

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Authentic Engagement: Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Parent and Family Engagement Questionnaire. Source: CDE Priority 3A, 3C Building Partnership for student outcomes - currently rated 2/5	2022-2023 2/5 on perception rubric			2023-2024 2/5 on perception rubric	Increase to 4/5 on perception rubric
1.2	Middle School dropouts Source: CALPADS report 8.1B Priority 5C	2022-2023 Total # of Recorded Dropouts: 8 African American: 2 Asian: 0 Filipino: 1 Hispanic: 3 White: 2 UPC Student Group: EL: 3 Foster Youth: 0 SED: 5 SWD: 0			23-24 Total # Recorded Dropouts: 9	Decrease Total # of Recorded Middle Schools by 75%
1.3	High school dropout rate Source: DataQuest Priority 5D	2022-2023 Total Recorded Dropouts: 10.1% AA:12.2% Asian: 2.2% Filipino: 0% Hispanic: 12.5% More than two: 8.5% White: 6.9% UPC Student Group:			2023-2024 Total Recorded Dropouts: 10.8% AA: 7.3% Asian: 2.3% Filipino: 2.8% Hispanic: 12.2% More than two: 14% White: 8.3% UPC Student Groups:	Decrease Recorded High School dropouts by 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL:18.1% FY: 37.5% SED: 11.7% SWD: 17.2%			EL: 18.3% FY: 15.8% Homeless: 12.4% SED: 10.1 SWD: 11.3%	
1.4	Expulsion Rate DataQuest, CDE Priority 6B - School Climate	2022-2023 Total # of Students: 5 African American: 1 Hispanic: 4			2023-2024 Total # of students: 3 African American: 1 Hispanic: 2	Decrease expulsion rate will by 15%.
1.5	Combined Attendance Rate Source: PowerSchool data Priority 5A - Pupil Engagement	2022-2023: Elementary + Secondary= 90.97% Continuation= 90.95%			2023-2024: Elementary + Secondary = 92.07% Continuation = 81.07%	Increase attendance rate by 6%
1.6	Chronic Absenteeism Source: CA Dashboard Priority 5B - Pupil Engagement	2022-2023 ALL: 34.2%, declined 8.2% AA: 44.10%, declined 10.5% Asian: 17.20%, declined 4.6% Filipino: 21.90%, declined 6% Hispanic: 40.20%, declined 10.3% Two or More: 26.50%, declined 3.2% White: 21.10%, declined 1.1% UPC Student Group: EL: 38.50%, declined 10.3% FY: 35.10%, declined 30.1% SED: 40.90%, declined 10.3%			2023-2024 ALL: 28.4%, declined 6.2% AA: 38.1%, declined 3.7% Asian: 15.2%, declined 2% Filipino:13.5%, declined 8.4% Hispanic: 32.6%, declined 7.6% Two or More: 22%, decreased 4.5% White: 17.2%, declined 3.9% UPC Student Group: EL: 33.6%, decreased 4.9% FY: 48.8%, increased 13.7% Homeless: 57.1%	Decrease Chronic Absenteeism by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SWD: 43.7%, declined 7.8%			SED: 33.3%, decreased 7.6% SWD: 39.6%, decreased 4.1%	
1.7	Suspension Rate CA Dashboard. Priority 6A - School Climate	2022-2023 ALL: 4.8%, increased 0.7% AA: 11.9%, increased 1.3% Asian: 1.6%, maintained -.2% Filipino: 1.8%, increased 0.3% Hispanic: 4.5%, increased 1.0% Two or More: 3.7%, increased 0.8% White: 3%, increased 0.4% UPC Student Group: EL: 4.8%, increased 1.2% FY: 14.20%, increased 2.6% SED: 5.9%, increased 0.9% SWD: 8.6%, increased 8.65			2023-2024 ALL: 5.1%, increased by 0.3% AA: 12.2%, increased by 0.3% Asian: 1.5%, decreased by 0.1% Filipino: 2.1%, increased by 0.3% Hispanic: 5.1%, increased by 0.6% Two or More: 3.6%, increased 0.1% White: 2.5%, decreased by 0.5% UPC Student Group: EL: 4.6%, decreased 0.2% FY: 16.3% increased by 2.1% Homeless Youth: 14.2% SED: 5.8% decreased by 0.1% SWD: 7.4% decreased by 1.2%	Decrease suspension rate by 15%
1.8	Communication with parents Source: California Survey System (CalSCHLS) Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of UPP Priority 3C: Participation of Exceptional Needs Students	22-23 CalSCHLS data Parental perception of parent involvement: 59% agree/strongly agree % Participation of UPP			23-24 Percent of respondents reporting "Agree" or "Strongly Agree" All: 38% ES: 42% MS: 26%	Increase by 5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		% Participation of Exceptional Needs students			HS: 26% NT: 45%	
1.9	Student perception of school connectedness Source: California Survey System (CaISCHLS) Student Survey Priority 6C: School Climate	2022-23 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 68% Grade 4: 62% Grade 5: 57% Grade 6: 56% Grade 7: 49% Grade 8: 44% Grade 9: 46% Grade 10: 43% Grade 11: 45% Grade 12: 45% Race/Ethnicity, 3-12 Average: AA: 45.9% Asian: 55.2% Native Hawaiian/PI: 62.5% Hispanic: 50.8% 2 or More Races: 52.9% White: 56.5% American Indian/Alaska Native: 59.5%			2023-24 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70% Grade 4: 65% Grade 5: 62% Grade 6: * Grade 7: 49% Grade 8: 48% Grade 9: 49% Grade 10: 46% Grade 11: 51% Grade 12: 52% Race/Ethnicity, 3-12 Average: AA: 51.33% Asian: 57.22% Native Hawaiian/PI: 62.5% Hispanic: 54.1% 2 or More Races: 54.7% White: 57.1% American Indian/Alaska Native: 68%	Student perception of school connectedness results will improve to the following percent responding "Agree/Strongly Agree": Grade 3: 83% Grade 4: 77% Grade 5: 72% Grade 6: 71% Grade 7: 64% Grade 8: 59% Grade 9: 61% Grade 10: 58% Grade 11: 60% Grade 12: 60%
1.10	Student perception of meaningful participation at school Source: California Survey System (CaISCHLS) Student Survey Priority 6C: School Climate	2022-2023 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 43% Grade 4: 38%			2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 45% Grade 4: 40%	Student meaningful participation results will improve to the following percent responding "Agree/Strongly Agree": Grade 3: 58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 5: 31% Grade 6: 32% Grade 7: 24% Grade 8: 20% Grade 9: 24% Grade 11: 24% Race/Ethnicity, 3-12 Average: AA: 31.3% Asian: 28.1% Native Hawaiian/PI: 41.5% Hispanic: 28.2% 2 or More Races: 27.6% White: 27.1% American Indian/Alaska Native: 42%			Grade 5: 34% Grade 6: * Grade 7: 26% Grade 8: 23% Grade 9: 21% Grade 10: 24% Grade 11: 26% Race/Ethnicity, 3-12 Average: AA: 53, 42, 35, 29, 23, 21, 29, 24, 31 Asian: 42, 41, 33, 29, 23, 20, 29, 29, 30 Native Hawaiian/PI: Hispanic: 49, 40, 32, 25, 22, 21, 24, 25, 30 2 or More Races: 42, 36, 40, 19, 25, 21, 19, 29, 29 White: 36, 39, 41, 25, 21, 19, 18, 25, 26 American Indian/Alaska Native: 42, 45, 36	Grade 4: 46% Grade 6: 57% Grade 7: 39% Grade 8: 35% Grade 9: 39% Grade 11: 39%
1.11	Student perception of social and emotional learning supports at school. Source: California Survey System (CaSCHLS) Student Survey Priority 6C: School Climate	2022-2023 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70% Grade 4: 65% Grade 5: 59% Grade 6: 56% Grade 7: 68% Grade 8: 67% Grade 9: 24% Grade 10: 22% Grade 11: 24% Grade 12: 25%			2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70% Grade 4: 67% Grade 5: 61% Grade 6: Grade 7: 57% Grade 8: 57% Grade 9: 59% Grade 10: 58% Grade 11: 54% Grade 12: 45%	Student social and emotional learning support results will improve to the following percent responding "Agree/Strongly Agree": Grade 3: 85% Grade 4: 80% Grade 5: 74% Grade 6: 71% Grade 7: 83% Grade 8: 82% Grade 9: 39% Grade 10: 37% Grade 11: 39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Race/Ethnicity, 3-12 Average: AA: 60% Asian: 69% Native Hawaiian/PI: n/a Hispanic: 56% White: 60% American Indian/Alaska Native: n/a			Race/Ethnicity, 3-12 Average: AA: 67%E Asian: 68%E Native Hawaiian/PI:* Hispanic: 66%E 2 or More Races: 67%E White: 65%E American Indian/Alaska Native: 67%E	Grade 12: 40%
1.12	Graduation Rate CA Dashboard Priority 5E - Graduation Rate	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%,Maintained - 0.6% FY: Declined 6.7% SWD: 56.9%, Declined 5.1%			2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained -.2% Hispanic: 78.5%, declined -1.8% Two or More: 85.2%,declined -1.3% White 88.1%, maintained -0.4% UPC Student Group: EL: 69.6%, declined - 1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	Increase Graduation Rate by 6%

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1.13	Increase the number of public facing student performances across the district annually Source:Local Measure	2024-2025 Collect baseline data			2024-25: 72 planned VAPA performances K-12 As of Feb 6, there have been 31 performances	Increase the number of public facing student performances across the district annually by 6%
1.14	Increase parent attendance at the district sponsored parent empowerment workshops Source:Local Measure	2024-2025 Collect baseline data			Year to date: Increased parent participation by 35.8% at Parents as Partners and Leaders Conference w/53 parent attendees	Increase parent attendance at the district sponsored parent empowerment workshops by 6%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Positive School Culture & Climate In order to effectively address our red indicators which include reducing suspensions for African American students, foster youth, and students with disabilities, as well as improving our graduation rate for foster youth and students with disabilities we have designed a series of actions to engage both students and educational partners. Through program 3110 - Positive School Culture & Climate, we strive to create engaging learning environments, and provide necessary support systems to students and families. We will focus	Yes	Partially Implemented	Chronic Absenteeism District Rate: 26.3% Black/African American Students: 27.9% English Language Learners (ELLs): 32.4% Social-Emotional Learning & Wellness: Wellness Screener Participation: 75% TFI Walkthroughs Completed: 54/54 schools Suspension & Disproportionality	The Office of School Climate has made progress in implementing the strategies. Each strategy has been implemented to outlined in the plan and will continue for the rest of the year. Strategy 1 - CHKS survey is currently under implementation.	5,174,887.00	\$1,682,709

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	on ensuring that parents receive robust communication, that all students attend school, and that students have access to vital mental and behavioral health services. Further, we will continue to address discipline disproportionality by implementing alternatives to suspensions and targeted interventions, ensuring fair and equitable discipline for all students. We believe that by targeting supports for our students that are furthest from meeting the goal we will create equitable outcomes for the entire system. in coordination with our county office of education through technical assistance and designed a series of strategies to engage students and families. Strategy 1 - Feedback and Communication To ensure timely and accurate communication district staff will ensure that there is both access and utilization of communication and feedback platforms and the California Health Kids Survey. A clear and cadence of communication to families ensures that families have the ability to support their students' education. We will ensure that staff are trained in using these platforms effectively and monitor both the cadence of communications sent and how many recipients open the communications. These platforms, along with the administration of the California Healthy Kids Survey will provide high level communication			Overall Suspension Rate: 2.5% Black/African American: 6.3% ELLs: 3.2% Families in Transition (FIT): 7.5% Foster Youth: 13.4% Positive Behavioral Interventions: 83% increase in the use of Other Means of Correction (OMC). 66% of schools use evidence based SEL curriculum in classrooms, and have been provided training and support.	There remains a need to streamline family communication around the data, which has been shared with all district level PACS. Strategy 2 - Wayfinder and Second Step, two evidence-based SEL curricula, for all school sites. Accompanying these programs, the district has provided targeted training at the site level and hosted district-wide professional development to equip staff with the tools needed for effective SEL implementation. The emphasis has been on Tier 1 SEL strategies, ensuring that all schools have a foundational, preventative approach to		

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	and feedback. This must be augmented with targeted outreach to families who are not opening district communication to ensure access and updated contact information with an emphasis on targeted outreach to families of focal student groups. Strategy 2 - Social Emotional Learning To increase social emotional learning support, feelings of connectedness, and meaningful participation, the Office of School Climate will offer two evidence based SEL curricula to all schools, accompanied by professional development to support implementation. School Climate Teams will continue to meet and will be provided with planning and professional development focused on each school's School Plan for Student Achievement (SPSA) goals, indicators from the Tiered Fidelity Index (TFI) walkthroughs, and other identified needs. These strategies are funded by Program 3110 and community schools funding. Strategy 3 - Tiered Support To ensure students receive the appropriate services and supports beyond the classroom we will build a uniform CARE team referral process and training for school site staff around running effective CARE teams. CARE teams will meet and analyze student data to connect students to school based supports. When the school based supports				promoting student well-being, emotional regulation, and positive peer interactions. Recognizing the need for expanded mental health support, we have assigned District mental health clinicians to sites without services for students and have supplemented services provided by District staff with additional school-based clinicians. These clinicians have received training and oversight to effectively support high-needs and high-risk students, ensuring that their interventions are aligned with evidence-based best practices. Strategy 3 -		

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	are not sufficient, they will reach out to the Positive Climate team in the district for additional support. Through grant funding, district staff have been able to add 6 clinicians to an existing 4 Social Workers. Similarly, sites with high levels of disproportionality in student outcomes have been identified to receive Climate Coaches. This strategy is funded through program 3110 and the additional staff are funded through the Community Schools Grant. The are funded through Program 3110 and augmented by the Community Schools. Strategy 4 - Climate Coaching In order to strategically align resources to reduce the disproportionality of suspension, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs at all schools in collaboration with Community Schools Directors. We will provide support for schools as they form climate teams through professional development and individual coaching for Community School Directors (CSDs) and administrators. Additionally, we will identify targeted school sites to engage in professional learning related to alternatives to suspension and multi-tiered systems of support. In collaboration with community schools funding, we will fund a district behaviorist to support tiered coaching for staff and administrators. Evidence-based alternatives to suspension				We have developed a uniform CARE team referral process and provided training for school site staff on running effective CARE team meetings. To ensure consistent implementation of climate initiatives across all schools, we conducted Tiered Fidelity Inventory (TFI) . THE TFI gauges climate based systems on campus and provides data round which systems need strengthening to align with the PBIS framework. Additionally, administrators have been trained to identify students at risk of suspension based on early warning indicator data.		

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	programming will be implemented by school staff, supported by professional development focused on restorative practices, proactive classroom management, de-escalation, and understanding how trauma impacts behavior and learning. Strategy 5 - Attendance & Enrollment Campaign In order to improve overall attendance rates by 2%, we will implement several key actions. The Office of School Climate staff will train and build the capacity of school staff for tiered attendance outreach efforts, focusing on targeted sites. The School Attendance Review Team (SART) manual will be revised to ensure coordinated processes across the district. Positive School Climate attendance technicians will support daily, weekly, and monthly outreach to parents to address attendance issues. Additionally, we will design incentive and recognition programs for students who demonstrate perfect or improved attendance, both district-wide and at individual school sites through targeted attendance awareness campaigns. Strategy 6: Reduce the Disproportionality All Principals & Assistant Principals will engage in monthly Professional Learning Communities in which they analyze suspension data and receive professional learning around alternatives to suspension. This targeted professional learning				Strategy 4 - Climate coaching Through collaboration with Community Schools funding, we have also allocated These coaches provide targeted coaching for staff, supporting the implementation of universal tiered systems, and facilitated the TFI walk-throughs at 100% of our school sites. Strategy 5 - We have implemented several key attendance initiatives including: monthly collaborative spaces for attendance teams, intentional outreach and support for higher-need schools and students to ensure they		

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	and planning support is intended to ensure that administrators build the necessary skills and knowledge to reduce the suspension of Black/African American Students and increase their inclusion on campus. Part of this professional learning will include beginning the year by reviewing data, and determining which students are at risk of suspension. Risk factors for suspension include: previous disciplinary infractions, ability to read, and inclusion in Special Programs (SPED, EL, etc.) and race. Students who are deemed "high risk" for suspension should be referred to site CARE teams proactively to determine a proactive intervention.				receive targeted intervention services. One of the most significant milestones in this effort has been the completion and revision of the School Attendance Review Team (SART) manual. The SART manual ensures a coordinated district-wide approach to attendance interventions. Lastly, we have worked toward active messaging and campaigning around positive attendance. With the second phase of the campaign set to launch in March. Strategy 6 - A major focus of our work has been to reduce disciplinary disproportionality through targeted		

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					professional learning for administrators. All Principals and Assistant Principals participate in monthly Professional Learning Communities (PLCs) where they analyze suspension data, engage in reflective discussions on discipline disparities, and receive training on alternatives to suspension.		
1.2	Parent Engagement & Volunteer Outreach In order to effectively address our red indicators which include reducing suspensions for African American students, foster youth, and students with disabilities, as well as improving our graduation rate for foster youth and students with disabilities we have designed a series of strategies to engage students and families.	Yes	Partially Implemented	42 out of 54 School Site Councils established as of 2/7/25 (1 as of 2/1/24) 3 out of 5 District workshops held: Franklin Covey Leader in Me, Parents as Partners and Leaders Conference, and School Site Council training Parent Bill of Rights draft under review	The district has implemented the strategies in the plan and will continue to full implementation in the second half of the year. Strategy 1: The district has rolled out both communication software and a	364,025.00	\$280,651

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	Through program 3120 - Parent engagement and volunteer outreach, we seek to build thoughtful parent communication, community input, and build the capacity of staff to involve the community in creating caring schools. These strategies have been developed in coordination with the technical assistance provided by the Contra Costa Office of Education. Strategy 1 - Communication & Software support To increase feelings of connectedness among students we need the physical partnership of families on campus. The district will support ease of access to allow all educational partners a process to become badged volunteers to support any and all WCCUSD schools to thrive. Through this strategy, all volunteers will have access to get easily fingerprinted through the Parent Volunteer LiveScan and Database to conduct and house background screening for parent volunteers. Student and Family Communication Schools will utilize ParentSquare to implement two way communication processes that are clear to families and encourage timely mutual exchange of information. WCCUSD schools and district values timely communication and in the language of preference for our families. We will ensure that our communications are provided in multiple languages and the use of technology to enhance meetings by providing			7/9 DLCAP Meetings Held DLCAP Membership Campaign held 2925 Volunteers cleared through Verkada 73% of Community Schools implemented school wide visioning practices with students 80% of WCCUSD elementary community schools implemented Family Led Conferences	volunteer clearance process, this change process has been challenging and there is a need to continue to evaluate and refine both our communication and protocols. Strategy 2: The District has hosted three parent capacity building workshops, including the Parents as Partners and Leaders Conference, and two Franklin Covey Leader in me Workshops with a total of 75 attendees across the three events. These workshops supported families in the areas of behavior, socio-emotional well-being and attendance, academic proficiency, and middle, high		

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	simultaneous interpretation to support process and community building. Strategy 2 - Parent Capacity Building The District will host five parent capacity building workshops annually, including the annual Parents as Partners and Leaders Conference and targeted parent workshops to build authentic partnerships between parents and our district to close the opportunity gap for Special Education, English Language Learner, Foster Youth, Families in Transition, and African American families in the areas of behavior, socio-emotional well-being and attendance, academic proficiency, and middle, high school, and college and career readiness. This will be supported by the LCAP with funding for supplies, the coordinator of Community Engagement who will lead much of the work, babysitting, and outreach software. Other funding sources will include Title 1 and Community Schools. Strategy 3 - School Community Outreach Workers (SCOW) SCOWs will be provided to Title I elementary schools and will be responsible for supporting the operations of family events, including the development and distribution of monthly calendars with information on events, workshops, volunteer opportunities, and conducting targeted outreach strategies to subpopulations				school, and college and career readiness. Strategy 3: Across our district, School Community Outreach Workers have hosted 134 family engagement events within the first 3 months of school to create welcoming school communities, celebrate diversity and student achievements, connect families to resources and build parent capacity to monitor and support learning at home. Strategy 4: Each director leading programs funded by the LCAP has presented to the DLCAP at least once this school year.		

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	furthest from proficiency. School Community Outreach Workers will also be responsible for tracking and submitting attendance for family events and parent usage of ParentSquare to ensure that the district can monitor equitable access to information. School Community Outreach Workers support with outreach to all families to ensure that they have an equal opportunity to participate in Parent Advisory Committees (PACs). This includes SSC, ELAC, and AAPAC. Strategy 4: LCAP Program Monitoring We will hold monthly DLCAP meetings centered around each LCAP goal. Program directors will present metrics and progress toward the strategies under each goal and actions. The cadence of data analysis between the DLCAP committee and district staff will ensure that we have a common understanding of which programs are "kept" and "eliminated". Strategy 5: Parent Bill of Rights We agree to continue the work of the Task Force to create the Parent Bill of Rights to strengthen partnerships between parents, community, sites, and the district. We can present a draft to PACS by mid year for feedback in order to present to district leadership by the end of the school year. Strategy 6: Increase PAC Engagement				Strategy 5: The Office of Family and Community Engagement presented a draft of the Parent Bill of Rights Title I Policy in January. The Parent Bill of Rights Committee is working with the District to finalize the policy for board approval. Strategy 6: The Office of Family and Community Engagement has presented at five principal meetings and over 80 individual site technical assistance sessions		

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	Increase parent engagement by marketing and engaging targeted outreach. We will leverage principals and site administrators to increase the representation on PAC committees. This will be achieved through designated time in each principal meeting aligned to Family Engagement broadly, building PACS at their school site specifically, and aligning school site PACS to district PACS. This includes school site PACS advertising to parents opportunities to join district PACS.						
1.3	Whole Child Education In order to effectively address our red indicators which include reducing suspensions for African American students, foster youth, and students with disabilities, as well as improving our graduation rate for foster youth and students with disabilities we have designed a series of strategies to engage students and families. Through program 4240 - Whole Child Education, we strive to create engaging learning environments, and provide students with creative outlets, to invite the community to celebrate our students, and to ensure that there are both SEL and crisis supports readily available on school campuses. These strategies have been developed in coordination with the technical	Yes	Partially Implemented	31 public facing VAPA performances as of Feb. 1, 22 are anticipated by the end of the year 100% of Community Schools have functioning CARE Teams 73% of Community Schools implemented school wide visioning practices with students 80% of WCCUSD elementary community schools implemented Family Led Conferences	As a district, we continue to implement and refine our strategies to support the whole child. Strategy 1 As of February 6, 2025, 31 out of 72 Public Facing Performances have been executed. By discipline these include: 56 Musical performances, 15 Dance showcases, 6 Theater	3,059,675	\$1,220,732

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	assistance provided by the Contra Costa Office of Education. Strategy 1 - Visual and Performing Arts Programs (VAPA) The district VAPA Coordinator ensures that all students have access to a well rounded arts education. And, that students with particular interest or talent in the arts are able to access specialized programs as they advance through WCCUSD schools. For some students, this experience begins in our elementary music program and ends in specialty band programs. For others, it allows them experience a wide variety of arts from theater, traditional art to digital media classes. Our LCAP funded VAPA director oversees all of the Visual and Performing Arts programs in the district. He coordinates the work of Elementary Music Teachers, supports the materials and supplies budgets for all VAPA teachers, and ensures that our instruments are regularly prepared, and that our music teachers at the secondary level receive stipends for the countless after school hours they spend with our students. He ensures that VAPA teachers have "job alike" opportunities and access to Professional Development and Support. The Coordinator position and the repair and supplies, as well as access to VAPA education at each school are LCAP funded. These strategies are supplemented by Prop 28 funding as this funding source has allowed the district to				performances, 1 Media Arts exposition, 5 Visual Art Shows VAPA Coordinator facilitated Professional Development for Arts Integration: 4 VAPA Liaison sessions. 3 more will be conducted by the end of year. 2 Site PDs focused on VAPA and SEL (this is a new initiative, and the goal is to expand offerings this year and next) 10 PD's for Band / Orchestra Teachers / 11 more will be conducted by the end of year. Strategy 2: *data aligned above Strategy 3: 19 LCAP funded Community		

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	expand the VAPA program. Our VAPA strategies are also in line with the fourth pillar of Community Schools: expanded time and opportunities. We believe that the creative outlets provided by students help them to learn to think creatively, to express themselves effectively, and to engage in school. The critical thinking skills students gain in VAPA are transferable across content areas, and for many students provide an emotional outlet and an opportunity to celebrate their skills. Strategy 2 - Performing Arts - Theater Managers Our world class theaters are run by highly skilled Theater Managers who not only support student events, but teach students how to run the equipment and technology that . These spaces allow a space for communities to gather and celebrate student performances, for student performances which are the culminating activities of music and theater classes. There are four theaters across the district that meet a professional VAPA standard. These spaces are used by students across the district, and Theater Managers. Theater managers book the theater space, and then run the technology for school based and community events. These technical positions funded in the LCAP are critical to ensuring that students have spaces in which they can perform and share their talents with the community and also support our				School Directors and Wellness Center Managers to coordinate Wellness Centers and Community School strategy. These staff have participated along with SCOWS in 7 Community School Leadership Team Professional Development focused on Centering Community Experiences as an Anti-Racist Strategy for Student Success, Student Empowerment in the Classroom, and Family Capacity Building Strategy 4: The district community engagement staff has worked diligently too coordinate all		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	second and fourth of community schools pillars: family and community engagement, and extended time and learning opportunities. Strategy 3 - Access to Wellness Services Wellness services are a critical strategy in program 4240, and the services in this program align closely with those outlined in program 3110. WCCUSD provides access to wellness centers at all secondary schools. The LCAP funds support Community School Directors and some of the contracted services within our wellness centers. Additionally, these funds pay for the Director & Coordinator of Family and Community Engagement. These centrally funded people coordinate the work of Community Schools Directors, monitor student outcomes, and are also used as matching funds for the Community Schools Grants. These staff support the first two community schools pillars which include: integrated student support, and family and community engagement. Strategy 4 - Student, Family, and Community Engagement To support whole child education we will provide the central personnel necessary to create and implement cohesive district wide priorities. This staff is key to setting expectations and ensuring our district authentic engagement practices are aligned to the latest				strategies outlined in the LCAP as well as increase parent engagement and the integration of community voice in district plans and on school campuses.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	research to support our community. Key staff include the Director and coordinator of community engagement.						

Goal 2

Goal Description

Universal Systems & Accessible Support: Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teacher absences, excluding PD days Source: eschool Source:Local Measure	2022-2023: 15,910 days of absence			23-24 10,956 days of absence	Decrease by 15% from district-wide baseline data
2.2	Teacher Retention Source: HR Retention report Source:Local Measure	2022-2023 66%			23-24 68%	80% of teachers will be retained year-to-year
2.3	Teacher Experience: the number of staff with 3+ years of teaching experience Source: HR Seniority Report Source:Local Measure	2022-2023: 84%			23-24 82%	Increase percentage of staff with 3+ years of teaching experience by 9%
2.4	Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Source: Dataquest, CDE Priority 1A, 1B	2021-2022 Total # Teaching FTE: 1,362.2 Clear: 78% Out-of-Field (lacking subject matter competence): 3.3% Intern: 2.9% Ineffective (Short Term/Sub Permits): 9.9% Incomplete: 5.5%			2022-23 Total # Teaching FTE: 1,297.1 Clear: 77.9% Out-of-Field (lacking subject matter competence): 4.0% Intern: 2.7% Ineffective (Short Term/Sub Permits): 10.3% Incomplete: 4.6%	Increase appropriately assigned and fully credentialed (Clear) teachers by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.5	SBAC, Math Source: CA Dashboard Priority 4A	2022-2023 ALL: -86.8 DFS, increased 6.3 AA: -133.6 DFS, increased 12.2 Asian: 23.1DFS, increased 8.2 Filipino: -26 DFS, increased 8.7 Hispanic: -115.5 DFS, maintained 2.6 Two or More: -29.6 DFS, increased 8.8 White: -16.8 DFS, increased 5.2 UPC Student Group: EL: -129.5 DFS, declined 6.3 SED: -113.5 DFS, increased 6.2 FY: -188.7 DFS maintained 1.8 SWD: -159.8 DFS, increased 8.8			2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5* Filipino: -18.7 DFS, increased 7.3 Hispanic: -117.2 DFS, maintained 1.7 Two or More: -22.5 DFS, increased 7.1 White: -12 DFS, increased 4.8 UPC Student Group: EL: -128.5 DFS, maintained 1 SED: -113.8 DFS, maintained -0.3 FY: -180.4 DFS increased 8.3 1.8 SWD: -162.7 DFS, maintained -2.9 *Corrections to Baseline: 2022-2023 baseline scores reported a DFS of "23.1". That number should have been reported as "-23.1"	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in Math by 15.0 points or more
2.6	SBAC, ELA Source: CA Dashboard Priority 4A	2022-2023 ALL: -53.7 DFS, increased 3.1 AA: -89.2 DFS, increased 13.6 Asian: 4.5 DFS, increased 5.9 Filipino: 10.7 DFS, maintained 2.9			2023-2024 ALL: -55.8 DFS, maintained -2.2 AA: -104.1.8 DFS, declined 14.8 Asian: 4.4 DFS, maintained .10 Filipino: 18.2 DFS, increased 7.5	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by 15.0 points or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: -84.2 DFS, declined 3.7 Two or More: -56.9 DFS, increased 5 White: 20.4 DFS, increased 14.6 UPC Student Group: EL: -107.5 DFS, declined 10 SED: -82.7 DFS maintained -0.3 FY: -144.8 DFS, increased 3.8 SWD: -129.2 DFS, increased 8.6			Hispanic: -88.5 DFS, declined 4.3 Two or More: 8.5, increased 10.1 White: 19.9 DFS, maintained -0.5 UPC Student Group: EL: -110.7 DFS, declined 3.3 SED: -85.3 DFS maintained -2.5 FY: -127.1, increased significantly 17.7 SWD: -136.7 DFS, declined 7.5	
2.7	Graduation Rate Source: CA Dashboard Priority 5E	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%, Maintained -0.6% FY: Declined 6.7% SWD: 56.9%, Declined 5.1%			2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained -.2% Hispanic: 78.5%, declined -1.8% Two or More: 85.2%, declined -1.3% White 88.1%, maintained -0.4% UPC Student Group: EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	Increase graduation rate by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					FIT 83.3% increased significantly 9.1%	
2.8	Maintain 100% of students with access to standards aligned materials (per Williams' certification) Priority 1B - Basic Services	100% of students will have access in 2022-2023			100% have access to adopted materials per 2024 Williams certification.	100% of students will have access
2.9	Increase number of facilities with Good / Exemplary rating by 2 schools annually as measured by County Facility Inspection Tool Priority 1C - Basic Services	Fall 2023 County Williams FIT report: All 26 schools received Good/Exemplary facility ratings			For 2024 34 sites were evaluated with results as follows: 1 Exemplary 32 Good 1 Fair	Increase number of Williams schools with facilities with ratings of Good / Exemplary by 6 for a total of 8 Williams schools
2.10	Increase percentage of students who meet or exceeded CAST (Grades 5, 8, 10, 11, and 12 combined) Source: CA Dashboard Priority 4A	2022-23: ALL: 20% AA: 8% EL: 1% HL: 10% SWD: 4% LI: 12%			2023-2024: ALL: 19.91% AA: 12.5% EL: .9% HL: 17.34% SWD: 6.47% LI: 11.73%	Increase percentage of students who meet or exceeded CAST (Grades 5, 8, 10, 11, and 12 combined) by 9%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Additional Staff for Identified schools with high % UPC In order to effectively address our red indicators which include improving English Language arts outcomes for our Hispanic/Latinx/Language Learners, and Students with Disabilities; improving math	Yes	Fully Implemented	40.5 Teacher FTE assigned and 8.0 FTE additional staff	The district has identified 60% or higher UPP as a site with a "high UPP". Strategy 1 - Extra funding & teachers have	6,281,867.00	\$3,508,471

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	outcomes for Foster Youth, Hispanic/Latinx, and Language Learners; and, improving our graduation rate for foster youth and students with disabilities we have designed a series of strategies to recruit and retain staff in service of student achievement. Through program 1760 - Additional Staff for Identified schools with a high % UPP, we strive to provide additional staffing to our highest needs schools in order to to improve student achievement. Strategy 1 - Tailoring Instruction for our UPC Provide an additional number of staff who provide direct services to students at schools with a high concentration of foster youth, English Learners, and low-income students. The primary purpose of these additional staff will be to provide greater access to high-quality instruction for unduplicated students. The additional teaching staff allows students to access a wide variety of programming to meet both their interests and their academic needs. This strategy is in accordance with Education Code 42238.2.				been allocated to these sites through program assignment of teachers in specialized programming, ensuring that our higher needs students have access to specialized programs that support a relevant rigorous education.		
2.2	Employee Recruitment & Retention In order to effectively address our red indicators which include	Yes	Partially Implemented	7 current teachers from Teach for America	The district is committed to creating robust strategies to	18,276,593	\$17,426,933

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improving English Language arts outcomes for our Hispanic/Latinx/Language Learners, and Students with Disabilities; improving math outcomes for Foster Youth, Hispanic/Latinx, and Language Learners; and, improving our graduation rate for foster youth and students with disabilities we have designed a series of strategies to recruit and retain staff in service of student achievement. Through program 2315 - Employee Recruitment and Retention, we have considered support needed to recruit new teachers and to retain them in the profession. These strategies have been created with support of the County Office of Education through Technical Assistance. Strategy 1 - Teacher Induction Program All teachers in the State of California are required to clear their preliminary credential. However, most teachers have to pay the cost to clear their credential. This cost is often an undo burden for new teachers who are often also paying of student loans, and are still lower on the salary schedule. Our ability to offer an "in house", cost free induction program is a huge recruitment tool. It offsets the salary of new teachers as a fringe benefit. Additionally, it creates an opportunity for the district to provide streamlined professional development to new teachers and				recruit and retain our educators. Strategy 1 - Participants develop SMARTE goals grounded in the California Standards for the Teaching Profession (CSTP) to grow and reflect on their teaching practice. Mentor teachers support new teachers' growth and development through weekly collaboration and conducting inquiry cycles that include lesson observations. Professional development opportunities on The Art of Transformational Coaching and monthly sessions based on mentor feedback are provided for teachers.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teacher mentors. This professional development is tailored to the needs of new teachers, and includes training in anti racist pedagogy that is critical for professionals who serve historically underserved populations. This need is amplified by the fact that the majority of our staff are not representative of our students. The ability to provide professional development, anti racist and best practice driven, to teachers and stipends to the teachers who mentor our newest staff members helps to ensure that we can set a clear standard of excellence for the adults who serve our students who are fully certified to serve students. Strategy 2 - Competitive Salary Recruiting and retaining quality staff is essential for improving learning conditions for students. The ability to offer and maintain a competitive total compensation package for teachers allows our district to recruit quality educators to serve our students. Staffing all schools is a priority to ensure the basic conditions of learning are met. In addition, training new staff and supporting the growth of new teachers is critical to the development of our instructional programming. It also helps to ensure that our vacancies are filled, which removes the burden of subbing from our staff and helps us to retain them in the profession. This program allows for competitive recruitment and training to ensure				Strategy 2 - Although the District was unable to provide a salary increase to teachers for the 2024-2025 school year, we were able to give a one-time bonus and classroom materials stipend to all new and returning teachers. In addition to this incentive our health benefits package is competitive with surrounding districts. We are able to use this to recruit and retain teachers. We continue to attend job fairs, promote vacancies with highly visible job boards and surrounding universities. Strategy 3 - We continue to maintain a successful partnership with Teach for		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	quality educators across the district for all schools. Strategy 3 - Teach for America In order to support filling vacancies, the district continues to contract with Teach for America. Teach for America recruits teaching candidates (largely recent college grads) who have demonstrated excellence in leadership. Once selected, these candidates become "intern teachers." Intern teachers serve as full time teachers and earn their teaching credentials simultaneously. The working philosophy of Teach for America is that people who demonstrate excellent leadership have the initiative and work ethic to learn how to teach and show emergent excellence as a new teacher at the same time. While the district acknowledges that the goal is to staff classrooms with experienced teachers, we also acknowledge that Teach for America teachers bring enthusiasm and passion to our schools and the contract with Teach for America is critical to filling vacancies. Strategy 4: Increase the number of Black/African American Educators We will strategically advertise and recruit from Historically Black Colleges, Black Greek Organizations, and work with our current parents and ASAAT teams to market and teaching opportunities specifically to				America. This year we have a total of 7 teachers who are serving in our schools. Our goal is to assign teachers in schools with the highest need to create equitable access to qualified teachers. Strategy 4 - While the District was unable to travel out of state to recruit from HBCUs human resources stands committed to recruit local Black/African American educators		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	black/African American prospective educators.						
2.4							

Goal 3

Goal Description

Relentless Attention to Achievement: Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	CTE and A-G course Completer (Met Both) Source: DataQuest, CDE Priority 4C, 4D	2022-2023 ALL:12.8% AA: 8.5% Asian:19.6% Filipino: 20.1% Hispanic:12.1% Two or More:12.2% White:12.3% UPC Student Group: EL: 6.8% SED:13.3% FY: 5% SWD: 5%			2023-2024 ALL:12.2% AA: 7.9% Asian:22.4% Filipino: 13.4% Hispanic:11.4% Two or More: 9.3% White:12.7% UPC Student Group: EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	Increase the percentage of students who met both CTE and A-G criteria by 9%
3.2	ELPAC Source: CA Dashboard Priority 4E	2022-2023 40% of All EL Students progressed Level 1: 33.02% Level 2: 30.25% Level 3: 27.18% Level 4: 9.56%			2023-2024 39.8% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level Level 1: 39.50% Level 2: 29.78% Level 3: 28.60% Level 4: 13.12%	Increase the percentage by 9%
3.3	SBAC, ELA average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2022-2023 ALL: -53.7 DFS, increased 3.1			2023-2024 ALL: -55.8 DFS, maintained -2.2	Increase average distance from standard (DFS; points above or below standard) on smarter

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		AA: -89.2 DFS, increased 13.6 Asian: 4.5 DFS, increased 5.9 Filipino: 10.7 DFS, maintained 2.9 Hispanic: -84.2 DFS, declined 3.7 Two or More: -56.9 DFS, increased 5 White: 20.4 DFS, increased 14.6 UPC Student Group: EL: -107.5 DFS, declined 10 SED: -82.7 DFS maintained -0.3 FY: -144.8 DFS, increased 3.8 SWD: -129.2 DFS, increased 8.6			AA: -104.1.8 DFS, declined 14.8 Asian: 4.4 DFS, maintained .10 Filipino: 18.2 DFS, increased 7.5 Hispanic: -88.5 DFS, declined 4.3 Two or More: 8.5, increased 10.1 White: 19.9 DFS, maintained -0.5 UPC Student Group: EL: -110.7 DFS, declined 3.3 SED: -85.3 DFS maintained -2.5 FY: -127.1, increased significantly 17.7 SWD: -136.7 DFS, declined 7.5	balanced/SBAC state assessments in English Language Arts/Literacy by 15.0 points or more
3.4	SBAC, Math average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2022-2023 ALL: -86.8 DFS, increased 6.3 AA: -133.6 DFS, increased 12.2 Asian: -23.1DFS, increased 8.2 Filipino: -26 DFS, increased 8.7 Hispanic: -115.5 DFS, maintained 2.6 Two or More: -29.6 DFS, increased 8.8 White: -16.8 DFS, increased 5.2 UPC Student Group: EL: -129.5 DFS, declined 6.3 SED: -113.5 DFS, increased 6.2			2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5* Filipino: -18.7 DFS, increased 7.3 Hispanic: -117.2 DFS, maintained 1.7 Two or More: -22.5 DFS, increased 7.1 White: -12 DFS, increased 4.8 UPC Student Group: EL: -128.5 DFS, maintained 1 SED: -113.8 DFS, maintained -0.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in mathematics from by 15.0 points or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		FY: -188.7 DFS maintained 1.8 SWD: -159.8 DFS, increased 8.8			FY: -180.4 DFS increased 8.3 1.8 SWD: -162.7 DFS, maintained -2.9	
3.5	UC/CSU eligible A-G Eligibility (Grads & Non-Grads) Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL:39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL16.3% FY: 5% SED:31.9% SWD: 11.7%			2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6% UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	Increase the percentage of Students with UC/CSU eligible A-G credits by 9%
3.6	Graduation Rate Source: CA Dashboard Priority 4H	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3%			2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained -.2% Hispanic: 78.5%, declined -1.8% Two or More: 85.2%,declined -1.3% White 88.1%, maintained -0.4% UPC Student Group: EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4%	Increase Graduation Rate by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: 81.3%, Maintained - 0.6% FY: 60 % Declined 6.7% SWD: 56.9%, Declined 5.1%			FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	
3.7	College/Career Ready Source: California Dashboard College/Career indicator Priority 8	2022-2023 ALL: 34.1% AA: 18.1% Asian: 58% Filipino: 60.4% Hispanic: 27.3% Two or More: 36.1% White: 50.9% UPC Student Group: EL: 12.9% FY: 5.9% SED: 27.9% SWD: 9.1%			2023-2024 ALL: 35 % AA: 22.7% Asian: 63.2% Filipino: 57.1% Hispanic: 28.2% Two or More: 25.9% White: 48.4% UPC Student Group: EL: 13% FY: 11.1% SED: 30.1% SWD: 9.8%	Increase College/Career Preparedness by 9%
3.8	Advanced Placement Exams (AP) students with scores of 3 or higher Source: College Board Priority 4G	2022-2023 Total taking AP Exams = 1,393 Total scoring 3 or higher = 656 ALL: 28.31% AA: 0.78% Asian: 6.47% Hispanic: 9.84% Two or More: 2.42% White: 7.12%			2023-2024 Taking AP Exams: 956 Scoring 3+: 520 All: 54.39% African American 2.31% American Indian 0.19% Asian 21.92% Filipino 6.54% Hispanic 26.92% Pacific Islander 0.19% Two or More Races 7.69% White 34.23%	Increase the percentage of students scoring 3 or higher by 9%
3.9	Reclassification Rate Source: Internal Data Base	2022-2023			2023-2024	Reclassification Rate will increase by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 4F	Reclassification Rate: 8%			Reclassification Rate: 10.8%	
3.10	CTE Pathway Completer Source: DataQuest, CDE Priority 4D	2022-2023 ALL: 18.1% AA: 13% Asian: 26.8% Filipino: 22.4% Hispanic: 18.3% Two or More Races: 16.2% White:14.5% UPC Student Group: EL: 12.1% FY: .10% SED: 19.3% SWD: 8.2%			2023-2024 ALL: 18.8% AA: 12% Asian: 27.2% Filipino: 21.3% Hispanic: 19.2% Two or More Races: 13% White:18.7% UPC Student Group: EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9	Increase the percentage of students who complete CTE pathway by 9%.
3.11	A-G Eligibility Source: DataQuest, CDE Priority 4D	2022-2023 ALL:39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL16.3% FY: 5% SED:31.9% SWD: 11.7%			2023-2024 ALL: 35 % AA: 22.7% Asian: 63.2% Filipino: 57.1% Hispanic: 28.2% Two or More: 25.9% White: 48.4% UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	Increase the percentage of students who are A-G Eligible by 9%
3.12	SBAC, English Language Arts/Literacy for Grade 11 Percent who meet or exceeded Standards Source: CA DataQuest	2022-2023 ALL: 32.5% AA: 30.52% Asian: 69.42%			Spring 2023-2024 data ALL: 41.2% AA: 25.71%	Increase the percentage of Grade 11 students who met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 4H	Filipino: 69.23% Hispanic: 43.39% Two or More: 40% White: 65.32% UPC Student Group: EL: 8.14% FY: No score less than 11 students SED: 41.85% SWD: 12.57%			Asian: 63.48% Filipino: 78.5% Hispanic: 29.81% Two or More: 61.84% White: 65.37% UPC Student Group: EL: 2.74% FY: No score, fewer than 11 students SED: 32.35% SWD: 11.91%	Standards in ELA by 9%
3.13	SBAC, Mathematics for Grade 11 Percent who met or exceeded Standards Source: CA Dashboard Priority 4H	2022-2023 ALL: 17.64% AA: 8.62% Asian: 36.02% Filipino: 32.5% Hispanic: 8.62% Two or More: 24.39% White: 36.64% UPC Student Group: EL: 7.49% FY: No score less than 11 students SED: 12.59% SWD: 2.3%			Corrections to Metric as of January 2025 should read: "SBAC, Mathematics for Grade 11 Percent who meet or exceeded Standards" Source: DataQuest Spring 2023-2024 ALL: 17.05% AA: 5.03% Asian: 34.43% Filipino: 24.77%* Hispanic: 9.1% Two or More: 26.32% White: 46.85% UPC Student Group: EL: 2.23% FY: No data, fewer than 11 students SED: 10.61% SWD: 1.58%	Increase the percentage of Grade 11 students who met or exceeded Standards in mathematics by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.14	SBAC, ELA percent of students meeting or exceeding for all students Source: CA Dashboard Priority 4A	2022-2023 ALL: 32.5% AA: 20.38% Asian: 52.47% Filipino: 56.72% Hispanic: 21.49% Two or More: 52.2% White: 59.53% UPC Student Group: EL: 4.71% FY: 5.26% SED: 21.91% SWD: 9.51%			2023-2024 ALL: 32.53% AA: 18.3% Asian: 54.48% Filipino: 60.96% Hispanic: 20.4% Two or More: 55.77% White: 61.56% UPC Student Group: EL: 4.92% FY: 9.52% SED: 22.39% SWD: 10.55%	Increase the percentage of students who met or exceeded Standards in ELA by 9%
3.15	SBAC, Math percent proficient for all students Source: CA Dashboard Priority 4A	2022-2023 ALL: 22.36% AA: 9.37% Asian: 43.12% Filipino: 42.49% Hispanic: 12.23% Two or More: 42.33% White: 47% UPC Student Group: EL: 4.28% FY: 5.56% SED: 13.29% SWD: 7.35%			2023-2024 ALL: 17.07% AA: 9.39% Asian: 47.04% Filipino: 45.77% Hispanic: 12.46% Two or More: 43.45% White: 49.8% UPC Student Group: EL: 5.08% FY: 0% SED: 14.43% SWD: 7.33%	Increase the percentage of students who met or exceeded Standards in Math by 9%
3.16	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 32.84% AA: 24.06% Asian: 56.1% Filipino: 46.66% Hispanic: 26.49% Two or More: 51.61% White: 37.04%			Fall 2024 Kindergarten - 8th Grade ALL: 15.4% AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7% Two or More: 30.6% White: 31.4%	Increase the percentage of students early on grade level and above by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		UPC Student Group: EL: 13.67% FY: 40% SED: 28.75% SWD: 19.23%			UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7% 9th-11th Grade ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7 White: 26.1 UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	
3.17	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 40.11% AA: 27.92% Asian: 59.99% Filipino: 65.2% Hispanic: 27.99% Two or More: 64.72% White: 67.79% UPC Student Group: EL: 16.07% FY: 21.62% SED: 30.02% SWD: 18.5%			Fall 2024 Kindergarten - 8th Grade ALL: 24.2% AA: 15.6% Asian: 37.6% Filipino: 45.7% Hispanic: 13.5% Two or More: 46.2% White: 50.3% UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4% 9th-11th Grade ALL: 18.5%	Increase the percentage of students early on grade level and above by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					AA: 10.8% Asian: 29.4% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8% UPC Student Group: EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	
3.18	Percentage of TK students uppercase letter recognition, ESGI Source:Local Measure	2023-2024: ALL: 83% AA: 97% EL: 57% SWD: 87% *Working on disaggregating data to include all student groups moving forward			Fall 2024 assessment results: ALL: 54.12% AA: 59.57% Asian: 76.47% Filipino: 83.33% Hispanic/Latino: 29.02% Pacific Islander: 100% Two or More: 76.81% White: 75.31% EL: 62.77%% Foster Youth: 0% Socioeconomically Disadvantaged 41.16% SWD: 51.61%	95% of TK students will meet the end of year grade level benchmark in uppercase letter recognition, ESGI
3.19	Increase student access to courses with early college credit embedded in our CTE coursework/Pathway programs Source:Local Measure	2023-2024 16 college courses offered within the high school day			2024-2025 18 college courses offered within the high school day	25 college courses offered within the High School day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Fall 2024: 11 sections of college courses offered Spring 2025: 26 sections in process Summer 2025: 2 sections planned	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Allocations to Schools In order to effectively address our red indicators which include increasing ELA and Math for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, we have designed a series of strategies to support all schools' Plans for Student Achievement (SPSA). Through program 0000 - Allocations to Schools, we will provide supplemental funds to address the specific needs of the unduplicated subgroups at each school site. This program allocates about 3.8 million dollars of LCFF to support school site to implement their SPSA goals which are aligned to this LCAP. Strategy 1 - Data analysis and Prioritizing The district will ensure that each school site develops their SPSA by first analyzing state and local	Yes	Ongoing Implementation	3.8 million dollars of LCAP funds allocated to school sites	In partnership with the Contra Costa County Office of Education, our central office teams have built structures that enable us to provide more comprehensive and cohesive support for school site leaders. Strategy 1 - We have organized principal meetings into 2 data focused PLC's. The academic PLC focuses on student achievement,	3,815,982.00	\$1,205,208

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	student outcomes in order to properly prioritize needs for the school. This process will be supported by district educational services staff and with educational partners of each respective school site. School sites will review this data with educational partners and with the Instructional Leadership Teams (ILT) to gather feedback and recommendations about action and investments. Strategy 2 - Aligned Goals & Actions School sites will create Local Control Accountability Plan (LCAP) and Unduplicated Pupil Count (UPC) aligned goals and actions that directly support the improvement of outcomes for the school's UPC. These goals will be in alignment to the WCCUSD strategic plan and the 2024-27 LCAP goals. Actions will prioritize students who fall within the red indicators and include strategies, actions, and interventions that support increased learning opportunities and academic achievement for all students. Strategy 3 - Review and Approval of SPSAs SPSAs will be reviewed by district staff for alignment and effectiveness of improvement strategies. School site educational partners including School Site Council (SSC), English Learner Advisory Committee (ELAC) and African American Parent Advisory				and utilizes the IPG (Instructional Program Guide) to support creating common understanding of how to conduct effective observation and feedback around rigorous standards aligned instruction. Strategy 2 - The State and Federal department supports this work through monthly budget analysis meetings and clarification of processes. We will support sites in aligning their plans on site to the LCAP goals. Strategy 3 - The Family and Community Engagement department supports sites to ensure educational		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Committee (AAPAC), and Staff will have the opportunity to engage in the development process. The WCCUSD School Board of Education will review and approve all SPSAs.				partners are engaged in the process of LCAP and SPSA development. We are all working collaboratively to align the various plans and timelines so that authentic, clear and meaningful improvement strategies can be well designed and implemented for the 2025-2026 school year.		
3.2	Elementary School Support In order to effectively address our red indicators which include increasing ELA and math for Hispanic, Socioeconomically disadvantaged, and foster youth we have designed a series of strategies to support Tier 1 instruction for students at the elementary level. Through program 1250 - Elementary School Support, we will provide increased staff to support planning and execution of Tier 1 instruction using standards aligned curriculum and assessment.	Yes	Partially Implemented	The approximate percentage of students who will be proficient on state assessments if they reach their full typical growth as measured by iReady. Levels 3 & 4 are proficient. Levels 1 & 2 are not proficient. Reading Level 1 42% Level 2 23% Level 3 22% Level 4 13% Math Level 1 45% Level 2 26%	The district is committed to strategic and ongoing support of elementary schools. Strategy 1 - The support of an Instructional Assistant contributes to the successfully alignment of academic instruction with play-based learning practices.	6,386,706.00	\$2,554,611

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Strategy 1 - TK Instructional Assistants To increase early literacy foundational skills all of our Transitional Kindergarten classrooms will be provided additional staff to reduce class size and support prioritized students and instructional goals. Certificated teachers will work closely with this staff and use data to determine what additional strategies and interventions are needed to ensure our students are prepared to begin learning to read. Strategy 2 - Elementary Prep Teachers To increase student achievement in math and ELA and offer a broad course of study at the elementary level, schools will be provided with an elementary prep teacher allocation. This additional staff facilitates release time for the teacher of record so they can internalize their standards aligned curriculum and tailor lessons to meet the needs of their students. During this time teachers can visit other classrooms to learn from their colleagues and can study student work and assessments to drive instruction. Prep teachers are credentialed teachers and based on the school need and interest may offer targeted instruction, Arts education, or other content to enhance the student learning experience. Strategy 3 - Supplemental Curriculum & Assessment			Level 3 18% Level 4 11%	These practices are in accordance with the California Foundations for Early Learning Standards, ensuring that younger students receive developmentally appropriate and engaging educational experiences. Strategy 2 - The implementation of Strategy 2 is designed to enhance student achievement in math and ELA with the support of prep teachers, has been temporarily paused due to classroom shortages. As a result, prep teachers have transitioned into primary teaching roles at many sites to address staffing needs.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To increase student achievement in math and ELA and support differentiated instruction for all students, schools will be provided with research based structured phonics curriculum and assessment including SIPPS phonics curriculum, Seesaw learning platform, and ESGI assessment platform.				Strategy 3 has been implemented district-wide to support foundational skills instruction for K-2 students. This includes a dedicated foundational skills block, professional development focused on targeted instruction using SIPPS, and the integration of digital platforms such as Seesaw for instructional support. Additionally, I-Ready and ESGI are being utilized for district-wide assessment.		
3.3	Secondary School Support In order to effectively address our red indicators which include increasing graduation rates and college/career metrics for foster youth and students with disabilities we have designed strategies to support our secondary students to graduate college and ensure career readiness.	Yes	Partially Implemented	Strategy 1: Career Pathways Work Based Learning: Industry certifications 16/24 CTE pathway programs offer students the opportunity to earn an industry recognized certification; an increase from 11/24 in 2023-24.	Deepening the quality of our CTE programs is a key strategy to supporting our secondary students in having relevant and rigorous learning experiences.	11,393,226.00	\$2,808,186

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Through program 1251 - Secondary School Support, we will support secondary students by supporting Career Pathways, the Secondary Lead Counselor, and the International Baccalaureate program. Strategy 1: Career Pathways To increase access and improve college/career preparedness, WCCUSD staff will increase work based learning opportunities and quality instruction within our career, which are pathways tailored to school sites and based on student interests, the needs of the school community, and local workforce data. Led by the director of College and Career, the program provides funds for CTE teachers and college and career counselors to ensure students are on track to complete their A-G requirements. This program is complemented by CTEIG and Perkins funds which directly support Pathway programs. Strategy 2: Secondary Lead Counselor To increase graduation rates and college preparedness the district will align the expectation of secondary counselors at all high schools and promote the use of best practices to support students in making academic and career plans. The central secondary lead counselor works with the A-G team to ensure all students have access to an A-G program, leads counselor meetings to increase coherence and graduation rates, and			Apprenticeships & Internships: 2 pre-apprenticeships programs: Early Childhood Education and Construction Trades 2 internship programs: Health Ambassadors and Welding Shop & Fab Lab Trades Interns Study Trips: 45 work-based learning study trips have been processed by the College & Career Office as of Feb. 2025 30% of middle school students enrolled in a CTE elective 45% of high school students enrolled in a CTE pathway or academy Strategy 2, 4, & 5- 100% of middle and high school counselors have a plan for four year graduation plan & A-G presentations 100% of middle and high school counselors are trained in using SchoolLinks including the four year plan feature.	Strategy 1: Industry Certifications: Our goal is to continue to increase the number of industry certifications available to CTE pathway students. These are the 5 new industry certifications added to pathways this year: 1. DAHS Law - 911 Dispatcher 2. KHS Building & Construction - Multi Core Craft Curriculum (MC3) 3. RHS Law - 911 Dispatcher (in progress), Guard Card, Active Violence Emergency Response Training 4. HHS IT - Microsoft Office 5. RHS & HHS Education - credits toward Associate Teacher Permit Work based learning internships:		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	collaborates with other departments on projects aligned with credit acquisition and student achievement. The technical platform that houses the student plans is the “school links” platform. The Secondary Lead counselor is critical in supporting the training of district counselors, and collaborating in the training of school administrators, in the use of the school links platform and the best practices around “four year plans.” Strategy 3: International Baccalaureate (IB) In the interest of developing a broad course of study that supports all students WCCUSD will support the IB program. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. By developing high quality educational programs, which support development of knowledgeable and inquiring students and supporting professional development focused on effective education and collaborative professional learning communities, the IB program will provide an education that enables students to make sense of the complexities of the world. Site staff will be provided to support IB authorization and the teacher certification process for these specialized programs.			Dual Enrollment Fall: 11 sections offered; 117 students enrolled, 86% earned college credit Fall DE enrollment by race: 12% African American; 100% passed 55% Hispanic; 80% passed 15% Asian; 94% passed 3% White; 100% passed 8% Filipino; 100% passed 7% 2 or more races; 88% passed Spring: 26 sections in process Summer: 2 sections planned Strategy 3- IB enrollment 2023-24 295 IB for All 38 IB diploma Program 2024-25 326 IB for All 40 IB Diploma Program Number of students receiving College credit by scoring a 4 or higher on IB exams 2023 118 2024 108	Expanded our health industry certification offerings to students to include first aid, CPR, stop the bleed, and mental health first aid. By providing central support from the Work-based Learning Coordinator, scheduling and tracking of completers can now take place for all 6 schools with health pathways. Expanded the health ambassador internship program from 2 high schools to 6. This has the potential to increase paid students placements from 20 at 2 schools to 60 placements across RHS, KHS, HHS, SGA, PVHS, and DAHS. Each school will have a		

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	Strategy 4: Targeted College & Career Readiness for Black/AA Students Implement a procedure for high school counselors to ensure that all Black/African American students are taught the A-G requirements, receive information about college-going groups, and that counselors explicitly intervene by the middle of tenth grade if students are "off track" to meet the requirements for four year universities. Strategy 5: Targeted College & Career Readiness for Language Learners We will implement a procedure for high school counselors to ensure that all Language Learners are taught the A-G requirements, receive information about college-going groups, and that counselors explicitly intervene by the middle of tenth grade if students are "off track" to meet the requirements for four year universities.				designated mentor responsible for overseeing students' work. We added a new internship opportunity at Kennedy. We will have between 2-5 students participating in paid internships through our Construction and Welding pathways. Increased number of CTE based study trips; including 3 CTE themed days at CCC and first ever CTE trip for an elementary school. Strategy 2 - Counselors are utilizing the school links platform in order to support students in creating aligned Graduation 4 year and A-G plans using the SchoolLinks		

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					platform in Jan-March. Transcript Evaluation data through TES was provided to counselors to make interventions for students who were "close to meeting" and "not meeting" A-G requirements after 10th grade. Increased the number of sections that are dual enrolled with Contra Costa College by 8, now 37 sections this school year. 11 in the Fall and 26 in the spring; 2 are planned for the summer. Strategy 3 - This strategy is partially implemented. The program has been paused at Pinole Middle School due to funding and logistical issues.		

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					The program at Mandarin is fully funded and fully implemented. The program at Pinole Valley is partially implemented, because two of the teaching positions have not been fully funded. The program should be fully implemented by March.		
3.4	Supplemental Instructional Program In order to effectively address our red indicators which include increasing ELA and math achievement for Hispanic, Socioeconomically disadvantaged, and foster youth we have designed a series of strategies to provide clear direction around curriculum, instruction, and data informed decision making. This support focuses on effective delivery of Tier 1 instruction as well as interventions and acceleration. Through program 1290 - Supplemental Instructional Program, we will build the capacity of our educators at all levels through curriculum development, instructional coaching, development of pedagogical strategies for all students PK-12 and acquisition of	Yes	Partially Implemented	The approximate percentage of students who will be proficient on state assessments if they reach their full typical growth as measured by iReady. Levels 3 & 4 are proficient. Levels 1 & 2 are not proficient. Reading Level 1 42% Level 2 23% Level 3 22% Level 4 13% Math Level 1 45% Level 2 26% Level 3 18% Level 4 11% Strategy 2- Technology Teacher Leaders (TTLs) have	There is a focus on alignment of district leadership around high leverage initiatives to support student achievement. Strategy 1- Central office leaders plan and implement meetings and communities of practice driving data review cycles. We continue to use the In instructional Practice Guide (IPG) to gather classroom	1,492,192.00	\$833,188

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	software and other programs in support of district goals. Strategy 1: Focused District Leadership To increase student achievement we will provide the central personnel necessary to create and implement cohesive district wide instructional priorities. This staff is key to setting expectations and ensuring our district instructional practices are aligned to the latest research and best practices to support our students. They will also set the district expectation for effective implementation of CA state standard aligned rigorous instruction at Tier I and will support with ongoing classroom observations to support district needs for professional development. Key staff include the Director, content area coordinators, and instructional coaches with a focus on Preschool, Literacy/humanities, STEM, and Technology. Reflecting on achievement data, providing professional development, and working in collaboration with school site educators is critical to making district wide instructional improvements for students. Strategy 2: Educational Technology To prepare our students for the technology driven world of today, educators will create meaningful instruction using technology focused on collaboration and creation. Whether it's through interactive lessons using our			demonstrated significant impact in supporting the district's vision for technology-driven instruction, with an estimated 1,108 participants engaged through 80 distinct support instances. The support structure encompasses a strategic mix of group sizes to maximize effectiveness and reach: 1. Small Group Support (6-10 participants) • 29 instances (36.25% of all support) • Most effective format for hands-on training • Enables personalized attention while maintaining efficiency 2. Individual/Very Small Group (1-5 participants) • 14 instances • Focused troubleshooting and specialized support • Essential for addressing specific teacher needs	experience data and guide instructional improvement plans for all schools. Executive Directors lead principal Learning Walks. Leaders use iReady and eduCLIMBER data to analyze student outcomes and plan improvement. Strategy 2- The Ed Tech coordinator has been hired and is leading the Community of Practice with the Technology Teacher Leads. The teacher leads are working with site teachers to implement the use of technology more effectively in classrooms, including the 1:1 Chromebooks and ActivPanels.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	classroom Promethean ActivPanels or through blended learning on 1:1 Chromebooks, our students at all levels need this to support access and achievement. With the support of central leadership, Technology Teacher Leaders (TTLs) from every site lead site based professional development and support peer coaching to support Educational Technology priorities. Strategy 3: EduClimber Using data to inform instruction is key to our student achievement strategy. Through the use of Educlimber, an interactive district-level to whole-child data management tool, we will strengthen MTSS implementations, including tier 1 instructions, student need identification, and intervention effectiveness. This strategy will also allow WCCUSD to make impactful system-level decisions around resources and professional development based on a holistic view of what's happening districtwide. Strategy 4: Extended Learning and Credit Recovery To increase graduation rates, we will offer diverse ways for student credit recovery and extended learning opportunities. Edgenuity Licenses for all high school students are purchased centrally and during the year credit recovery systems are developed in collaboration with the College and Career Department. Extended learning programming will be			3. Medium Group Sessions (11-15 participants) • 10 instances • Optimal size for workshop-style training • Balances collaboration and individual attention 4. Large Format Sessions • Large Groups (30+ participants): 9 instances • Medium-Large Groups (16-20 participants): 9 instances • Effective for whole-grade level or department training 5. Professional Development Sessions • Standard Size (21-25 participants): 5 instances • Extended Groups (26-30 participants): 4 instances • Structured for formal training and whole-	Strategy 3- The Data Strategist has been hired to ensure that eduCLIMBER has most recent data. Data Strategist works with the Director of CIA to train leaders and teachers in accessing and analyzing data. This data is used widely across the district, including influence classroom practices to district level decision making. Strategy 4 - Edgenuity licenses are secured for all High School students in the district. Students are recovering credits both during and after school. In addition, we are in the planning phase for summer school, where we		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	available at all levels focused on remediation of skills at the elementary and middle school level and credit recovery at the secondary level.			staff development	expect to serve 1000+ students in recovering credits needed for graduation.		
3.5	Multilingual Program Support In order to effectively address our red indicators which include increasing ELA and math for English Learners we have designed a series of strategies to support the recruitment of highly qualified teachers for language learners in Dual Language Immersion (DLI) Programs. Through program 1102 - Multilingual Program Support, we will offer a rich bilingual experience for our multilingual learners (MLL) by affirming and supporting the students' home language as an asset to advancement in English, Spanish, or Mandarin proficiency. Strategy 1: BCLAD Stipends To recruit and retain highly qualified teachers to support our multilingual Learners, we will provide stipends to teachers who hold a Bilingual, Cross Cultural, Language, and Academic Development (BCLAD) certificate. These highly trained teachers are most equipped to provide specialized instruction for students learning English as a second language and are instrumental to our student	Yes	Partially Implemented	Strategy 1- DLI teacher recruitment and retention has improved this year and currently we only have 2 DLI teacher vacancies. These vacancies exist at our whole school DLI model sites. Strategy 2- A Dual Language Immersion (DLI) convening took place in August reviewing the districts resources, time allocation model and assessments. One administrator and two additional teacher DLI convening are scheduled for the second semester. Furthermore, a community of practice (CoP) continues to meet weekly around the implementation of SEAL, the Sobrato Early Academic Language model. This CoP consists of teachers from Washington, Grant and Stewart. The west county	The Dual Language Immersion Parent Advisory Committee (DLI PAC) meets monthly and has been essential in the process of moving the needle to a more focused DLI program. Currently, the DLI PAC is exploring ways to better implement the Seal of Biliteracy Pathways at 3rd, 6th and 8th grade.	1,800,369.00	\$257,437

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	achievement efforts for multilingual learners. Strategy 2: DLI PD & Collaboration To accurately reflect the biliteracy trajectory and support the achievement of our multilingual learners in DLI we will centrally design Professional Development (PD) and collaboration around cross linguistic connections and translanguaging for multilingual learners. In these learning spaces we will pilot aligned assessments for reading and writing within Dual Immersion programs that reflect the biliteracy trajectory, learning, and achievement of our Dual Immersion students in Spanish/Mandarin/English. Strategy 3: Educational Technology Tools to support teaching and learning Teachers and students use educational technology tools such as Seesaw, Texthelp, Equation, and Orbit note to remove language barriers and support access to learning experiences for all students.			DLI Mandarin School also continues to receive support from the International Baccalaureate (IB) program. Strategy 3- Texthelp, Equation and Orbit were merged with another company and is now called Everyway. Everyway is available this year to support literacy and technology access within students' chrome books. Furthermore, this year DLI elementary schools have access to Seesaw. Seesaw can be translated in Spanish and support teachers and students to create digital portfolios, voice recordings, and videos. It can also facilitate communication between teacher, student, and parents.			
3.6	Evaluation & Program Monitoring In order to effectively evaluate and monitor our LCAP program and meet mandated state reporting and compliance we have designed a state and federal support program	Yes	Fully Implemented	100% of sites have an approved School plan for student achievement (SPSA) for the 2024-2025 school year and these have been reviewed and approved	Strategy 1: The state and federal department and the educational services department has	1,431,833.00	\$389,886

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	who will provide these specialized services. Through program 5260 - Evaluation & Program Monitoring, we will provide site-based/central program support and administrative resources for program directors, school administrators, and departments across the district. Strategy 1: Data Analysis and Needs Assessment We have designed a coherent set of actions and services to ensure that central departments and school sites develop their program plans through the use of data analysis and towards the creation of a needs assessment. This process aims to focus on identifying critical areas of need and developing targeted strategies focused on improving academic performance at the district and site level. Specialized staff supporting this program direct and coordinate these best practice actions for central and site teams. Strategy 2: Specialized Training Ongoing training will be provided by WCCUSD specialized staff funded through this program. Central training and support are intended to enhance understanding of the federal, state, and other categorical authorized use funds regulations. Through this strategy, central and site staff will be able to self-assess against the requirements of their grants and understand how they can effectively utilize funding to			by their local Parent Advisory committees.	been supporting sites to create data Analysis and Needs Assessment. State and federal specialized staff supporting this program direct and coordinate these best practice actions for central and site teams. Strategy 2: State and federal staff have held specialized Training to be able to process and support the implementation of their SPSA and budgets. Strategy 3: State and Federal Department staff are supporting the ongoing evaluation and Monitoring of programs and sites.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improve student services and outcomes for their program. Strategy 3: Evaluation and Monitoring State and Federal Department staff will directly support central departments and sites to accurately evaluate and monitor their programs. Regular support meetings will be held to support technical skills through MUNIS, mid-year monitoring and reporting, budget development, and provide other budget-related support to central and site programs.						
3.7	Professional Development & Collaboration In order to effectively address our red indicators which include increasing ELA and math for English Learners, foster youth, and socioeconomically disadvantaged we have designed a series of strategies to support professional development of best practices for instruction and foster adult collaboration. Through Program 6110 - Professional Development, we will build the capacity of our educators at all levels through curriculum development, instructional coaching, development of pedagogical strategies for all students PK-12.	Yes	Partially Implemented	Over 4,000 teacher hours of professional development has been delivered through January. Eight schools have exited CSI for 25-26. The approximate percentage of students who will be proficient on state assessments if they reach their full typical growth as measured by iReady. Levels 3 & 4 are proficient. Levels 1 & 2 are not proficient. Reading Level 1 42% Level 2 23%	Strategy 1- Central personnel funded to lead instruction across our district. Directors and coordinators supporting this program are in place, However, all instructional coaches and Program Assistants have been returned to the classroom due to the inability to fill teaching	1,352,508.00	\$625,720

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Strategy 1: Focused District Leadership To increase student achievement we will provide the central personnel necessary to create and implement cohesive district wide instructional priorities. This staff is key to setting expectations and ensuring our district instructional practices are aligned to the latest research and best practices to support our students. They will also set the district expectation for effective implementation of CA state standard aligned rigorous instruction at Tier I and will support with ongoing classroom observations to support district needs for professional development. Key staff include the Director, content area coordinators, and instructional coaches with a focus on Preschool, Literacy/humanities, and STEM. Reflecting on achievement data, providing professional development, and working in collaboration with school site educators is key to making district wide instructional improvements for students. Strategy 2: CSI Professional Learning Communities With the support of differentiated assistance from the Contra Costa County Office of Education, central staff will implement Professional Learning Communities (PLC) for our Comprehensive Support and Improvement (CSI) schools. These schools have been identified as having the most challenges with			Level 3 22% Level 4 13% Math Level 1 45% Level 2 26% Level 3 18% Level 4 11%	positions at sites. Leaders have been trained in the IPG and are collecting data that drives instructional improvements. Strategy 2- Under the leadership of central office staff, CSI schools have engaged in a Community of Practice focused on leadership development, continuous improvement and innovative change in schools. These schools planned and are implementing their own site level CSI improvement plans. Strategy 3- Central office leaders have been trained in the use of the IPG and are in turn training principals. In		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	student performance and academic achievement. In communities of practice, staff members will analyze multiple sources of data to identify and scale promising practices in Tier 1 and 2 instruction that accelerate the achievement of students from underrepresented groups to close persistent equity gaps. Staff will promote systems of regular instructional feedback with a focus on universal student access to effective instruction. Strategy 3: Instructional Learning Walks The curriculum and instruction staff and site leaders will utilize the research-based K-12 Instructional Practice Guide (IPG) to support observation and feedback during instructional learning walks. IPG is a tool designed to evaluate what is observable in the classroom and what is expected of instruction when it is aligned with college- and career-ready standards. The IPG is based on Core Actions that reflect the shifts in instructional practice that are required. Central and site staff will use data collected central and at the site level to guide professional development opportunities for sites. Strategy 4: Secondary Department Leads To increase student achievement at the secondary level teacher leaders will be utilized to guide the work. Secondary department leads site level collaboration to ground the work of each content in the				central office leaders are planning and leading Learning Walks for all site level administration. Strategy 4-All Secondary schools have department leads in place and have monthly meetings where they engage in content specific learning		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	standards and focus on the unique needs of each subject area. Central office educators will work with the department leads to increase coherence across the district and align around district goals. This program is also funded using Educator Effectiveness Grant.						

Goal 4

Goal Description

Students with Disabilities: Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	A-G Eligibility and CTE Pathways course completion Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL:12.8% AA: 8.5% Asian:19.6% Filipino:20.1% Hispanic:12.1% Two or More:12.2% White:12.3% UPC Student Group: EL:6.8% SED:13.3% FY: .05% SWD: 5.0%			2023-2024 ALL:12.2% AA: 7.9% Asian:22.4% Filipino: 13.4% Hispanic:11.4% Two or More: 9.3% White:12.7% UPC Student Group: EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	Increase percentage who met both CTE Pathway course completer and A-G by 9%
4.2	SBAC, ELA Source:CA Dashboard Priority 4A	2022-2023 ALL: -53.7 DFS, increased 3.1 AA: -89.2 DFS, increased 13.6 Asian: 4.5 DFS, increased 5.9 Filipino: 10.7 DFS, maintained 2.9 Hispanic: -84.2 DFS, declined 3.7 Two or More: -56.9 DFS, increased 5 White: 20.4 DFS, increased 14.6 UPC Student Group: EL: -107.5 DFS, declined 10			2023-2024 ALL: -55.8 DFS, maintained -2.2 AA: -104.1.8 DFS, declined 14.8 Asian: 4.4 DFS, maintained .10 Filipino: 18.2 DFS, increased 7.5 Hispanic: -88.5 DFS, declined 4.3 Two or More: 8.5, increased 10.1 White: 19.9 DFS, maintained -0.5 UPC Student Group: EL: -110.7 DFS, declined 3.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by 15.0 points or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: -82.7 DFS maintained -0.3 FY: -144.8 DFS, increased 3.8 SWD: -129.2 DFS, increased 8.6			SED: -85.3 DFS maintained -2.5 FY: -127.1, increased significantly 17.7 SWD: -136.7 DFS, declined 7.5	
4.3	SBAC, Math Source: CA Priority 4A	2022-2023 ALL: -86.8 DFS, increased 6.3 AA: -133.6 DFS, increased 12.2 Asian: -23.1DFS, increased 8.2 Filipino: -26 DFS, increased 8.7 Hispanic: -115.5 DFS, maintained 2.6 Two or More: -29.6 DFS, increased 8.8 White: -16.8 DFS, increased 5.2 UPC Student Group: EL: -129.5 DFS, declined 6.3 SED: -113.5 DFS, increased 6.2 FY: -188.7 DFS maintained 1.8 SWD: -159.8 DFS, increased 8.8			2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5* Filipino: -18.7 DFS, increased 7.3 Hispanic: -117.2 DFS, maintained 1.7 Two or More: -22.5 DFS, increased 7.1 White: -12 DFS, increased 4.8 UPC Student Group: EL: -128.5 DFS, maintained 1 SED: -113.8 DFS, maintained -0.3 FY: -180.4 DFS increased 8.3 1.8 SWD: -162.7 DFS, maintained -2.9	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in Math by 15.0 points or more
4.4	UC/CSU eligible A-G Eligibility Source: Dataquest reports Priority 4C, 4D	2022-2023 ALL:39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6%			2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6%	Increase percentage of UC/CSU eligible A-G eligibility by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		UPC Student Group: EL:16.3% FY: 5% SED:31.9% SWD: 11.7%			UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	
4.5	Chronic Absenteeism Source: CA Dashboard Priority 5A	2022-2023 ALL: 34.2%, declined 8.2% AA: 44.10%, declined 10.5% Asian: 17.20%, declined 4.6% Filipino: 21.90%, declined 6% Hispanic: 40.20%, declined 10.3% Two or More:26.50%, declined 3.2% White: 21.10%, declined 1.1% UPC Student Group: EL: 38.50%, declined 10.3% FY: 35.10%, declined 30.1% SED: 40.90%, declined 10.3% SWD: 43.7%, declined 7.8%			2023-2024 ALL: 28.4%, declined 6.2% AA: 38.1%, declined 3.7% Asian: 15.2%, declined 2% Filipino:13.5%, declined 8.4% Hispanic: 32.6%, declined 7.6% Two or More: 22%, decreased 4.5% White: 17.2%, declined 3.9% UPC Student Group: EL: 33.6%, decreased 4.9% FY: 48.8%, increased 13.7% SED: 33.3%, decreased 7.6% SWD: 39.6%, decreased 4.1%	Decrease chronic absenteeism by 9%
4.6	Graduation Rate Source: CA Dashboard Priority 5E	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5%			2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained -.2%	Increase graduation rates by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%, Maintained -0.6% FY: Declined 6.7% SWD: 56.9%, Declined 5.1%			Hispanic: 78.5%, declined -1.8% Two or More: 85.2%, declined -1.3% White 88.1%, maintained -0.4% UPC Student Group: EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	
4.7	CTE Pathway Completers Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL: 18.1% AA: 13% Asian: 26.8% Filipino: 22.4% Hispanic: 18.3% Two or More Races: 16.2% White: 14.5% SPED: 14.5% UPC Student Group: EL: 13.3% FY: .10% SED: 19.3% SWD: 8.2%			2023-2024 ALL: 18.8% AA: 12% Asian: 27.2% Filipino: 21.3% Hispanic: 19.2% Two or More Races: 13% White: 18.7% UPC Student Group: EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9	Increase the percentage of CTE pathway completers by 9%
4.8	A-G Requirements Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL: 39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3%			2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2%	Increase the percentage who met A-G requirements by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		White: 56.6% UPC Student Group: EL16.3% FY: 5% SED:31.9% SWD: 11.7%			White: 51.6% UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	
4.9	Suspension Rate CA Dashboard. Priority 6A - School Climate	2022-2023 ALL: 4.8%, increased 0.7% AA: 11.9%, increased 1.3% Asian:1.6%, maintained -.2% Filipino: 1.8%, increased 0.3% Hispanic: 4.5%, increased 1.0% Two or More: 3.7%,increased 0.8% White: 3%, increased 0.4% UPC Student Group: EL: 4.8%, increased 1.2% FY: 14.20%, increased 2.6% SED: 5.9%, increased 0.9% SWD: 8.6%, increased 8.65			2023-2024 ALL: 5.1%, increased by 0.3% AA: 12.2%, increased by 0.3% Asian: 1.5%, decreased by 0.1% Filipino: 2.1%, increased by 0.3% Hispanic: 5.1%, increased by 0.6% Two or More: 3.6%, increased 0.1% White: 2.5%, decreased by 0.5% UPC Student Group: EL: 4.6%, decreased 0.2% FY: 16.3% increased by 2.1% SED: 5.8% decreased by 0.1% SWD: 7.4% decreased by 1.2%	Decrease suspension rate by 15%
4.10	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 32.84% AA: 24.06% Asian: 56.1% Filipino: 46.66% Hispanic: 26.49%			Fall 2024 Kindergarten - 8th Grade ALL: 15.4% AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7%	Increase the percentage of students early on grade level and above by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two or More: 51.61% White: 37.04% UPC Student Group: EL: 13.67% FY: 40% SED: 28.75% SWD: 19.23%			Two or More: 30.6% White: 31.4% UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7% 9th-11th Grade ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7 White: 26.1 UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	
4.11	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 40.11% AA: 27.92% Asian: 59.99% Filipino: 65.2% Hispanic: 27.99% Two or More: 64.72% White: 67.79% UPC Student Group: EL: 16.07% FY: 21.62% SED: 30.02% SWD: 18.5%			Fall 2024 Kindergarten - 8th Grade ALL: 24.2% AA: 15.6% Asian: 37.6% Filipino: 45.7% Hispanic: 13.5% Two or More: 46.2% White: 50.3% UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4%	Increase the percentage of students early on grade level and above by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					9th-11th Grade ALL: 18.5% AA: 10.8% Asian: 29.4% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8% UPC Student Group: EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Multitiered System of Supports (MTSS) In order to effectively address our red indicators, which include increasing graduation rate, College/Career indicator rates, and decreasing Suspensions for our students with disabilities, we will provide targeted staff and support to ensure an effective implementation of a Multitiered System of Supports (MTSS) to reduce over identification of our UPC students into special education. In addition, we will provide supports to tailor instruction, provide intervention, and design support plans to meet the instructional and socioemotional needs of our general education	Yes	Fully Implemented	A-G Eligibility and CTE Pathways course completion SWD:4.8% SBAC, ELA SWD: -136.7 DFS SBAC, Math SWD: -162.7 DFS, maintained -2.9 Graduation Rate: SWD 66.1%, increased significantly by 9.2% CTE Pathway Completers SWD: 9.9	Strategy 1: A total 2.9 FTE spread across 14 schools, psychologists are currently being supported with LCAP funds. These psychologists are carrying out the tasks as written in Strategy 1. In part due to these efforts the district is now below the 3.0 disproportionality index and has	3,777,9170.00	\$1,996,855

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students and students with disabilities. This is part of a robust implementation multi-tiered system of supports (MTSS) that will provide timely research-based interventions to strategically target academic, behavioral, or socio-emotional needs. Through program 4260 - Multitiered System of Supports (MTSS), we will provide supplemental support to train staff and tailor instruction and interventions to individual student needs. This will be accomplished through supplemental staffing. Strategy 1: School Psychologist To increase student achievement, increase graduation rates, and decrease suspension rates for students with disabilities we will utilize school psychologists to support behavior interventions and academic achievement plans for students. This staff will play a key role in CARE meetings to analyze suspension and achievement data and support the creation of interventions and support plans for students in need. This specialized staff will also support general education teachers with training on differentiated instruction, behavior intervention planning, accommodations to support the needs and success of students with disabilities. Strategy 2: Speech Interventions To support student achievement we will provide supplemental speech therapist to support additional			Chronic Absenteeism SWD: 39.6%, decreased 4.1% Suspension Rate SWD: 7.4% decreased by 1.2%	exited disproportionality for African American students identified as Emotionally Disabled and White students in separate schools. The district is no longer classified as significantly disproportionate. Strategy 2: A total of 14.4 FTE spread across 65 speech and language pathologists are currently being supported with LCAP funds. These therapists are providing response to intervention (RTI) to general education students as early intervention prior to full assessment. This work allows for students to receive the		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	services and accelerate growth. Speech therapists will provide targeted interventions for general education and students with disabilities to support communication. This staff will play a key role in CARE meetings to analyze suspension and achievement data and support the creation of interventions and support plans for students in need. Strategy 3: Supplemental Adaptive Curriculum To increase student achievement, graduation rates and college and career supplementary online instructional materials for special education students will be provided. This adaptive technology will provide additional access to core instruction for students with disabilities. An adapted curriculum can include different instructional strategies, materials, and assessments catering to students' strengths and areas of growth.				support they need without overly assessing them for special education. For those students for whom it is deemed appropriate, assessments are conducted after early intervention strategies are exhausted. Strategy 3: Supplemental adaptive curriculum for special education was provided, however, it was funded through another source.		
4.2							

Goal 5

Goal Description

Targeted Intervention & Support: Accelerate academic growth and reduce disproportionate outcomes for focal student groups including: Foster Youth, Homeless, English Language Learners, and socio-economically disadvantaged, African American, and Latinx (reported as Hispanic) students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	CTE and A-G course Completer (Met Both) Source: DataQuest, CDE Priority 4C, 4D	2022-2023 ALL:12.8% AA: 8.5% Asian:19.6% Filipino:20.1% Hispanic:12.1% Two or More:12.2% White:12.3% UPC Student Group: EL:6.8% SED:13.3% FY: .05% SWD:15.0%			2023-2024 ALL:12.2% AA: 7.9% Asian:22.4% Filipino: 13.4% Hispanic:11.4% Two or More: 9.3% White:12.7% UPC Student Group: EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	Increase the percentage of students who met both CTE and A-G criteria by 9%
5.2	SBAC, ELA average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2022-2023 ALL: -53.7 DFS, increased 3.1 AA: -89.2 DFS, increased 13.6 Asian: 4.5 DFS, increased 5.9 Filipino: 10.7 DFS, maintained 2.9 Hispanic: -84.2 DFS, declined 3.7 Two or More: -56.9 DFS, increased 5 White: 20.4 DFS, increased 14.6 UPC Student Group: EL: -107.5 DFS, declined 10			2023-2024 ALL: -55.8 DFS, maintained -2.2 AA: -104.1.8 DFS, declined 14.8 Asian: 4.4 DFS, maintained .10 Filipino: 18.2 DFS, increased 7.5 Hispanic: -88.5 DFS, declined 4.3 Two or More: 8.5, increased 10.1 White: 19.9 DFS, maintained -0.5 UPC Student Group: EL: -110.7 DFS, declined 3.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by 15.0 points or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: -82.7 DFS maintained -0.3 FY: -144.8 DFS, increased 3.8 SWD: -129.2 DFS, increased 8.6			SED: -85.3 DFS maintained -2.5 FY: -127.1, increased significantly 17.7 SWD: -136.7 DFS, declined 7.5	
5.3	SBAC, Math average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2022-2023 ALL: -86.8 DFS, increased 6.3 AA: -133.6 DFS, increased 12.2 Asian: -23.1DFS, increased 8.2 Filipino: -26 DFS, increased 8.7 Hispanic: -115.5 DFS, maintained 2.6 Two or More: -29.6 DFS, increased 8.8 White: -16.8 DFS, increased 5.2 UPC Student Group: EL: -129.5 DFS, declined 6.3 SED: -113.5 DFS, increased 6.2 FY: -188.7 DFS maintained 1.8 SWD: -159.8 DFS, increased 8.8			2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5* Filipino: -18.7 DFS, increased 7.3 Hispanic: -117.2 DFS, maintained 1.7 Two or More: -22.5 DFS, increased 7.1 White: -12 DFS, increased 4.8 UPC Student Group: EL: -128.5 DFS, maintained 1 SED: -113.8 DFS, maintained -0.3 FY: -180.4 DFS increased 8.3 1.8 SWD: -162.7 DFS, maintained -2.9	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in mathematics by 15.0 points or more
5.4	A-G Eligibility Rate Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL:39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6%			2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6%	Increase the percentage of each low-performing demographic subgroup A-G Eligibility rate by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		UPC Student Group: EL: 16.3% FY: 5% SED: 31.9% SWD: 11.7%			UPC Student Group: EL: 14.3% FY: 10% SED: 31.1% SWD: 11.5%	
5.5	Chronic Absenteeism Source: CA Dashboard Priority 5B - Pupil Engagement	2022-2023 ALL: 34.2%, declined 8.2% AA: 44.10%, declined 10.5% Asian: 17.20%, declined 4.6% Filipino: 21.90%, declined 6% Hispanic: 40.20%, declined 10.3% Two or More: 26.50%, declined 3.2% White: 21.10%, declined 1.1% UPC Student Group: EL: 38.50%, declined 10.3% FY: 35.10%, declined 30.1% SED: 40.90%, declined 10.3% SWD: 43.7%, declined 7.8%			2023-2024 ALL: 28.4%, declined 6.2% AA: 38.1%, declined 3.7% Asian: 15.2%, declined 2% Filipino: 13.5%, declined 8.4% Hispanic: 32.6%, declined 7.6% Two or More: 22%, decreased 4.5% White: 17.2%, declined 3.9% UPC Student Group: EL: 33.6%, decreased 4.9% FY: 48.8%, increased 13.7% SED: 33.3%, decreased 7.6% SWD: 39.6%, decreased 4.1%	Decrease Chronic absenteeism rate by 9%
5.6	Graduation Rate Source: CA Dashboard Priority 4H	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5%			2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained -0.2%	Increase Graduation Rate by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%, Maintained -0.6% FY: Declined 6.7% SWD: 56.9%, Declined 5.1%			Hispanic: 78.5%, declined -1.8% Two or More: 85.2%, declined -1.3% White 88.1%, maintained -0.4% UPC Student Group: EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	
5.7	ELPAC ELPI Level Source: CA Dashboard Priority 4E	2022-2023 40% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level Level 1: 33.02% Level 2: 30.25% Level 3: 27.18% Level 4: 9.56%			2023-2024 39.8% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level Level 1: 36.50% Level 2: 26.78% Level 3: 25.60% Level 4: 11.12%	Increase the percentage of students moving up at least 1 ELPI level by 3% per level.
5.8	"At-Risk" and Long-Term English Learners (LTEL) Source: Data Quest, CDE Priority 4F	2022-2023 LTEL Total LTEL 6+ years: 2,152 Total EL Population: 9,394 "At-Risk" LTEL: 15.3%			2023-2024 LTEL Total LTEL 6+ years: 1,682 Total EL Population: 8,102 "At-Risk" LTEL: 15.8%	Decrease percent of LTEL by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.9	Reclassification Rate Source: internal Database Priority 4F	2022-2023 Reclassification Rate: 8%			2023-2024 Reclassification Rate: 10.8% Mid-Year Outcome 24-25: Reclassification Rate: 7%	English Learner reclassification rate will increase by 3%
5.10	UC/CSU eligible A-G Eligibility (Grads & Non-Grads) Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL:39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL16.3% FY: 5% SED:31.9% SWD: 11.7%			2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6% UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	Increase the percentage of Students with UC/CSU eligible A-G credits by 9%
5.11	Suspension Rate CA Dashboard. Priority 6A - School Climate	2022-2023 ALL: 4.8%, increased 0.7% AA: 11.9%, increased 1.3% Asian:1.6%, maintained -.2% Filipino: 1.8%, increased 0.3% Hispanic: 4.5%, increased 1.0% Two or More: 3.7%,increased 0.8% White: 3%, increased 0.4% UPC Student Group:			2023-2024 ALL: 5.1%, increased by 0.3% AA: 12.2%, increased by 0.3% Asian: 1.5%, decreased by 0.1% Filipino: 2.1%, increased by 0.3% Hispanic: 5.1%, increased by 0.6% Two or More: 3.6%, increased 0.1% White: 2.5%, decreased by 0.5% UPC Student Group:	Decrease suspension rate by 15%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL: 4.8%, increased 1.2% FY: 14.20%, increased 2.6% SED: 5.9%, increased 0.9% SWD: 8.6%, increased 8.65			EL: 4.6%, decreased 0.2% FY: 16.3% increased by 2.1% SED: 5.8% decreased by 0.1% SWD: 7.4% decreased by 1.2%	
5.12	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 32.84% AA: 24.06% Asian: 56.1% Filipino: 46.66% Hispanic: 26.49% Two or More: 51.61% White: 37.04% UPC Student Group: EL: 13.67% FY: 40% SED: 28.75% SWD: 19.23%			Fall 2024 Kindergarten - 8th Grade ALL: 15.4% AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7% Two or More: 30.6% White: 31.4% 9th-11th Grade ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7 White: 26.1 UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	Increase the percentage of students early on grade level and above by 9%
5.13	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	2023-2024 Kindergarten - 8th Grade ALL: 40.11%			Fall 2024 Kindergarten - 8th Grade ALL: 24.2% AA: 15.6%	Increase the percentage of students early on grade level and above by 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		AA: 27.92% Asian: 59.99% Filipino: 65.2% Hispanic: 27.99% Two or More: 64.72% White: 67.79% UPC Student Group: EL: 16.07% FY: 21.62% SED: 30.02% SWD: 18.5%			Asian: 37.6% Filipino: 45.7% Hispanic: 13.5% Two or More: 46.2% White: 50.3% UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4% 9th-11th Grade ALL: 18.5% AA: 10.8% Asian: 29.4% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8% UPC Student Group: EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	English Language Learner Support In order to effectively address our red indicators for English Learners in math and ELA we will provide	Yes	Partially Implemented	2023-2024 Reclassification Rate: 10.8% Mid-Year Outcome 24-25: Reclassification Rate: 7%	Strategy 1- The English Learner Multilingual (ELMA) Department leadership has been focused	1,491,449.00	\$935,746

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	targeted staff and support to tailor instruction for our multilingual learners. Through program 4170 - English Language Learner Support, we will provide central support for multilingual curriculum development, community outreach, instructional programming, and instructional coaching for teachers of English Learners students. Strategy 1: Focused District Leadership To increase student achievement we will provide the central personnel necessary to create and implement cohesive district wide instructional priorities focused on English Language Learners. This staff is key to setting expectations and ensuring our district instructional practices are aligned to the latest research and best practices to support our English Language Learner students. They will also set the district expectation for effective implementation of CA state standard aligned rigorous instruction at Tier I and will support with ongoing classroom observations to support district needs for professional development. Key staff include the Director, bilingual assessment staff, and instructional coaches who support curriculum development for teachers of English Learners. Strategy 2: Professional Development			23 of 52 (44%) school official visits and a narration on how the school is implementing English Learner strategies in the classroom. 8 districtwide ELMA led professional developments. 92% of schools have participated in implementation of the Of those schools that participated, 60% of ELs in grades 3-12 completed the standardized interim ELPAC. Of these schools, 60% of ELs in grades 3-12 completed the standardized interim ELPAC. 338 total students in internationals newcomer academy in RHS, Kennedy and Helms	on setting the direction and the professional development to support high impact English Learner strategies that can and should be implemented at the school site. This year we also partnered with school administration on ELMA learning walks and implemented an observation protocol that matched the site's School Plan for Student Achievement (SPSA) English Learner goals/support strategy and site full staff professional development. We have now 23 of 52 (44%) school official visits and a narration on how the school is implementing English Learner strategies in the classroom.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To improve EL achievement the English Learner Multilingual Achievement (ELMA) department will support central and site professional development opportunities and foster collaboration for K-12 teachers to implement integrated ELD strategies aligned to the to help students access content area instruction. Strategy 3: Specialized EL Assessments To ensure data is driving the instruction of our English learner students we will administer the CA Interim ELPAC to all EL students in grades 3-12 in the fall and winter to provide us with the timely data to correct our instructional approaches with ELL students and increase student achievement. Teacher teams will be supported to use the inquiry process to analyze data to design interventions for increased student engagement and support. The assessment results are also one source of data that determines how students are promoted through the levels of English Language Support classes, and ultimately able to redesignate as English Language Proficient (RFEP). Strategy 4: Internationals and Newcomer program To support the unique needs of newcomer students at all levels of the education continuing, we will create Internationals programs at Richmond High School, Helms Middle School, DeJean Middle				Strategy 2: There have been 8 districtwide ELMA led professional developments. This year the focus of the PD has been the implementation of the interim ELPAC for instructions and individualized ELD standards based goal setting. Additionally, monthly Newcomer Secondary PD occurs monthly and Language and Literacy PD occurs weekly to support English Learner struggling readers. Strategy 3: In our first implementation year 50 of 54 (92%) schools have participated in implementation of the standardized version of the		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School and Kennedy High School. At the elementary level, we design a Newcomer Program housed at Grant Elementary school, a central Richmond school with the highest percentage of newcomer students. Teachers within these specialized programs are trained to utilize strong group work and a smaller class size to actively promote listening and speaking skills in English. Students in the Richmond High School program are enrolled in A-G aligned courses rather than traditional English Language Development courses. The Newcomers program is supported by an Memorandum of Understanding with the “Newcomers Network”, and is funded both through the LCAP and other funds. Strategy 5: Enhanced Support Services These supports will be provided at school/district ceremonies, events, and parent/teacher conferences to support families that speak different languages. This is key to ensuring we are creating two-way communication and partnership with our families which is key to the students and family experience. Strategy 6: EL Family Training Through the ELMA department we will develop training and share best practices with EL families around understanding ELPAC levels and the reclassification process in order to support families to advocate for				interim ELPAC. Of those schools that participated, 60% of ELs in grades 3-12 completed the standardized interim ELPAC. The standardized version of the ELPAC is open the entire year. We believe that those student completion rates will rise as schools prepare for the Summative ELPAC administration window that is from February - March. Strategy 4: Currently, there are newcomer academies at Richmond High, Kennedy High and Helm Middle School. DeJean Middle school is not an official academy but participates in the newcomer academy professional		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	their students within their school site.				development and support from the newcomer coach. The Grant Elementary Newcomer Programs positions have been filled and consists of two bilingual paraprofessionals that push in and pull out of classrooms to support newcomer students. The paraprofessionals receive coaching from a newcomer coach. Strategy 5: Interpretation and translation services are coordinated through the RAP Center. 720 interpretations requests came through the office and 76% were successfully assigned. To		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					date, the office has received about 44 written translation requests, each request has a variety of pages (between 1-163). Furthermore, all overtime requests by school sites are now funded with school site funds. Strategy 6: The ELMA department has provided 3 sample ELPAC/Reclassification PDs with Site administrators and ELPAC Coordinators to implement at their sites. Resources have also been shared with School Community Outreach Workers, at MDAC (Multilingual Advisory Committees, and a site's English Learner Advisory		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Committee meetings. Furthermore, with the implementation of the interim ELPAC at the classroom level, segments of the presentations can occur during parent teacher conferences. Site and administrator feedback has been positive in the implementation of the interim ELPAC. Recommendations for next in large part are more in regards to when the standardized interim ELPAC window should be administrator. With the recommendations to test early in order to improve the over testing of testing for students completing the iReady.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Furthermore, the MDAC (Multilingual District Advisory Committee) which made the recommendation to expand the standardized use of the interim ELPAC has also commented that it enhances parent and students awareness about what the ELPAC is, why it's important and connects to reclassification.		
5.2	African American Student Support Of our African American student population, 73.7% are socioeconomically disadvantaged and when of our total foster youth population 45% are African American. In order to effectively address our red indicators in English Language Arts, math, and suspension rates we will provide targeted staff and support to administer instruction and nurture the socio-emotional development of African American students. Because 74% of our African American students are also low income, and because 46% of our Foster Youth are African American, we know that by supporting African	Yes	Partially Implemented	Strategy 1. Focused District Leadership. Office of African American Student Achievement (OAASA) 1 FTE certificated coordinator Strategy 2. Mafanikio Now! after school program Three programs active Five programs in planning stage 70 students current 130 students projected	Strategy 1. Principals at the elementary level requested Mafanikio Now! programs to support literacy, math, and socio-emotional needs for their African American students. The challenge has been finding certificated teachers that are willing to	253,639.00	\$143,212

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	American students we are also providing support to students who are socio economically disadvantaged and/or many of our foster youth. Through program 1180 - African American Student Achievement, we will maximize African American student academic growth and achievement by cultivating social-emotional well-being, creating a safe and inviting environment, and engaging parents and families to support student success. Strategy 1: Focused District Leadership To increase student achievement we will provide the central personnel necessary to create and implement cohesive district wide instructional priorities focused on district wide African American student success. This staff is key to setting expectations and ensuring our district instructional practices are aligned to the latest research and best practices to support our African American students. They will also set the district expectation for effective implementation of CA state standard aligned rigorous instruction at Tier I and will support with ongoing classroom observations to support district needs for professional development. Key staff include the Director, Coordinator, and Administrative Technician. Strategy 2 - Mafanikio Program			Strategy 3. Mission Critical Literacy Initiative Five active programs (Bayview, Coronado, Nystrom Peres, Stege) Two programs in hiring phase due to staff turnover (Lincoln and King) 178 students Fall iReady Reading At/Above- 0 Early on grade level- 2 One grade below- 11 Two grades below- 47 Three or more grades below- 90 Not screened- 16 77% of Mission Critical students tested two or more grades below grade level in the fall. Winter scores are not yet available. Strategy 4- AASAT and Community Outreach Number of schools that have submitted AAPAC rosters- 20 (app. 35% of all sites) Number of district wide AASAT/AAPAC meetings- 2	work in the program. OAASA Coordinator has met with app. 25 school principals to discuss SPSA goals for African American students with the explicit purpose of supporting those goals with Title 1 funding allocated to the OAASA. Strategy 2. Mafanikio Now! programs are operating at Mira Vista, Montalvin Manor, and Nystrom. 70 students are currently enrolled. Due to a funding change that affected staffing (from classified to certificated only) Sheldon terminated the program. Due to staff turnover Coronado, King, and Washington		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	To support African American Student Achievement we will implement the Mafanikio Program at a minimum of seven school sites in 2024-2025 (Coronado, King, Mira Vista, Montalvin Manor K8, Nystrom, Sheldon, and Washington) with plans to onboard several new sites (DeJean, Downer, Lincoln). The program will focus on supporting students academically, including African American/African Diaspora history and culture. Students will receive six hours of programming each week after school including academic support, enrichment activities, study trips, and cultural awareness. This targeted support adds instructional time beyond the regular school day and the SEL components will make progress towards our African American students feeling part of a community connected to each other around achievement. The socioemotional components of the Mafanikio Program will support our other efforts to ensure we are reducing suspension with this student group. Strategy 3 - Literacy Achievement To increase students' achievement we will provide Tier II literacy intervention support by staffing academic support providers at select schools with the highest concentration of African American Students. In 2024-2025 these schools will include: Bayview, Coronado, King, Lincoln, Nystrom, Peres, and Stege. The program will			Number of district wide AASAT/AAPAC meetings remaining- 3	terminated programs. The Coordinator is currently creating programs and onboarding staff at Ford, Grant, King, Bayview, and Lake. Mafanikio Now! is on schedule to have eight programs with an expected enrollment of approximately 130 students receiving this high impact educational/ cultural experience. During the 2023-2024 school year Mafanikio Now! students (n=118) iReady reading scores went from 51% scoring two or more grades below (fall) to 29% scoring two or more grades below (spring). During this same period scores		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	use SIPPS phonics curriculum and culturally relevant texts to support engaging instruction. Groups of between five and seven students will receive 30 minutes of small group instruction from the academic support providers and progress monitoring data achievement data will be used to guide and tailor instruction to the needs of each student. Strategy 4 - AASAT and Community Outreach To support community engagement and educational partner input, the Office of African American Student Achievement will support community outreach at the school site level. This department will ensure the formation of central and site parent advisory committees focused on the wellness and achievement of our African American Students at every school site. This partnership will not only support the achievement of our students, but will also begin the trust building necessary to support the socioemotional wellness of our African American students at school.				went from 11% of students scoring at or above grade level (fall) to 20 % of Mafanikio Now! students scoring at or above grade level (spring). In the 2023-2024 school year Mafanikio Now! students (n=118) went from 62% scoring two or more grade levels below in math (fall) to 41% scoring two or more grade levels below (spring). Mafanikio Now! students scoring at or above grade level in math went from 3% on the fall assessment to 16% on the spring assessment. Strategy 3- Literacy Achievement The Mission Critical Literacy Initiative is		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					operating at Bayview, Coronado, Nystrom, Peres, and Stege. 178 students grades K-8th are receiving small group direct instruction using SIPPS, Amira Learning, and culturally relevant texts and materials. Due to staffing turnover the programs at King and Lincoln were paused in December. An Academic Support Provider was hired for King in January and is currently being onboarded while interviews are happening for the vacancy at Lincoln. In the 2023-2024 school year 63% of Mission Critical students scored two or more grade levels below on the fall iReady		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					assessment. By the spring assessment that number was reduced to 49%. In the 2023-2024 school year 3% of Mission Critical students scored at or above grade level on the fall iReady reading assessment. By the spring (2024) assessment that number increased to 17%. Strategy 4- AASAT and Community Outreach At the conclusion of the January 21 district wide meeting AASAT members stated that it was one of the best meetings they have ever had with the district. Participants agreed that the meeting was very informative		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					and are looking forward to continuing with what has been described as a renewed trust between the community and district.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.3	Long-Term English Learners Intervention & Support In order to effectively address our red indicators for English Learners in math and ELA we will provide targeted staff to support and tailor instruction to support our Long-Term English Learners. Through program 4170 - English Language Learner Support, we will provide central support to create tailored programming and instructional coaching for teachers of Long-Term English Learners (LTEL) in WCCUSD. Strategy 1: Focused District Leadership To increase student achievement we will provide the central personnel necessary to create and implement cohesive district wide instructional priorities focused on the reclassification of our LTELs. This staff is key to setting expectations and ensuring our district instructional practices are aligned to the latest research and best practices to support our LTELs. They will also set the district expectation for effective implementation of CA state standard aligned rigorous instruction at Tier I and will support with ongoing classroom observations to support district needs for professional development. Key staff include the Director, bilingual assessment staff, and instructional coaches who support curriculum development for teachers of English Learners.	Yes	Partially Implemented	2023-2024 LTEL Total LTEL 6+ years: 1,682 Total EL Population: 8,102 "At-Risk" LTEL: 15.8%	Positive feedback from teachers on this year's Interim ELPAC Video Series provided further asynchronous access for teachers to receive training and better implement the interim ELPAC in their classroom and with their English Learners, especially their long term English Learners. Strategy 1: The ELMA department has provided 3 high impact strategies and practices for long term English Learners that are intertwined within its facilitated professional development. The use of CA ELD standards visuals in the	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Strategy 2: Long-Term English Learner PD To increase reclassification rates, the ELMA department will provide Professional Development (PD) activities that will address LTEL goals by utilizing and analyzing the standardized Interim ELPAC data for At-Risk and LTEL. Teachers will use this data to differentiate instruction and create 1:1 student goals. PD will also include the strategic use of language functions, especially in academic conversations, to performance in the speaking/listening and reading/writing domains.				classroom, the implementation of the Interim ELPAC to identify and support specific area of English Language proficiency using the CA ELD standards, and the English Learner Toolkit of Strategies which identifies 12 high impact strategies and guide for teachers on how to provide intervention. Currently we have seen evidence (learning walk data and standardized interim ELPAC data) of these high Impact strategies at 93 % of our schools. Strategy 2: Even though professional development has been delivered and shared, currently we are exploring ways		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					to collect data that better demonstrates that teachers are using the interim ELPAC data to differentiate instruction and development 1:1 student goals. The data that we currently do have in large part lives within our learning walk rubric. We currently have used this ELMA learning walk rubric at 44% at our schools. In our learning walk observations have seen evidence of the strategic use of language functions and academic conversation student structures.		

Goal 6

Goal Description

LCFF Equity Multiplier: Lincoln Elementary School: By June 2025, Lincoln Elementary school will increase average distance from standard on the academic indicators as measured by the smarter balanced/SBAC state assessments, 3rd-8th grade, in English Language Arts/Literacy and mathematics by 5.0 points or more.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	English Learner Progress Indicator Source: CA Dashboard Priority 4E	2023-2024 55.3% progressed one ELPI level Level 1 - Beg to Develop 56.09% Level 2 - Somewhat Developed 27.83% Level 3 - Moderately Developed 11.74% Level 4 - Well Developed 4.35%				Percentage of students progressing one ELPI level will increase by 10%
6.2	SBAC, ELA. Source: CA Dashboard Priority 4A	2023-2024 ALL: -154.1 DFS, Declined 7.3 AA: -152.1 DFS, Declined 18.8 EL: -156.4 DFS, Declined 4.5 Hispanic: -154 DFS, Declined 4.7 SED: -154 DFS, Declined 3.9 SWD: -215.4 DFS, Declined 46				Increase DFS on the academic indicators as measured by the smarter balanced/SBAC state assessments by 5.0 points or more.
6.3	SBAC, Math Source: CA Dashboard Priority 4A	2023-2024 ALL: -141.6 DFS, Increased 3 AA:-158.7 DFS, Increased 6.8				Increase DFS on the academic indicators as measured by the smarter balanced/SBAC state assessments by 5.0 points or more.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL: -139 DFS, Maintained 2.6 Hispanic: -139 DFS Increased 3.5 SED: -141.5 DFS, Increased 7.2 SWD: -213.8 DFS, Declined 42.8pts				
6.4	Chronic Absenteeism Source: CA Dashboard Priority 5B	2023-2024 ALL: 52%, Declined 11% AA: 56.3%, Declined 33.1% EL: 49.10%, Declined 6.7% Hispanic: 51.50%, Declined 8.4% Homeless: 40%, SED: 52.1%, Declined 11.7% SWD: 62.55%, Declined				Reduce chronic absenteeism by 10%
6.5	Non Stability Rate Source: Data Quest, CDE Priority 5B	2022-2023 ALL: 27.40% AA: 41.7% Hispanic: 25.9%				Decrease Non Stability Rate by 5%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	Instructional Specialist In order to effectively address our red indicators, we will support the academic achievement of our students by providing targeted support for instruction and providing	No				171607	\$93296.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	strong professional development to teachers. This position will support the academic program by monitoring the instructional programming. This person would oversee the instructional team and provide direct support to students and parents who are new to our school community. Strategy 1 - MTSS for Intervention Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need intervention supports. This data will be used to target students who would benefit from additional academic or behavioral interventions and will also inform school-wide socio emotional efforts. The Instructional Specialist will implement academic support plans targeting needs identified in this process and use high level school wide data to determine school wide PD needs. Strategy 2 - Parent Engagement Support Building strong relationships with families is essential to supporting student achievement and building this partnership with families is important. In addition to academic support in literacy and math, the instructional Specialist will support increased attendance through overall frequent parent and student						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	engagement meetings. This tailored intervention will make the connection between families and the school necessary to improve attendance and student achievement.						
6.2	Instructional Aide: Bilingual Paraprofessional In order to effectively address our red indicators, we will support the academic achievement our students by adding in classroom supports in the classroom focused on achievement of our English learners. Adding staffing that is bilingual to provide intervention support for English Learners will allow for tailored instruction to meet the unique needs of our English Learners. Strategy 1 - MTSS for English Learners Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need intervention supports. This data will be used to target students who would benefit from additional academic or behavioral interventions and will also inform school-wide socio emotional efforts. The Bilingual Instructional Aides will implement	No				45652	\$17059.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academic support plans targeting English Learner progress within the classroom and using a pull-out intervention.						
6.3	School Climate Support Coach In order to effectively address our red indicators, we will support school climate to improve the academic achievement our students by adding a school climate support coach. Strategy 1 - MTSS to Support Climate Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need intervention supports. This data will be used to target students who would benefit from additional academic or behavioral interventions and will also inform school-wide socio emotional efforts. The school climate support coach will implement behavioral support plans, support professional development, and target school wide interventions to build a strong school community. Strategy 2 - School Climate Intervention	No				105366	\$48278.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The part-time Climate Coach will be focused on intentionally building a safe and predictable school climate through the planning of school wide activities to ensuring a safe, positive school environment inside and outside the classroom. This action will increase student engagement in school thus supporting increased attendance and increased academic outcomes. School wide supports will include assemblies, SEL lessons, small group interventions, and professional development.						
6.4	Instruction Support/Coach - Math In order to effectively address our red indicators, we will support the academic achievement our students by providing targeted support for math instruction and providing strong professional development to teachers. This part time position will support the academic program by monitoring the instructional programming in the area of math. This teacher on campus would oversee the instructional math program and team and provide coaching to teachers in using data to drive instruction. Strategy 1 - MTSS for Math Instruction Our Multi-Tiered System of Supports (MTSS) is designed to	No				\$29,995.00	\$15596

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need math intervention supports. This data will be used to target students who would benefit from additional math interventions. The instruction support/coach for math will implement academic support plans targeting needs identified in this process and use high level school wide data to determine school wide math PD needs. Strategy 2 - Math Peer Coaching A part-time Math lead Teacher will lead their colleague teachers after school hours to analyze math student achievement data. The coach will use a cycle of inquiry model to improve instructional practices for teachers and academic outcomes for students. This focused support will ensure tailored lesson plans are aligned to student needs and will support the increase of math student achievement.						
6.5	Teacher Release Time for PD In order to effectively address our red indicators, we will support the academic achievement for our students by providing a substitute teacher to provide on-demand instructional support for student	No				25726	\$5508

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	intervention, teacher release time for professional development, and student academic-conferencing. Strategy 1 - MTSS and Teacher Release Time for PD Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need intervention supports. This data will be used to target what teachers need additional time for professional Development and support with planning tailored lessons for students. Strategy 2 - Intervention and Academic Conferencing Students need to have ownership of their learning process to make transformational growth in academics. Through the substitute teacher position, Lincoln Elementary will provide on-demand instructional support for student intervention and student academic-conferencing. The additional support will enhance the student experience and provide continuing academic opportunities for students and will support our efforts to increase student achievement.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.6	Instruction Support/Coach - Literacy In order to effectively address our red indicators, we will support the academic achievement our students by providing targeted support for literacy instruction and providing strong professional development to teachers. This part time position will support the academic program by monitoring the instructional programming in the area of literacy. This teacher on campus would oversee the instructional literacy program and team and provide coaching to teachers in using data to drive instruction. Strategy 1 - MTSS for Literacy Instruction Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and improvement of our English Learner progress. The careful study of data and action planning will allow us to focus our efforts on students that need literacy intervention supports. This data will be used to target students who would benefit from additional literacy interventions. The instruction support/coach for literacy will implement academic support plans targeting needs identified in this process and use high level school wide data to determine school wide literacy PD needs. Strategy 2 - Literacy Peer Coaching	No				23850	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	A part-time literacy lead teacher will lead their colleague teachers after school hours to analyze literacy student achievement data. The coach will use a cycle of inquiry model to improve instructional practices for teachers and academic outcomes for students. This focused support will ensure tailored lesson plans are aligned to student needs and will support the increase of literacy student achievement.						

Goal 7

Goal Description

LCFF Equity Multiplier:Greenwood Academy: By June 2025, Greenwood Academy will have administered a baseline reading and math iReady assessment, and see a growth in achievement of 5% from baseline to end of year.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
7.1	Moving 1 ELPI Level on ELPAC As measured by CA Dashboard, Priority 4E	2023-2024 35.6% of EL students progressed one ELPI level Level 1 - 33.02% Level 2 - 30.25% Level 3 - 27.18% Level 4 - 9.56%				Increase students moving up 1 ELPI level
7.2	SBAC, ELA average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2023-2024 ALL: -201.8 DFS AA: -230.7 DFS Hispanic: -117.9 DFS UPC Student Group: EL: -243.9 DFS SED: -211.1 DFS				Increase SBAC, ELA performance by 10 pts for all students
7.3	SBAC, Math average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2023-2024 ALL: -264.9 DFS Hispanic: -117.9 DFS UPC Student Group: EL: -306.9 DFS SED: -211.1 DFS				Increase SBAC, math performance by 10 pts for all students
7.4	Suspension Rate Source: CA Dashboard Priority 6A	2023-2024 ALL: 4.3%, Maintained -0.1% AA: 9.6%, Declined 4.9%				Decrease Suspension Rate by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic: 3.5%, Increased by 2.1% Homeless: 7.4%, Declined 2.6% UPC Student Group: EL: 4.1%, increased by 2.2% SED: 4.6%, Declined 0.6% SWD: 5%, Declined 3.7%				
7.5	Graduation Rate Source CA Dashboard Priority 5E	2023-2024 ALL: 76.70%, Declined 4.5% AA: 76.1% Hispanic: 76.8%, Declined 2.8% Homeless: 86%, Increased 4.2% White: 72.7% UPC Student Group: EL: 83.3%, Increased 2.7% SED: 75.6%, Declined 4.2% SWD: 62.1%, Declined 28.8%,				Increase Graduation Rate by 5%
7.6	Non Stability Rate Source: Data Quest, CDE Priority 5	2023-2024 ALL: 56.0% AA: 57.4% Asian: 50% Filipino: 60% Hispanic: 57.4% White: 42.3% UPC Student Group: EL: 61.2%				Decrease the Non-Stability Rate by 5 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		FY:0% Homeless:61.8% SED: 58.6% SWD: 48.3%				

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.1	Increase Course Offerings In order to effectively address our red indicators in math and EL achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we will support the academic achievement and school engagement of our SED students by providing targeted support for instruction and providing strong professional development to teachers. Strategy 1 - Increase Course Offerings To increase student achievement and engagement we will add staff to be able to offer intervention courser during the day and increase course CTE courses in Media Arts, Culinary Arts, and Health Sciences. We provide Enrichment courses in the areas of sports, leadership, art liberal arts. The Media Arts course will be specifically designed to increase the arts and elective choices offered at Greenwood Academy, complementary to the 21st Century Yearbook Design & Publication course. This course will enhance the opportunity for students to learn new skills and	No				2476	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	explore career paths thereby also improving the school climate overall. Strategy 2 - MTSS Our Multi-Tiered System of Supports (MTSS) is designed to focus our academic intervention and reduce the suspension rates of our SED and SWD. The careful study of data and action planning will allow us to focus our efforts on students that need intervention supports. This data will be used to target students who would benefit from additional academic or behavioral interventions and will also inform school-wide student orientations, assemblies, class meetings, and community building activities are held quarterly. Our mental health counselors are available to address student needs through group and individual counseling. Staff is trained in restorative practices to reduce conflicts and provide alternative means of correction when issues arise.						
7.2	Instructional Support Coach In order to effectively address our red indicators in math and EL achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we will support the academic achievement and school engagement of our SED students	No				148735	\$56713

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	by providing targeted support for instruction and providing strong professional development to teachers. Strategy 1 - Supporting Teachers Towards Improvement Greenwood plans to hire an Instructional Specialist who will provide coaching and development to the teaching staff to specifically target unfinished learning for students and supporting students with disabilities in a general education setting. The Instructional Specialist will support with lesson design using a cycle of inquiry approach to supporting the academic and social-emotional needs of students. This action will implement initiatives to improve school climate and drop out prevention strategies focused on student retention rates. In addition, the Instructional Specialist will provide professional development in strategies and interventions that decrease the disproportional use of exclusionary disciplinary practices such as suspensions and office referrals among all of our students, and especially our SED and SWD population. The coach will support with lesson design using a cycle of inquiry approach to supporting the academic and social-emotional needs of students. The additional staff will provide specialized student support to resolve student attendance issues. This action will implement initiatives to improve school climate and drop out						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	prevention strategies focused on student retention rates. Strategy 2 - Build Intervention program To increase student achievement we will build an intervention program focused on providing targeted academics and SEL support. The Instructional Specialist will support the development of a safe and engaging culture and climate. The position will support teachers in creating positive student relationships and responsive classroom climates through planning, developing, and implementing instructional and social-emotional learning for students. Strategy 3 - Parent Advisory Committee Building strong relationships with families is essential to supporting student achievement. Greenwood Academy believes this partnership with families is important and will establish Parent Advisory Committees (PAC) to support this goal's efforts. The PAC's will be presented with key school communicating with school admin; advocate for student needs; provide input on school policies and procedures; and help promote a positive school culture.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.3	Instructional Specialist - Secondary To effectively address our red indicators in math and EL achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we will support the academic achievement and school engagement of our SED students by providing targeted support for instruction and strong professional development to teachers. Strategy 1 - Supporting Teachers Towards Improvement The instructional specialist will support the culture and climate of academic programming and student experience. The position will support positive student relationships and increased instructional support for staff. The instructional specialist will support the planning, development, and implementation of instructional and social-emotional learning for students. In addition, the Instructional Specialist will lead school sites through strategies and interventions that decrease the disproportional use of exclusionary disciplinary practices such as suspensions and office referrals among our UPC population and all student groups districtwide.	No				157147	\$70896

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.4	Study Trips In order to effectively address our red indicators in math and EL achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we will support the academic achievement and school engagement of our SED students by providing opportunities for students to experience the world beyond their neighborhood. Strategy 1: Field trips Field trips are a popular among our student body and provide learning opportunity outside the traditional classroom structures. This opportunity for experiential learning offers students a more hands on and immersive way to learn about a subject matter. Study trips help build cultural awareness, personal development, and have a positive impact on student education and career readiness outcomes. By providing more study trips our students will have the opportunity for real world learning which leads to improved academic performance and improved school engagement. Our trips will be planned by the leadership students of Greenwood Academy. Destinations will include academic and career institutions as well as locations that provide exposure to various cultural and life experiences. These opportunities will be provided to all students with an emphasis on recruiting SWD and our SED student groups.	No				3000	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.5	Counselor Secondary, Student Support In order to effectively address our red indicators of graduation rate we will provide a part-time counselor to support students with personalized academic programming, to increase engagement in school, and to plan for the the future. The counselor will work with students to review their transcripts, set goals for the future and develop graduation plans. They will also work with the student to prepare for and gain work experience. Strategy 1: Full time Counselor to improve graduation rate Additional part-time counseling staff to support the culture and climate for programming and student experience. The position will support positive student relationships and a dedicated counselor to support student and community needs. The additional staff will provide specialized student support to resolve complicated or persistent student attendance or behavior problems. Strategy 2: Work based learning Counselors support students with academics, mental health, college and career, and work based learning and securing internships. This additional counselor support will ensure our school can meet	No				55759	\$23692.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with every student and add services to our focus to our socioeconomically disadvantaged students and student with disabilities. Strategy 3: Career Planning Many Greenwood Academy students are below grade level in math and English and require credit recovery. Particularly, our socioeconomically disadvantaged students and student with disabilities need support in planning for graduation and life beyond high school. Students transcripts require careful analysis so that personalized plans for graduation can be developed in partnership with students and families. The counselor will work with our socioeconomically disadvantaged students and student with disabilities to develop short and long term goals to work towards graduation.						

Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		