategies and interventions to support struggling learners. - Include workshops on culturally responsive teaching to better address the needs of diverse student populations.	CIM Coordinator (District Level) School Principals Data Analysts Teachers Consultants (if applicable) CIM Site Lead, Psychologists	Spring 2025	Team meeting notes; student data; agendas, presentations materials and training decks		Teachers will be compensated for up to 15 hours to participate in meetings focused on progress monitoring and evaluation. 750 hours@ \$42.00/hour Total = \$31,500.00
Activity 2.3 Implement interventions recommended by the MTSS team collaboration at the site level.	CIM for Sig Dis Coordinator, Principals Site Lead,	Spring 2025	Intervention/implementation logs; student data		See Activity 2.2



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	Psychologists Teachers of Target Students				
Activity 2.4 Provide differentiated instruction in the classroom (Tier 1) to support diverse learning styles. Conduct regular universal screeners to identify students needing academic interventions. Implement targeted small-group interventions (Tier 2) for students struggling with specific skills. Offer intensive, individualized support (Tier 3) for students with significant academic challenges. Implement clearly defined Tier 2 and 3 interventions with progress monitoring with fidelity at all focal sites; assess need for universal support at targeted sites.	CIM for Sig Dis Coordinator, Principals, Site Lead, Psychologists Teachers of Target Students	Spring 2025	Lesson plan samples; universal screener reports/logs/schedule; intervention/implementation logs		See Activity 2.1, 2.2
Activity 2.5 - Collect and analyze behavioral data to identify trends and inform intervention plans, ensuring the use of this data to implement targeted	CIM for Sig Dis Coordinator, Principals, Site Lead,	January 2025, select and train on the screener.	- Individualized Learning Plans - Progress monitoring data including results from universal screeners, diagnostic		See certificated salaries/stipends See Activity 1.3 Consultant



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behavioral support for struggling students. - Coordinate efforts to provide pre-referral interventions before considering assessment for special education and related services. - Expand behavioral data analysis to include equity-focused metrics, such as disproportionality indices by race, gender, and disability status. - Develop tools to analyze data trends with a focus on cultural responsiveness, supporting the creation of interventions that are both effective and equitable for all students	Psychologists Teachers of Target Students	January to February, screen focus students and others identified through the SST process or teacher referral	assessment and/or progress assessments - Logs documenting frequency and duration of intervention sessions - Behavior Intervention Plans (BIPs) - Social-emotional learning plans - Data on SEL progress ● Observations ● Pre/Post Intervention assessments - Documentation of counseling sessions - Notes from MTSS meetings - Log of referrals for mental health support		Contracts See Activity 1.2b, 1.2c, 1.8
Activity 2.6 - Convene a Work Group to assess and review the Student Study Team (SST) process across the focal sites, ensuring its faithful implementation as a critical component of the MTSS Framework. - Audit of site-based SST data to evaluate fidelity in the timing of progress monitoring	Assistant Superintendent, Student Support Services, CIM for Sig Dis Coordinator		Report of Findings based on recommendations from the Study Group		N/A



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- Incorporate equity-focused questions into the SST audit, examining potential biases in referrals and disparities in access to interventions.					
Activity 2.7 - Convene a Work Group to assess and review the Student Study Team (SST) process across the focal sites, ensuring its faithful implementation as a critical component of the MTSS Framework.	Assistant Superintendent, Student Support Services CIM for Sig Dis Coordinator	Feb. 2025 - June 2026	Revised Protocol for Student Study Teams Guidance document outlining a systematic way to collect data to substantiate the fidelity of Student Study Process		N/A
Activity 2.8 Provide Professional Development regarding the effective implementation of the Section 504 Process aligned to current Board Policies and Administrative Regulations which will support providing students with disabilities student placement in the LRE.	Assistant Superintendent, Student Support Services CIM for Sig Dis Coordinator Consultant (atty Dora Dome)	Feb. 2025 - June 2026	Minutes/notes; dates; agendas, and powerpoint presentations; contractor contract		CCEIS Funds See Activity 1.2a
Activity 2.9 - Establish systems and protocols to analyze the Section 504 Plan process, ensuring consistent implementation of procedures and identifying the need for staff training to maintain fidelity. - Embed culturally responsive training within Section 504 protocol reviews	Assistant Superintendent (504), Student Support Services, CIM for Sig Dis Coordinator, Consultant (atty Dora Dome)	Feb. 2025 - June 2026	Updated Protocols for Section 504 data to determine the increase and utilization of Section 504 Contract		CCEIS Funds See Activity 1.2a



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and implementation systems to promote equitable practices and ensure all students' needs are effectively addressed.					
Activity 2.10 Convene a Study Group to update and revise the Special Education Handbook that is aligned with current Board Policies and Administrative Regulations.	Special Education SELPA Director Special Education Director Coordinators Consultants	Feb 2025- June 2025	Updated Special Education Handbook in alignment with current Board Policies and Administrative Regulations and LRE guidelines for student placement		Special Education Funds (IDEA)
Activity 2.11 Facilitate workshops for families on MTSS and Section 504 processes to ensure transparency and culturally responsive practices. 2.11 b - Conduct focus groups with families and community members to identify barriers to equitable implementation and gain feedback on MTSS effectiveness.	Student Services Team TAF	Spring 2025	Feedback from participants; focus group materials, notes and outcome report		LCAP Funds CCEIS Funds See Activity 1.15
Activity 2.12 Implement regular fidelity checks (e.g., walkthrough tools) for MTSS interventions to ensure culturally responsive and consistent implementation.	Student Services Team Site COST Team	Spring 2025	Reports with fidelity check findings; monitoring schedule with dates; tracking logs and walkthrough notes and feedback		N/A



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Activity 2.13 Develop tools that integrate cultural and contextual factors, such as language access and socioeconomic barriers, into progress monitoring processes.	Data and Assessment Coordinator Site COST Lead/Team		- Develop tools that consider cultural and contextual factors, such as language and socioeconomic barriers - Tracking student progress and identifying needs.		CCEIS Funds See Activity 1.8
Activity 2.14 Provide training for school leaders on fostering equity and cultural responsiveness within MTSS frameworks, ensuring that leadership models these values across all levels.	Professional Development Coordinator Student Services Coordinator	Spring 2025	- Surveys or feedback from school leaders assessing the effectiveness of the training and integration of equity and cultural responsiveness in leadership practice		CCEIS Funds See Activity 1.8 LCAP Funds

**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*

High Leverage Strategy #3

High Leverage Strategy:

Develop a District Equity Initiative to foster a culture of belonging for students by strengthening authentic parent engagement and education. This initiative will empower parents to actively support their children's learning and well-being, enhance trust and collaboration between families and schools, and promote equitable student outcomes. By building stronger parent-school partnerships, the initiative will create a more inclusive and supportive environment that directly contributes to student success and a sense of belonging.

Expected Measurable Outcome(s)



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By June 2026, the District will build and strengthen authentic parent engagement and partnerships. Progress will be evidenced by:

1. Increased participation in parent groups, including affinity and leadership groups, among families of focused students at focal schools.
2. A minimum of 75% of participants (275 target group parents) providing satisfactory evaluations of six (6) annual parent engagement sessions.
3. Improved transparency, communication, and relationships among stakeholders, as measured by a 25% increase in positive parent feedback on trust and collaboration surveys and a 30% reduction in identified communication gaps.

Applicable Root Cause(s):

RC3: A lack of transparency and engagement with all parents has resulted in distrust and communication gaps, particularly among African-American/Black and White families. Implicit bias has further hindered authentic, culturally proficient parent engagement, shared expectations, and strong relationships. To address these challenges, the Equity Initiative should include targeted actions to reduce implicit bias and build cultural proficiency among staff and stakeholders, fostering more equitable and meaningful parent-school partnerships.

Target Population:

Selected SCHOOLS

The focal student population for WCCUSD are selected from the following schools:

- Fairmont Elementary
- Harding Elementary
- Kensington Hilltop
- Madera Elementary
- Mira Vista K-8
- Korematsu Middle School

The schools were selected based on the following criteria:

- Identified group (White students) enrollment above 20%
- School-wide attendance YELLOW or below on the CDE Dashboard



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- or
 - Schoolwide Suspension ORANGE or below on the CDE Dashboard
 - or
 - High number of referrals for Section 504 or Special Education
-

FOCAL STUDENTS/Target Population

Our target group focuses on students in grades 4 through 8 at the selected schools who meet specific criteria designed to identify those most in need of support.

- **Chronic Absenteeism:** Identified as having three or more absences.
- **Below Grade-Level Proficiency:** Scoring below grade level on SBAC assessments in both English Language Arts and Mathematics.
- **Documented Incident:** Having at least one recorded incident on file.

Using the criteria above, 275 unique students were identified:

White: 145 students = 53%

Black: 31 students = 11%

Hispanic: 35 students = 13 %

Multi-Ethnicity: 27 students = 10 x%

Asian: 33 students = 12%

Pacific Islander: 1 student = <1%

Number of Unique Students at each Focal School

Fairmont Elementary: 20

Harding Elementary: 30

Kensington Hilltop: 10

Madera Elementary: 15

Mira Vista K-8: 35

Korematsu Middle School: 70



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Activity*	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/Methods for Evaluating Progress (as appropriate)	Resources Required (as appropriate)	Funding Source (SIGDIS Only)
Activity 3.1 Establish a set of parent communication tools and utilize the support of a Community Liaison who will facilitate ongoing communication and engagement of White, African American, and Hispanic families.	Student Support Services CIM for Sig Dis Coordinator, SELPA/SpEd Director Communications FACE	Feb 2025 - Oct. 2025	Communication tools, outreach and communication logs and records,		CCEIS Funds See Activity 3.4 LCAP Funds
Activity 3.2 Develop a parent engagement survey with open-ended questions to assess family needs and interests/concerns to identify resources that will improve communication and engagement with parents and community. Conduct the parent engagement surveys quarterly.	Student Support Services CIM for Sig Dis Coordinator SELPA/SpEd Director	April 2025 - September 2026	Survey tool, survey schedule, survey results, findings, outcomes		N/A



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Activity 3.3 Conduct listening sessions three times a year (at the beginning, middle, and at the end of the school year) with the focus parents at the focal sites including historically marginalized groups to gather ongoing qualitative feedback regarding parent needs and areas of interest.	CIM for Sig Dis Coordinator Student Support Services Team	March 2025 - September 2026	schedule, agenda/questions; Report of findings		N/A
Activity 3.4 Convene parent engagement seminars for the focal school parents as well as ongoing workshop series for families and school staff on topics relating to empowering families as equal status partners. The Family Engagement Learning Institute is a 2-day training for 6 school stakeholder teams. The teams assist with assessing present family engagement practices, implement activities, review school achievement goals, evaluate next steps and continue to improve and coordinate practices for the engagement of	CIM for Sig Disp Coordinator; Student Services, psychologists, site-based family liaisons (?)	by June 2026	Baseline attendance from first session and continued attendance, slide decks and presentation materials, feedback and surveys • Develop family engagement evaluation tools, report and recommendations, End-of-Year Impact Report Contract		CCEIS Funds Consultant (Teneh Weller) \$56,000.00



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families that support student learning outcomes. • 2-hour pre-training professional development with the Principals and CCEIS Coordinator • 1-hour pre-training meeting with participating parents and guardians • Facilitation of 3 hours of virtual (two 90-minute sessions), individual school coaching for 6 schools • Facilitation of 2-hour end-of-year virtual training with groups of 5 school teams to evaluate family engagement practices and prepare plan for the following year. Outside consultant/facilitators and district staff will be utilized to support the workshop series and observe engagement and give feedback and help facilitate the changes necessary to improve engagement with families					
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Activity 3.5 Update board policies and administrative regulations and submit to the Board of Education for approval. See detailed LIST BP 0410 BP 4111 BP 0460 LCAP BP 4112 / AR 4112.22 EL BP 4131 PD BP/AR 6159.2 NPS BP 6146.1 Graduation s BP/AR 5144.1 Suspension/Expulsion AR 5144.2 Suspension/Expulsion S	SELPA Director Legal Counsel Special Education Directors	March 2025	Board of Education approval	GAMUT samples	Special Education Funds (IDEA)
Activity 3.6 Update Handbooks: *SPED Procedural Manual *SST Handbook *Section 504 Handbook	SELPA Director Legal Counsel Student Services Director Ed Services Communications	June 2025	Completed Handbooks	Current Ed Codes Sample documents from other SELPAs/LEAs	Special Education Funds (IDEA) General Education Funds (Section 504)
Activity 3.7 Develop Guidance materials: MTSS/PBIS Handbook/Matrix	Student Services Director Communications	October 2025	Completed Guidance documents	UDL Materials CAST CASEL Samples from other LEAs	Special Education Funds (IDEA)
Activity 3.8 Train staff on guidance materials, board policies, and administrative regulations.	Special Education Dept. Directors Consultant PD Coordinator	March 2025 - November 2025	Scheduled training dates, PowerPoint presentations, sign-in sheets	Completed handbooks, guidance materials, board policies and	Special Education Funds (IDEA) General Education Funds



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	Student Services Human Resources			administrative regulations	
Activity 3.9 Publish and disseminate guidance materials, board policies, and administrative regulations for public access using multiple methods (i.e. letters home, district website pages, site based parent meetings and community meetings).	Communications School Site Administrators Family and Community Engagement IT Dept.	March 2025 - November 2025	Scheduled training dates, PowerPoint presentations, sign-in sheets	Completed handbooks, guidance materials, board policies and administrative regulations	Special Education Funds (IDEA)

**Add more rows for Activities, as needed. **If the activity is expected to be “on-going,” the End Date would be the point in which the activity is fully implemented and could be initially assessed.*