



WCCUSD LCAP Midyear Review

February 12, 2025 (Revised)

Board of Education

Executive Summary

West Contra Costa Unified School District

The **Local Control and Accountability Plan (LCAP)** is a three-year strategic plan that aligns goals, actions, services, and expenditures with state and local priorities to improve student outcomes. It serves as a key tool for **setting goals, allocating resources, and ensuring accountability.**

Districts are required to review the progress through the mid-year update no later than February 28th annually.

The total district allocation to LCAP is **\$66,738,618**. As of February 7th, **estimated actual expenditures total \$35,869,545**. **Most strategies are in the implementation phase**, supporting both state and local priorities. While the state has released the latest **CAASPP scores**, many **local indicators are not yet available** to monitor growth.

To ensure transparency and continuous improvement, the district **meets regularly with the District LCAP Advisory Committee (DLCAP)** to discuss LCAP goal implementation. **Further presentations are scheduled to track progress and gather feedback** to refine strategies for the 2025-2026 school year.

While the state has released **2024 CAASPP scores and Dashboard data**, we do not yet have **local indicators to progress monitor our mid-year growth**. As additional data becomes available, we will refine our strategies to ensure progress toward our goals.

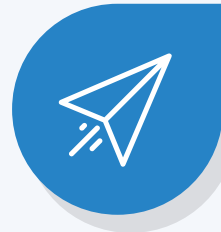


LCAP Mid-year Update

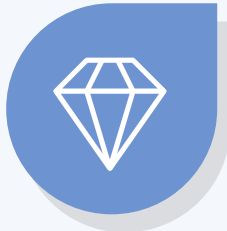
West Contra Costa Unified School District



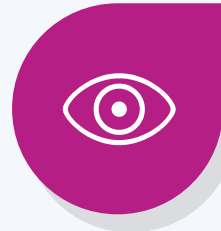
Provide an **update on the implementation** status of actions aligned to each goal.



Highlight challenges with implementation with any relevant data available to date.



Highlight Success in implementation with any relevant data available to date.



Provide **estimated actuals** for expenditures by goal

Acronym Key

BCLAD - Bilingual Credential (credential for teachers in dual language programs)

CalSchls - California School Climate, Health, and Learning Surveys - CDE data system for CHKS (Kids), CASS (Staff) and CSPA (Parents) surveys.

CDE - California Department of Education

CHKS Survey - California Healthy Kids Survey

CTE - Career Technical Education

C&C - College & Career

DFS - Distance From Standard

DLI - Dual Language Immersion

EL's or ELL's - English Language Learners

ESGI - Educational Software for Guiding Instruction

IPG - Instructional Practice Guide

ELPI - English Language Progress Indicator

LCAP - Local Control Accountability Plan

PD - Professional Development

RFEP - Reclassify Fluent English Proficient

SED - Socio Economically Disadvantaged

SIPPS - Systematic instruction in Phonological Awareness, Phonics, and Site Words

SBAC - Smarter Balanced Assessment Consortium

SPSA - Single Plan for Student Achievement

SWD - Students with Disabilities

TIP - Teacher Induction Program

TK - Transitional Kindergarten

VAPA - Visual & Performing Arts



LCAP Goals Overview

West Contra Costa Unified School District

Goal 1: Authentic Engagement - Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners

Goal 2: Universal Systems & Accessible Support - Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments

Goal 3: 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

Goal 4: Students with Disabilities - Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth

Goal 5: Targeted Intervention & Support - Accelerate academic growth and reduce disproportionate outcomes for focal student groups including: Foster Youth, Homeless, English Language Learners, and African American, Latinx (reported as Hispanic).



Goal 1

Authentic Engagement - Summer Sigler



Driven by Results

Key Data for Goal 1: Authentic Engagement

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
Chronic Absenteeism Source: CA Dashboard Priority 5B - Pupil Engagement	2022-2023 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%	Decrease Chronic Absenteeism by 15%	2024-2025 (Through 12/31/24) All: 26.3% ELL: 32.4% SED: 31.7% SWD: 39.3% FY: not yet available
Suspension Rate CA Dashboard Priority 6A - School Climate	2022-2023 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, increased 1.5%	Decrease suspension rate by 15%	2024-2025 (Through 12/31/24) ALL: 2.5% ELL: 3.2% SED: SWD: FY: 13.4%



Goal 1 Implementation Successes

Authentic Engagement

- Tiered Fidelity Inventory (TFI) Walkthroughs were completed at all school sites, and targeted coaching was provided for PBIS implementation
- African American suspension disproportionately has decreased year to date from a rate of 2.7 in 23-24 to 2.3 24-25 YTD, and we have increased other means of correction by 83%
- 80% of WCCUSD elementary community schools implemented Family Led Conferences , and targeted technical assistance was provided to support authentic engagement at all schools
- 100% of our elementary schools offer band/orchestra in grades 4-6
- 1800 students are participating in Elementary Music, and there have been 31 public facing VAPA performances, we are on schedule for there to be 72 performances by the end of the year

83%

increase in the use
of Other Means of
Correction (OMC)
(Goal: 9%)

100%

Community Schools
have high functioning
CARE Teams
(Goal: 95%)

69%

Favorable
Responses on Fall
Student Wellness
Screener

Goal 1 Areas for Improvement

Authentic Engagement

- Continue to improve overall attendance rates and chronic absenteeism, focusing on targeted schools and student groups
- While the overall suspension rate is 2.5%, Black students (6.3%), Foster Youth (13.4%), and FIT students (7.5%) remain disproportionately impacted, requiring stronger early intervention strategies and implementation of restorative practices to fidelity.
- Only 5% of district students have been engaged in schoolwide decision making, and meaningful engagement continues to be a challenge requiring more districtwide practices to build student agency
- While all schools have access to SEL curricula, additional monitoring is needed to ensure consistent, high-quality implementation across classrooms, with a focus on universal Tier 1 SEL strategies



Goal 1 Program Updates

Authentic Achievement

Key for implementation
P Full/Partial Implemented
Implementation Planned
Not Implemented

Description of Program	Implementation Level
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 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.	Strategy 1: Feedback and Communication Strategy 2: Social Emotional Learning and Tiered Fidelity Inventory Strategy 3: Tiered Support for Students Strategy 4: Climate Coaching Strategy 5: Attendance and Enrollment Awareness Strategy 6: Professional Learning Communities targeting Systems and Disproportionality
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 & Volunteer Clearance Strategy 2: Parent Capacity Building Strategy 3: School Community Outreach Workers (SCOW) Strategy 4: LCAP Program Monitoring Strategy 5: Parent Bill of Rights Strategy 6: Increase Parent Advisory Committee Engagement

Goal 1 Program Updates

Authentic Achievement

Key for implementation
Full/Partial Implemented
Implementation Planned
Not Implemented

Description of Program	Implementation Level
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 assistance provided by the Contra Costa Office of Education.	Strategy 1 - Visual and Performing Arts Strategy 2 - Theater Managers Strategy 3 - Access to Wellness Services Strategy 4 - Student, Family, and Community Engagement



LCAP Budget Allocation

Goal 1: Relentless Attention to Achievement

LCAP Goal 1	
LCAP Budget Allocated	Estimated Actuals as of January 2025
\$8,598,587	\$3,184,092
Percent Spent as of January 2025	
37.03%	





Goal 2

Universal Systems & Accessible Support - Dr. Camille Johnson

Driven by Results

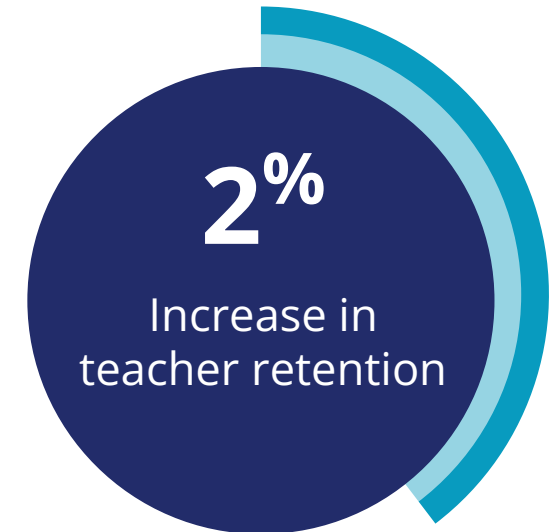
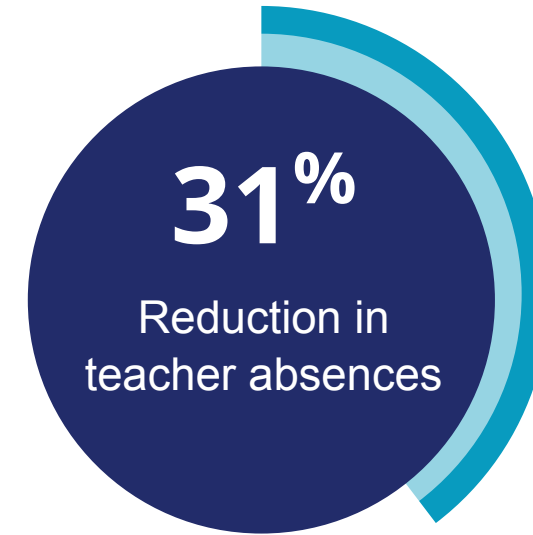
Key Data for Goal 2: Universal Systems & Accessible Support

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
Teacher absences, excluding PD days Source: eschool Local Measure	2022-2023 15,910 days of absence	Decrease by 15% from district-wide baseline data	2023-2024 10,956 days of absence
Teacher Retention Source: HR Retention report Source:Local Measure	2022-2023 66%	80% of teachers will be retained year-to-year	2023-2024 68%
Teacher Experience: the number of staff with 3+ years of teaching experience Source: HR Seniority Report Source:Local Measure	2022-2023 84%	Increase percentage of staff with 3+ years of teaching experience by 9%	2023-2024 82%

Goal 2 Implementation Successes

Universal Systems & Accessible Support

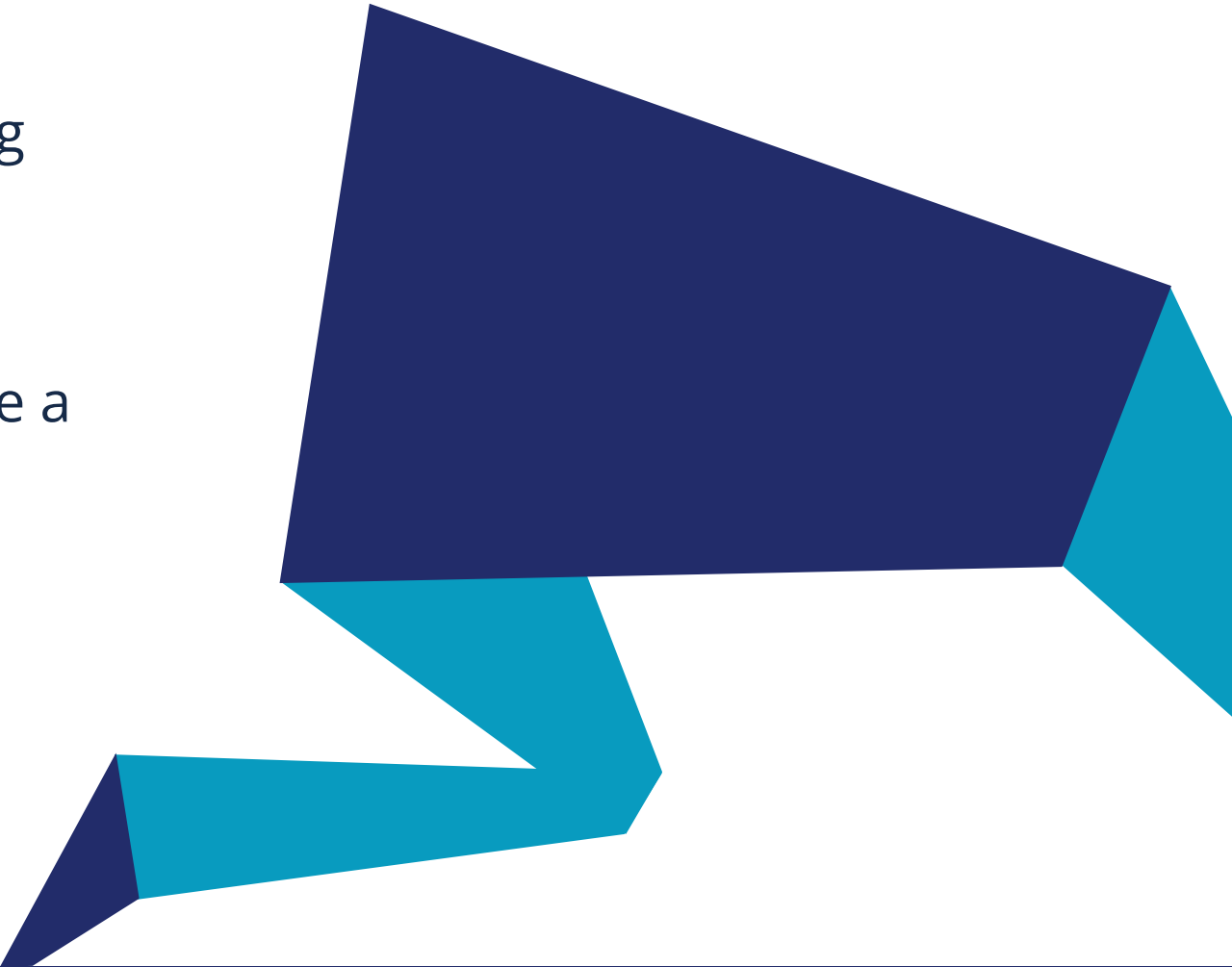
- 134 teachers currently enrolled in the Teacher Induction Program
 - Mentor teachers support new teachers' growth and development through weekly collaboration and conducting inquiry cycles that include lesson observations. Professional development opportunities on The Art of Transformational Coaching and monthly sessions based on mentor feedback are provided for teachers.



Goal 2 Areas for Improvement

Universal Systems & Accessible Support

- Ongoing vacancies across schools that were partially addressed by re-assigning central and site staff
- Difficult to fill positions in special education, math, and DLI continue to be a challenge to fill
- Percentage of staff with 3+ years of teaching experience decreased by 2%



Goal 2 Program Updates

Universal Systems & Accessible Support

Key for implementation
Full/Partial Implemented
Implementation Planned
Not Implemented

Description of Program	Implementation Level
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
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 Strategy 2 - Competitive Salary Strategy 3 - Teach for America Strategy 4: Increase the number of Black/African American Educators

LCAP Budget Allocation

Goal 2: Universal Systems & Accessible Support

LCAP Goal 2	
LCAP Budget Allocated	Estimated Actuals as of January 2025
\$24,558,460	\$20,935,404
Percent Spent as of January 2025	
85.25%	





Goal 3

Relentless Attention to Achievement - Katherine Acosta-Verprauskus

Driven by Results

Key Data for Goal 3: Relentless Attention to Achievement

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
SBAC, ELA average Distance from Standard (DFS) -points above or below standard Source: CA Dashboard Priority 4A	2022-2023 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	Increase average Distance from Standard (DFS) points on SBAC in English Language Arts/Literacy by 15.0 points or more	2023-2024 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
SBAC, Math average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2022-2023 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	Increase average Distance from Standard (DFS) on smarter balanced/SBAC state assessments in mathematics from by 15.0 points or more	2023-2024 UPC Student Group: EL: -128.5 DFS, maintained -1 SED: -113.8 DFS, maintained -0.3 FY: -180.4 DFS increased 8.3 SWD: -162.7 DFS, maintained -2.9
Graduation Rate Source: CA Dashboard Priority 4H	2022-2023 UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%, Maintained -0.6% FY: 60 % Declined 6.7% SWD: 56.9%, Declined 5.1%	Increase Graduation Rate by 6%	2023-2024 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%

Driven by Results

Key Data for Goal 3: Relentless Attention to Achievement

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
College/Career Ready Source: California Dashboard College/Career indicator Priority 8	2022-2023 UPC Student Group: EL: 12.9% FY: 5.9% SED: 27.9% SWD: 9.1%	Increase College/Career Preparedness by 9%	2023-2024 UPC Student Group: EL: 13% FY: 11.1% SED: 30.1% SWD: 9.8%
UC/CSU eligible A-G Eligibility (Grads & Non-Grads) Source: Dataquest, CDE Priority 4B - Pupil Achievement	UPC Student Group: EL: 16.3% FY: 5% SED: 31.9% SWD: 11.7%	Increase the percentage of Students with UC/CSU eligible A-G credits by 9%	2023-2024 UPC Student Group: EL: 14.3% FY: 10% SED: 31.1% SWD: 11.5%
CTE and A-G course Completer (Met Both) Source: DataQuest, CDE Priority 4C, 4D	2022-2023 UPC Student Group: EL: 6.8% SED: 13.3% FY: 5% SWD: 5%	Increase the percentage of students who met both CTE and A-G criteria by 9%	2023-2024 UPC Student Group: EL: 12.5% SED: 11.9% FY: 5% SWD: 4.8%



Driven by Results

Key Data for Goal 3: Relentless Attention to Achievement

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
CTE Pathway Completer Source: DataQuest, CDE Priority 4D	2022-2023 UPC Student Group: EL: 13.3% FY: .10% SED: 19.3% SWD: 8.2%	Increase the percentage of students who complete CTE pathway by 9%.	2023-2024 UPC Student Group: EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9
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	Increase the percentage of students scoring 3 or higher by 9%	2023-2024 Total taking AP Exams = 956 Total Scoring 3+ = 520
Increase student access to courses with early college credit embedded in our CTE coursework/Pathway programs Source: Local Measure	2022-2023 16 college courses offered within the high school day	25 college courses offered within the High School day	2023-2024 18 college courses offered within the high school day

Goal 3 Implementation Successes

Relentless Attention to Achievement

- Principals participated in a district wide data analysis to study focus student groups for State and Local data.
- Use of common instructional tool (IPG) to support rigorous Tier I instruction. Nine learning walks across the district by area held to support instruction. 315 logged observations using the district IPG capture tool across schools.
- Expanded paid internships opportunities from 20 placements to 65 placements across six of our high schools
- Four year graduation plans can now be created using our SchoolLinks College & Career Readiness platform
- District-wide high level usage of Zearn Math's digital math practice with 2/3 of all K-8 students logging on each week, averaging almost two lessons a student a week!

10.8%

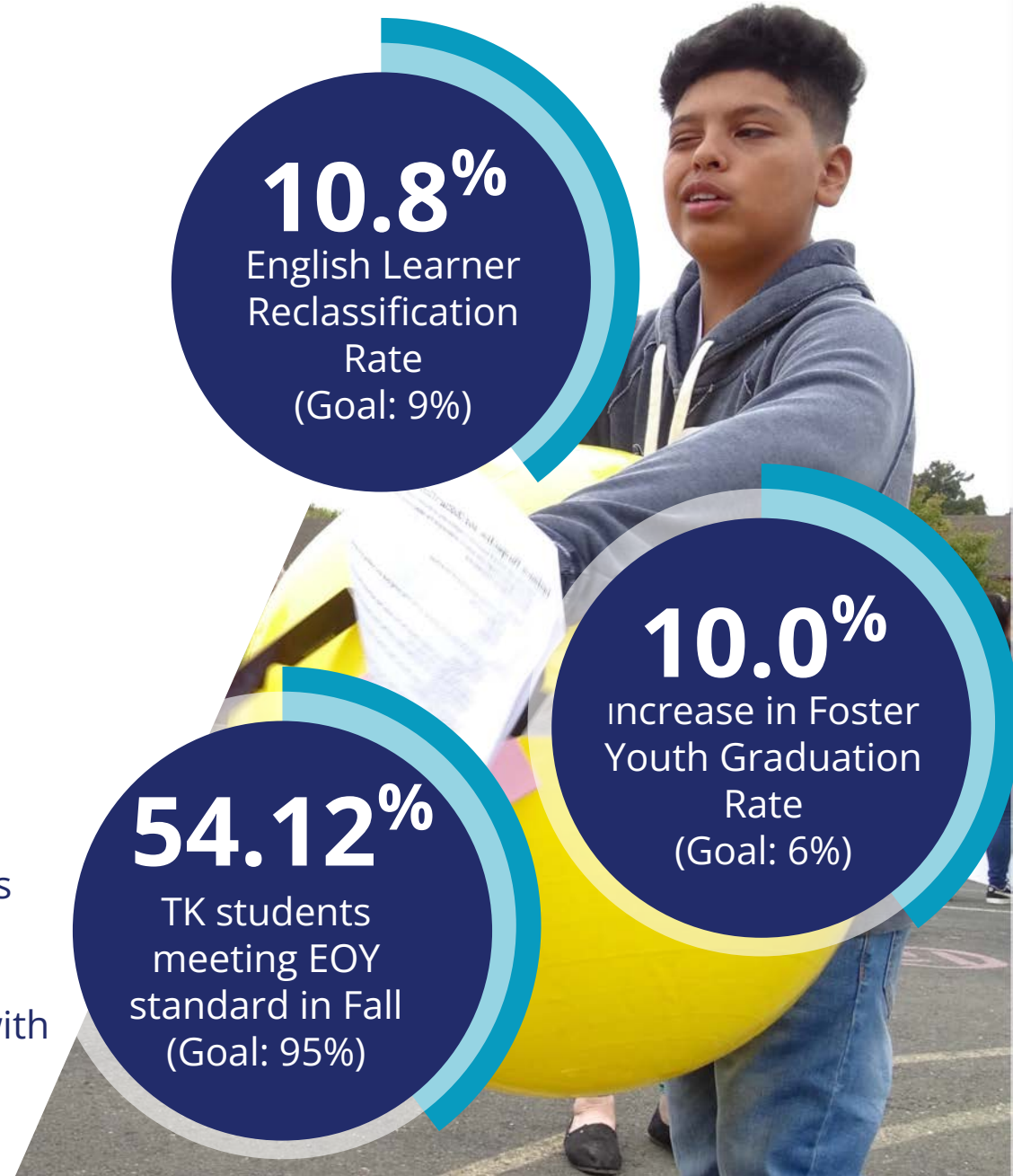
English Learner
Reclassification
Rate
(Goal: 9%)

10.0%

Increase in Foster
Youth Graduation
Rate
(Goal: 6%)

54.12%

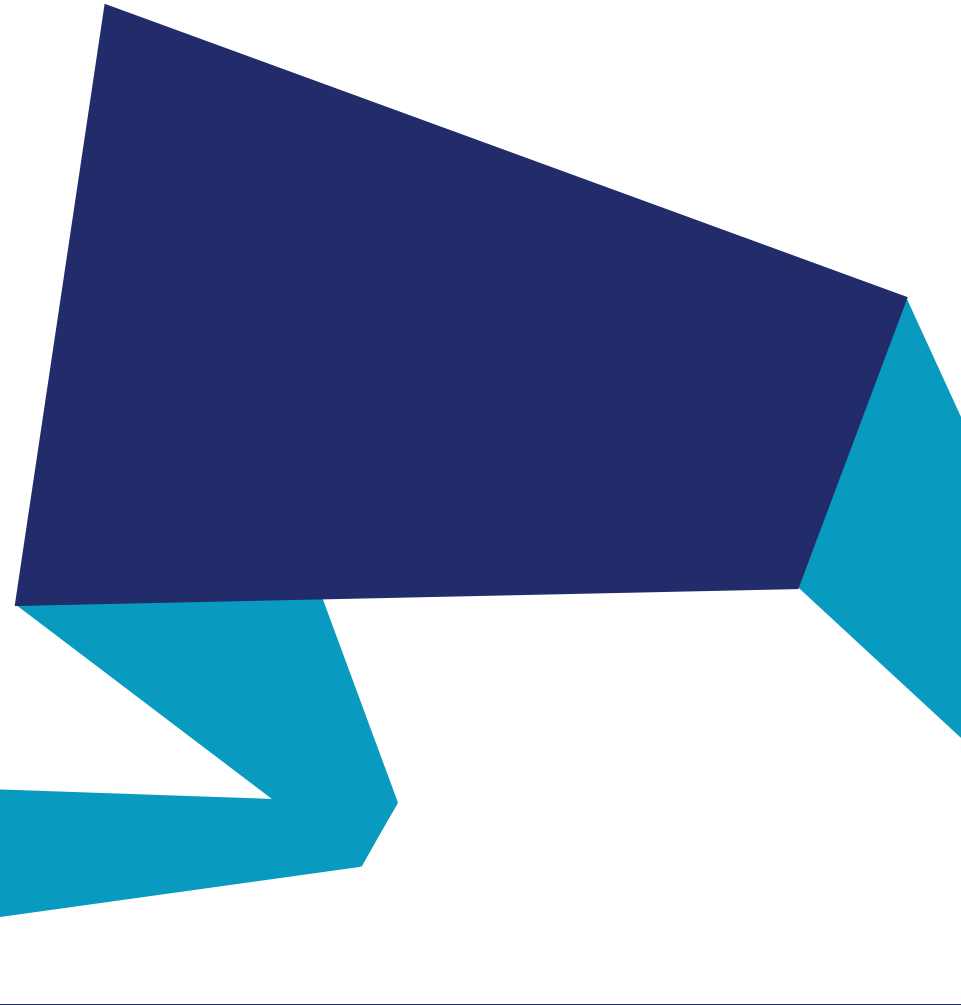
TK students
meeting EOY
standard in Fall
(Goal: 95%)



Goal 3 Areas for Improvement

Relentless Attention to Achievement

- Central office staff were reassigned to classrooms, to address vacancies creating a gap in our building capacity strategy.
- Consistent Tier I, standards-aligned curriculum at and across sites
- Limited collaboration time for educators
- There is a need to align centrally around a cohesive vision and instructional program



Goal 3 Program Updates

Relentless Attention to Achievement

Key for implementation
 Full/Partial Implemented
 Implementation Planned
 Not Implemented

Description of Program	Implementation Level
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 - Strategy 2 - Aligned Goals & Actions - Strategy 3 - Review and Approval of SPSAs
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.	- Strategy 1 - TK Instructional Assistants - Strategy 2 - Elementary Prep Teachers - Strategy 3 - Supplemental Curriculum & Assessment
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 - Strategy 2: Secondary Lead Counselor - Strategy 3: International Baccalaureate (IB) - Strategy 4: Targeted College & Career Readiness for Black/AA Students - Strategy 5: Targeted College & Career Readiness for Language Learners

Goal 3 Program Updates

Relentless Attention to Achievement

Key for implementation
Full/Partial Implemented
Implementation Planned
Not Implemented

Description of Program	Implementation Level
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 software and other programs in support of district goals.	• Strategy 1: Focused District Leadership • Strategy 2: Educational Technology • Strategy 3: EduClimber • Strategy 4: Extended Learning and Credit Recovery
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 • Strategy 2: DLI PD & Collaboration • Strategy 3: Educational Technology Tools to support teaching and learning
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 • Strategy 2: Specialized Training • Strategy 3: Evaluation and Monitoring

LCAP Budget Allocation

Goal 3: Relentless Attention to Achievement

LCAP Goal 3	
LCAP Budget Allocated	Estimated Actuals as of January 2025
\$27,672,816	\$8,674,236
Percent Spent as of January 2025	
31.35%	





Goal 4

Students with Disabilities - Guthrie Fleischman

Driven by Results

Key Data for Goal 4: Students with Disabilities

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
Graduation Rate Source: CA Dashboard Priority 5E	2022-2023 ALL: 83.8%, maintained -0.3% SWD: 56.9%, Declined 5.1%	Increase graduation rates by 9%	2023-2024 ALL: 83.7%, maintained -0.1% SWD: 66.1%, increased significantly 9.2%
CTE Pathway Completers Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL: 18.1% SWD: 8.2%	Increase the percentage of CTE pathway completers by 9%	2023-2024 ALL: 18.8% SWD: 9.9
Suspension Rate Source: CA Dashboard. Priority 6A - School Climate	2022-2023 ALL: 4.8%, increased 0.7% SWD: 8.6%, increased 1.5%	Decrease suspension rate by 15%	2023-2024 ALL: 5.1%, increased by 0.3% SWD: 7.4% decreased by 1.2%
Chronic Absenteeism Source: CA Dashboard Priority 5A	2022-2023 ALL: 34.2%, declined 8.2% SWD: 43.7%, declined 7.8%	Decrease chronic absenteeism by 9%	2023-2024 ALL: 28.4%, declined 6.2% SWD: 39.6%, decreased 4.1%

Driven by Results

Key Data for Goal 4: Students with Disabilities

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
SBAC, ELA Source: CA Dashboard Priority 4A	2022-2023 ALL: -53.7 DFS, increased 3.1 SWD: -129.2 DFS, increased 8.6	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	2023-2024 ALL: -55.8 DFS, maintained -2.2 SWD: -136.7 DFS, declined 7.5
SBAC, Math Source: CA Priority 4A	2022-2023 ALL: -86.8 DFS, increased 6.3 SWD: -159.8 DFS, increased 8.8	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	2023-2024 ALL: -85.7 DFS, maintained 1.1 SWD: -162.7 DFS, maintained -2.9

Goal 4 Implementation Successes

Students with Disabilities

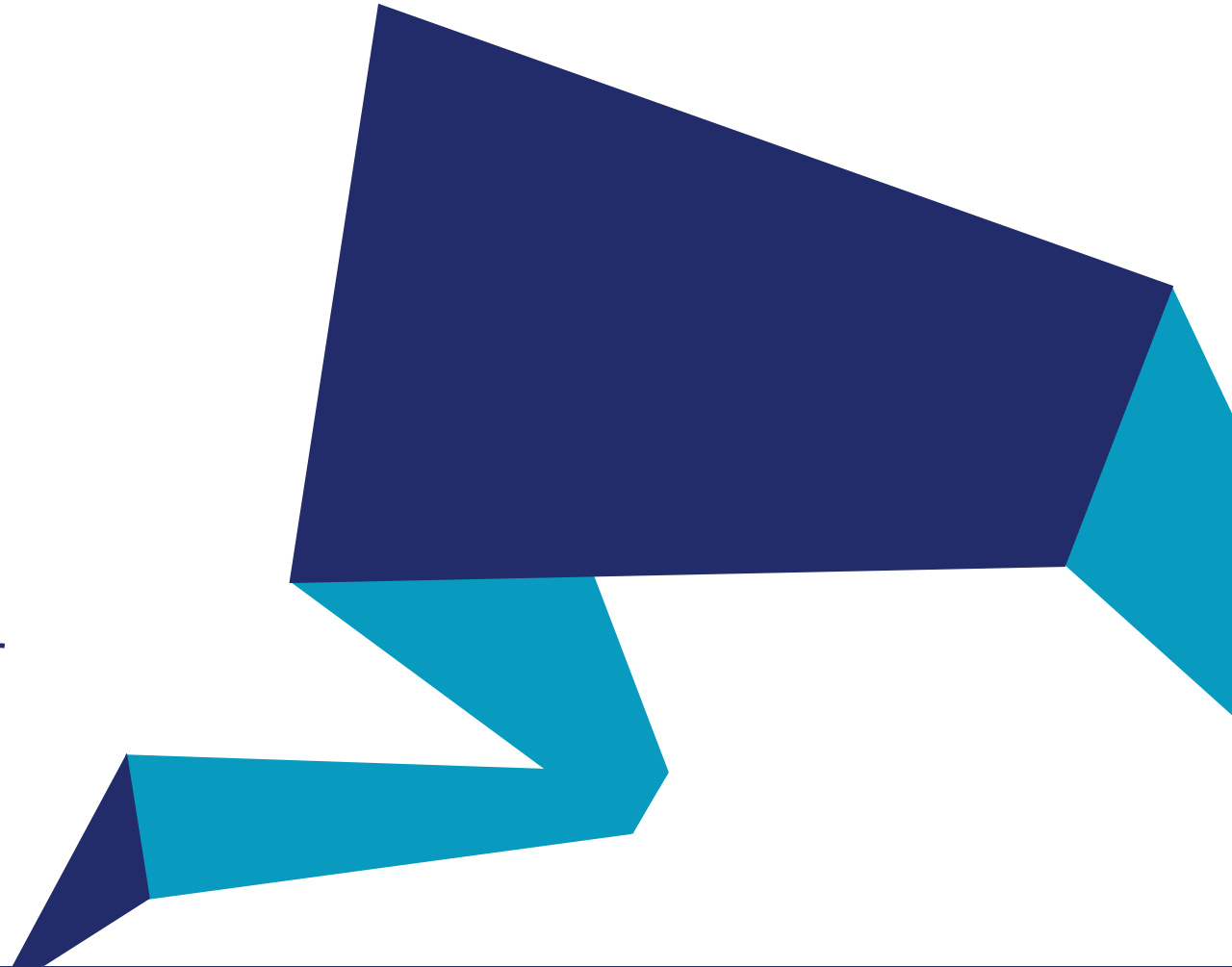
- The District is now below the 3.0 disproportionality index and has exited disproportionality for African American students identified as Emotionally Disabled and White students in a separate school.
- 65 Speech Therapists are providing early intervention to general education students



Goal 4 Areas for improvement

Students with Disabilities

- District remains disproportionate
 - African American student disciplinary incidents
 - African American students identified as Other Health Impaired
- There is a need to implement early intervention strategies to avoid over assessment



Goal 4 Program Updates

Students with Disabilities

Key for implementation
Full/Partial Implemented
Implementation Planned
Not Implemented

Description of Program	Implementation Level
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 Strategy 2: Speech Interventions Strategy 3: Supplemental Adaptive Curriculum



LCAP Budget Allocation

Goal 4: Students with Disabilities

LCAP Goal 4	
LCAP Budget Allocated	Estimated Actuals as of January 2025
\$3,777,917	\$1,996,855
Percent Spent as of January 2025	
52.86%	





Goal 5

Targeted Intervention & Support- Katherine Acosta-Verprauskus

Driven by Results

Key Data for Goal 5: Targeted Intervention & Support:

Metric	2022-23 Baseline	Desired Outcome for 2026-27	2024-25 Mid-Year Update
ELPAC ELPI Level Source: CA Dashboard Priority 4E	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%	Increase the percentage of students moving up at least 1 ELPI level by 3% per level.	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%
"At-Risk" and Long-Term English Learners (LTEL) Source: Dataquest, CDE Priority 4F	Total LTEL 6+ years: 2,152 Total EL Population: 9,394 "At-Risk" LTEL: 15.3%	Decrease percent of LTEL by 3%	Total LTEL 6+ years: 1,682 Total EL Population: 8,102 "At-Risk" LTEL: 15.8%
Reclassification Rate Source: internal Database Priority 4F	Reclassification Rate: 8%	English Learner reclassification rate will increase by 3%	2023-2024 Reclassification Rate: 10.8% Mid-Year Outcome 24-25: Reclassification Rate: 7%



Driven by Results

Key Data for Goal 5: Targeted Intervention & Support:

Metric	2022-23 Baseline	Desired Outcome for 2026-27	2024-25 Mid-Year Update
Graduation Rate Source: CA Dashboard Priority 4H	ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% EL: 70.7%, Maintained -0.3%	Increase Graduation Rate by 6%	ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% EL: 69.6%, declined -1.1%
A-G Eligibility Rate Source: Dataquest, CDE Priority 4B - Pupil Achievement	ALL:39% AA: 26.1% EL: 16.3%	Increase the percentage of each low-performing demographic subgroup A-G Eligibility rate by 9%	ALL: 36.7% AA: 30% EL:14.3%
SBAC, ELA average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	ALL: -53.7 DFS, increased 3.1 AA: -89.2 DFS, increased 13.6 EL: -107.5 DFS, declined 10	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	ALL: -55.8 DFS, maintained -2.2 AA: -104.1.8 DFS, declined 14.8 EL: -110.7 DFS, declined 3.3

Goal 5 Implementation Successes

Targeted Intervention & Support

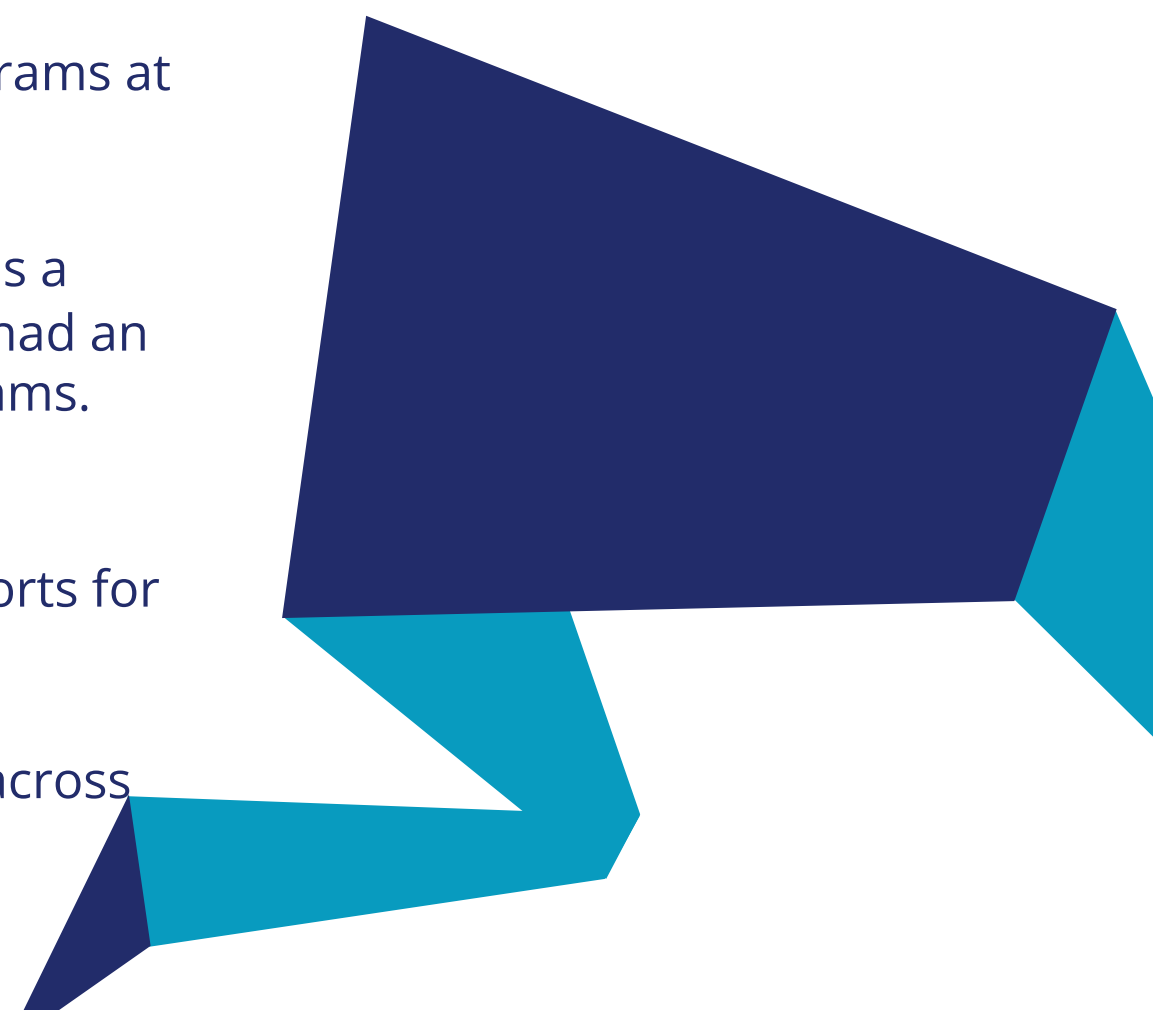
- 92% of schools have participated in implementation of the Of those schools that participated, 60% of ELs in grades 3-12 completed the standardized interim ELPAC. Of these schools, 60% of ELs in grades 3-12 completed the standardized interim ELPAC
- 338 total students in international newcomer academy in RHS, Kennedy and Helms
- Literacy intervention programs active for African American students at Bayview, Coronado, Nystrom Peres, and Stege serving 178 students



Goal 5 Areas for improvement

Targeted Intervention & Support

- Staff turnover impacting reading intervention programs at our mission critical schools.
- Title I funds also support Mafinikio programs and as a result staffing needs to be credentialed which has had an impact on hiring and filling vacancies across programs.
- ELMA department was highly impacted by central reassignments who were supporting program efforts for English language Learners.
- Need for additional focused PD and collaboration across sites to support long term English learners



Goal 5 Program Updates

Targeted Intervention & Support

Key for implementation
 Full/Partial Implemented
 Implementation Planned
 Not Implemented

Description of Program	Implementation Level
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 Strategy 2: Professional Development Strategy 3: Specialized EL Assessments Strategy 3: Specialized EL Assessments Strategy 4: Internationals and Newcomer program Strategy 5: Enhanced Support Services Strategy 6: EL Family Training
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 Strategy 2 - Mafanikio Program Strategy 3 - Literacy Achievement Strategy 4 - AASAT and Community Outreach
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 Strategy 2: Long-Term English Learner PD

LCAP Budget Allocation

Goal 5: Targeted Intervention & Support

LCAP Goal 5	
LCAP Budget Allocated	Estimated Actuals as of January 2025
\$1,745,088	\$1,078,958
Percent Spent as of January 2025	
61.83%	



As We Move Forward

- **We continue to build strong partnerships with Contra Costa County Office of Education (CCCOE) and California Department of Education (CDE) departments.**
 - Consistent WCCUSD participation at CCCOE meetings, workshops, and other professional learning opportunities.
 - Ongoing partnership with the CCCOE Differentiated Assistance team to support our continuous improvement work.
 - Participation with CDE Moving the Needle forward and California Collaborative for Educational Excellence (CCEE) Professional Learning network with leaders from across california.
- **Schools are monitoring their student group data, meeting with PACs, and will begin designing their plans (SPSAs) collaboratively to address improvement work at their site.**
 - We are aiming to significantly edit SPSAs to focus and provide an infographic to support educational partner engagement. Our intention is to have all schools ready for Board review and approval along with the LCAP in June 2025.
- **Given these data and additional data as they come available, we will analyse and assess effectiveness of LCAP goals and actions to make thoughtful adjustments to the 2025-2026 Plan.**
 - Input from all our educational partners is a critical component of this work. Educational partners includes parents, students, teachers, staff and administrators.



WCCUSD Differentiated Assistance Eligibility

Based on the 2024 CA Dashboard

Qualifying District	Priority 4: Pupil Achievement		Priority 5: Pupil Engagement		Priority 6: School Climate	Priority 8: Broad Course of Study
	ELA/Math	ELPI	Chronic Absenteeism	Graduation	Suspension	College and Career
West Contra Costa	✓		✓	✓	✓	✓

Qualifying District	Priority 4: Pupil Achievement		Priority 5: Pupil Engagement		Priority 6: School Climate	Priority 8: Broad Course of Study
	ELA/Math	ELPI	Chronic Absenteeism	Graduation	Suspension	College and Career
West Contra Costa	Homeless, SWD, African American, Pacific Islander		Foster	SWD	Foster, Homeless, African American, Pacific Islander	Homeless, SWD

Upheld Commitments

- Throughout the 2024-25 school year, WCCUSD staff has been working in collaboration with the DLCAPS Committee to foster trust and gather meaningful, ongoing feedback to support the effective implementation of the LCAP. We have upheld our commitment to monthly meetings and, in response to committee requests, have expanded the number of additional meetings by three.
 - To date, we have reviewed the LCAP in its entirety with the committee, and are prepared to bring updated progress monitoring data in March, in order to support the recommendation process
- At the beginning of each meeting, WCCUSD staff and committee members review and refine the timeline to ensure alignment with our goals. We actively incorporate feedback from the full committee as well as the Executive Team, striving to provide requested information in advance of each meeting. Every presentation has included comprehensive progress monitoring data to inform decision-making.
- We have significantly increased DLCAP membership, growing from six members in 2023-24 to 13 in 2024-25. Additionally, recent outreach through our All Student Congress has resulted in 17 new parent applicants and 6 student applicants, further broadening stakeholder representation.
- In November, WCCUSD staff presented the Board with an academic progress update based on CAASPP results, ensuring ongoing monitoring of student groups performing in the red and proactively addressing equity gaps. We are prepared to provide updated data in March to continue this work.
- Furthermore, a draft of the Parent Bill of Rights has been developed, reviewed, and presented by parents to the broader DLCAP committee. This document is designed to align with Board Policy 6020 on Family Engagement, reinforcing our shared commitment to meaningful parent and family involvement.





Thank you

We are available for your questions