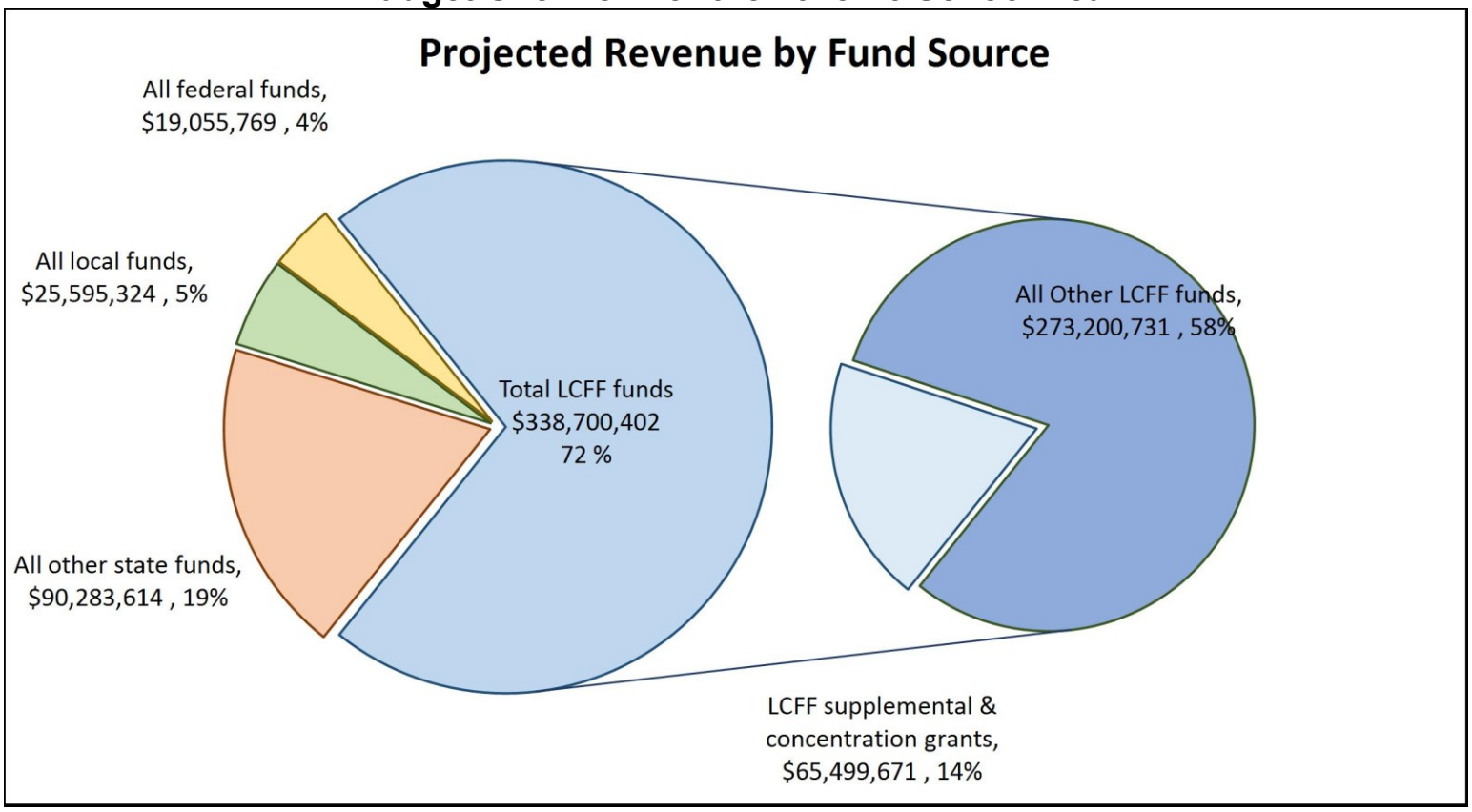
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Contra Costa Unified School District
CDS Code: 07617960000000
School Year: 2025-26
LEA contact information:
Dr. Kim Moses
Interim Superintendent
kmoses@wccusd.net
510-231-1104

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

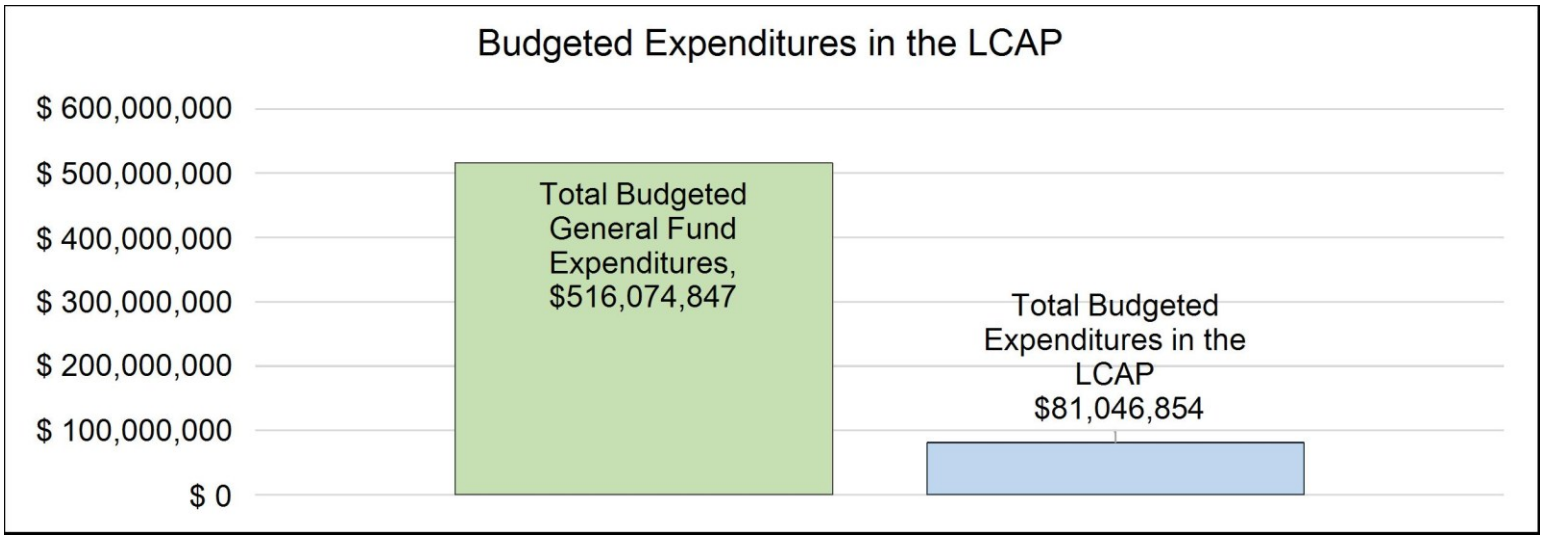


This chart shows the total general purpose revenue West Contra Costa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Contra Costa Unified School District is $473,635,109, of which $338,700,402 is Local Control Funding Formula (LCFF), $90,283,614 is other state funds, $25,595,324 is local funds, and $19,055,769 is federal funds. Of the $338,700,402 in LCFF Funds, $65,499,671 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much West Contra Costa Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: West Contra Costa Unified School District plans to spend $516,074,847 for the 2025-26 school year. Of that amount, $81,046,854 is tied to actions/services in the LCAP and $435,027,993 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budget expenditures not included in the LCAP will be used for the following:

- Teachers of our base program

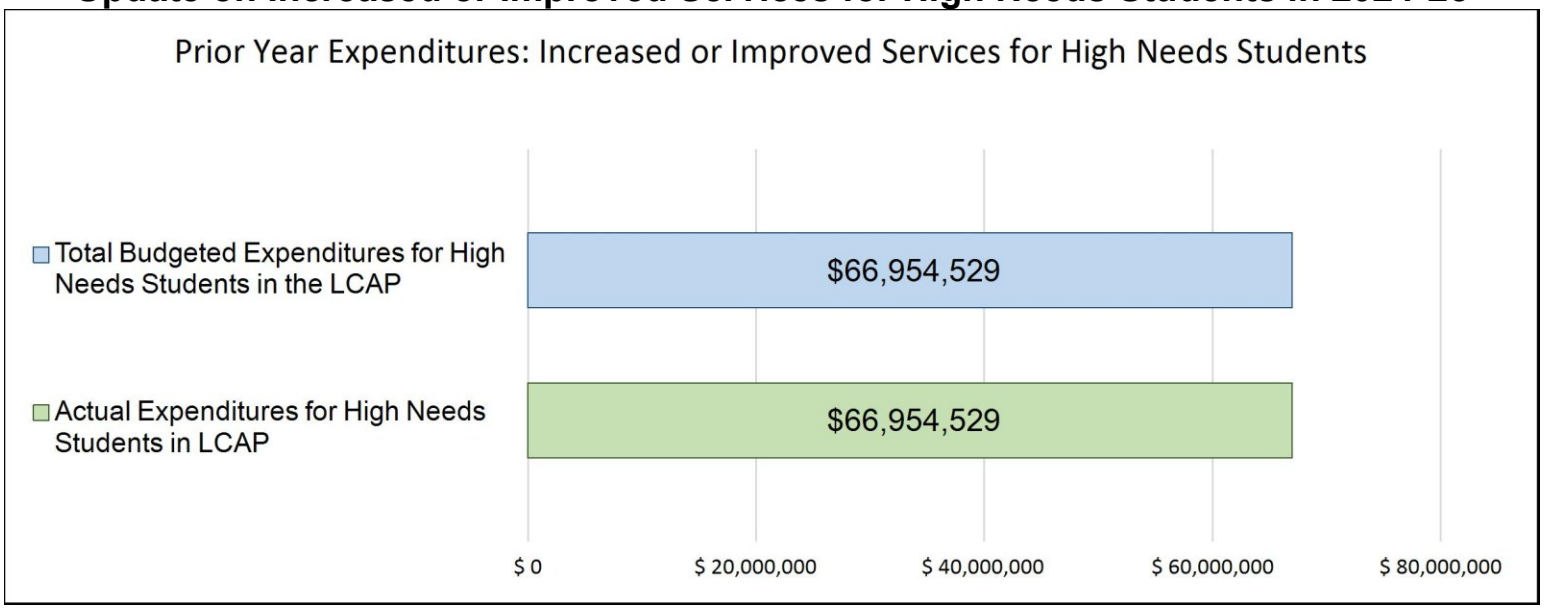
-General Administrative such as Cabinet, Curriculum and Instruction
-Personnel
-Business and Facilities Planning departments
-General overhead
-Transportation
-Utilities
-Maintenance and operations and other operations costs
-Some restricted State and Federal funding sources not directly related to the LCAP goals, actions, and services

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, West Contra Costa Unified School District is projecting it will receive $65,499,671 based on the enrollment of foster youth, English learner, and low-income students. West Contra Costa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. West Contra Costa Unified School District plans to spend $65,499,671 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what West Contra Costa Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what West Contra Costa Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, West Contra Costa Unified School District's LCAP budgeted $66,954,529 for planned actions to increase or improve services for high needs students. West Contra Costa Unified School District actually spent $66,954,529 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on West Contra Costa Unified School District’s ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Contra Costa Unified School District	Dr. Kim Moses Interim Superintendent	KMoses@wccusd.net 510-231-1104

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

West Contra Costa Unified School District (WCCUSD), established in 1965, serves a vibrant and diverse community in the western corridor of Contra Costa County. Conveniently located along the I-80 corridor, WCCUSD spans from the San Francisco Bay to the Carquinez Strait—just 70 miles southwest of Sacramento, 18 miles northeast of San Francisco, and 12 miles north of Oakland. WCCUSD encompasses the cities of El Cerrito, Richmond, San Pablo, Pinole, and Hercules, as well as the unincorporated communities of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills. The district operates 56 schools, including seven comprehensive high schools, six middle schools, six K-8 schools, 31 elementary schools, three alternative education high schools, one virtual school, and a robust network of early learning and special education programs. This includes 11 state preschool sites, 14 special education preschool programs, and a dedicated assessment center.

In the 2024–2025 school year, WCCUSD served about 26,000 students. Of these, approximately 65% are classified as socioeconomically disadvantaged, 31.7% are English Learners, and nearly 15% are students with disabilities. Additionally, less than 1% are in foster care, and just over 2% are identified as youth experiencing homelessness. WCCUSD's student population reflects the rich diversity of the region, with 54.8% identifying as Latino, 12.1% as African American, 10.9% as Asian, 10.4% as White, 6.3% as Two or More Races, 4.8% as Filipino, and less than 1% as Pacific Islander (Source: California Department of Education, DataQuest).

In the 2024–2025 school year, two district schools—Greenwood Academy and Lincoln Elementary—qualified for the state’s new LCFF Equity Multiplier funding.

This initiative provided additional resources to schools serving high percentages of socioeconomically disadvantaged students and experiencing significant student turnover.
For the 2025-2026 school year one additional school, Stege Elementary School will be added to the qualification list for LCFF Equity Multiplier funding.

Strategic Vision and Equity Commitment
WCCUSD's 2024–2027 Strategic Plan—"Brave Minds, Bold Leaders, Big Dreams"—charts a bold path toward educational equity and excellence. Rooted in our commitment to a learner-centered community, the plan envisions every student leading a passion-driven life. Our mission is to equip students with the knowledge, skills, and confidence to pursue their chosen pathways with purpose and agency.

Our Board-adopted Equity Statement affirms the district's unwavering belief that all students can achieve at high levels, and that institutionalized racism must be actively addressed. This belief is further reflected in WCCUSD's Anti-Racism Resolution, which establishes the district's responsibility to dismantle systemic inequities by partnering with students, families, and the community to advance racial, educational, and economic justice.

Graduate Profile: Our North Star
All LCAP actions and strategic initiatives are aligned to our WCCUSD Graduate Profile, which defines the competencies our students will develop by graduation. WCCUSD graduates will be:
Literate and effective communicators in a multilingual, technological world
Self-reliant, data-literate decision-makers equipped for a competitive global economy
Empathetic and civically engaged leaders in a diverse, multicultural society

Theory of Action: From Insight to Impact
WCCUSD's Theory of Action is grounded in the belief that authentic engagement—through honest, inclusive dialogue centered on student learning—paired with data-informed decision-making and research-aligned practice, leads to transformational change. By listening to voices closest to the classroom and acting with intention, we maintain a relentless focus on equity, agency, and achievement. The outcome: students prepared to thrive as the next generation of local and global leaders.

Commitment to Continuous Improvement:
The goals in our Strategic Plan are interconnected and collectively fuel both innovation and foundational progress. WCCUSD is actively mapping the path to sustainable implementation through the collaborative efforts of educators, site leaders, and classified staff. We remain committed to transformational growth in every school, for every student.
As the demands of our global society evolve, WCCUSD continues to offer future-focused academic pathways that empower students to thrive. Guided by our Graduate Profile, Mission, Vision, and Core Beliefs, we are building a strong and inclusive educational village—one that interrupts inequity and cultivates leaders who reflect and uplift the rich diversity of our community.

Our Vision:
We aspire to be a learner-centered community that fosters passion-driven lives.

Our Mission:

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.
We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

Equity Statement:
The belief that all students can achieve at high levels of proficiency and that the effects of institutionalized racism can be mitigated is central to how equity is viewed in West Contra Costa Unified School District.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As West Contra Costa Unified School District (WCCUSD) continues to recover from the profound challenges of the COVID-19 pandemic, we are seeing important signs of stabilization and targeted improvement. While we have not yet fully returned to pre-pandemic academic performance levels, our district is making measurable gains—particularly in attendance, graduation outcomes, and academic growth among our most underserved student groups. These improvements reflect the results of strategic investments, equity-driven practices, and a districtwide commitment to continuous improvement.

Attendance and Engagement
Chronic absenteeism has shown encouraging declines, particularly among English Learners, foster youth, socioeconomically disadvantaged students, and students with disabilities. Foster youth saw the most dramatic improvement, with chronic absenteeism falling by more than 30 percentage points during the 2022–2023 school year. English Learners and socioeconomically disadvantaged students each experienced more than a 10-point decline. While we have not yet met our long-term goals, this downward trend has continued into the 2024–2025 school year, with districtwide absenteeism now below 27% and early data showing sustained progress among key student groups. These outcomes highlight the impact of expanded wraparound services, targeted site-based outreach, and enhanced social-emotional supports, including services provided by school-based social workers and clinicians. Our schools have increasingly served as community hubs, removing barriers to attendance by providing access to food, clothing, and health care resources.

School Climate and Suspension
Despite progress in attendance, suspension rates rose in the 2022–2023 school year, particularly among foster youth, students with disabilities, and English Learners. Foster youth were most disproportionately impacted, with a suspension rate exceeding 14%. In response, WCCUSD has refined its approach to school climate and behavior support by strengthening CARE team referral processes, instituting re-engagement plans for suspended students, and investing in trauma-informed practices and site-based intervention systems. These measures are beginning to yield positive results: as of midyear 2024–2025, the overall suspension rate has decreased significantly with only 2.5% suspensions as of December, a whole percentage point reduction when compared to the same time last year. As of mid-year our district remains focused on reducing exclusionary practices while fostering inclusive, supportive learning environments that prioritize student belonging and behavioral health.

Academic Achievement and Growth
Academic performance, as measured by the Smarter Balanced (SBAC) assessments, presents a mixed picture. Foster youth demonstrated particularly strong growth in English Language Arts (ELA), improving by nearly 18 points in average Distance from Standard (DFS) in a single year. Students with disabilities declined by 7.5 points in 2023–2024, underscoring the need for continued, focused support. However, English Learners experienced a multi-year decline in ELA performance, with their average DFS now more than 110 points below standard. In mathematics, foster youth continued steady growth, posting an 8-point increase in 2023–2024, although overall math achievement remains a concern for English Learners and students with disabilities.

When looking at our local academic indicator of iReady from fall to winter 2024–2025, WCCUSD students demonstrated meaningful academic growth in both reading and math, with particularly strong gains at the elementary and middle school levels. The latest i-Ready data reflect the impact of targeted instructional strategies, early interventions, and districtwide focus on equity-centered supports. In Kindergarten through 8th grade, reading scores increased by an average of 10.3% across the district. African American students matched and slightly outpaced the district average with a 10.4% increase, while Asian (+13.4%), Filipino (+13.3%), and White students (+12.7%) showed the most accelerated growth. English Learners and Students with Disabilities posted gains of 6.7% and 5.6%, respectively—highlighting the effectiveness of scaffolds and small group instruction. Socioeconomically Disadvantaged students saw a 9.3% increase, signaling that our tiered supports are beginning to narrow opportunity gaps. In math, the momentum was equally encouraging. Overall, K–8 students grew 9.7%, with Filipino (+16.1%), White (+16.6%), and students identifying as Two or More Races (+15.3%) leading the way. African American students made solid progress with a 6.8% increase. Notably, English Learners (+6.4%), Foster Youth (+9.1%), and Students with Disabilities (+6%) also demonstrated clear upward trajectories, suggesting that strategic math interventions are taking hold. At the high school level, growth was more pronounced in math than in reading. Students in grades 9–11 saw an overall increase of 15.6% in math proficiency. Foster Youth made the most dramatic gains, rising 22.2%, while students identifying as Two or More Races (+13.6%) and Filipino students (+10.3%) also posted strong results. African American students grew by 4%, showing progress but also signaling areas where additional focus may be needed. In comparison, English Learners and Students with Disabilities posted gains of 2.2% and 3%, respectively. Reading growth in the upper grades was more modest, with an overall increase of 3.5%. Foster Youth once again stood out with a 14.5% increase. Filipino (+8.6%) and Asian students (+7%) led other ethnic subgroups, while African American students grew by 3.8%, slightly above the districtwide average. English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students each showed incremental progress, indicating a need to deepen literacy supports at the secondary level. Overall, these Fall to Winter results affirm that WCCUSD's instructional efforts are translating into academic gains, especially in foundational skills. As we move forward, our focus remains on accelerating growth for underserved student groups and ensuring that all students receive the supports they need to thrive.

These academic outcomes reaffirm that improving Tier I instruction is a foundational priority. Strengthening high-quality core instruction aligned with California State Standards—coupled with regular data analysis, collaborative planning, and responsive intervention—remains central to our work. We are also addressing persistent staffing challenges through refined recruitment and retention strategies, recognizing that a stable, high-quality educator workforce is essential to sustaining and accelerating student achievement.

Graduation and College Readiness
Graduation rates have shown modest but meaningful improvement. Foster youth increased their graduation rate by 10 percentage points, and students with disabilities improved by more than 9 points in a single year. These gains are directly linked to intentional investments in credit recovery programs, re-engagement strategies, and personalized academic counseling. Although English Learner graduation rates

declined slightly, socioeconomically disadvantaged students saw a modest increase, reinforcing that with the right supports, our most vulnerable students can succeed. Recognizing that graduation alone is not enough, WCCUSD continues to expand early college credit opportunities, pathway programs, and work-based learning experiences to ensure graduates are fully prepared to thrive in a competitive, technology-driven, global economy.

To support this ongoing recovery and accelerate progress, WCCUSD's 2024–2027 Local Control and Accountability Plan (LCAP) is anchored in eight strategic goals designed to address persistent needs and ensure equitable outcomes for all students:

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 increase access to rigorous instruction.

Goal 5: Targeted Intervention & Support – Accelerate academic growth and reduce disproportionate outcomes for focal student groups, including Foster Youth, Homeless students, English Learners, African American students, and Latinx students.

Goal 6: Equity Multiplier: Lincoln Elementary School – By June 2026, Lincoln Elementary will increase its average Distance from Standard (DFS) on the SBAC English Language Arts and Mathematics assessments by 5 points or more.

Goal 7: Equity Multiplier: Greenwood Academy – By June 2026, Greenwood Academy will administer a baseline iReady assessment in reading and math, and achieve a minimum 5% growth from baseline to year-end.

Goal 8: Equity Multiplier: Stege Elementary School – By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.

In support of these efforts, the Learning Recovery Emergency Block Grant (LREBG) was established to assist schools in long-term recovery from the COVID-19 pandemic, addressing student learning, mental health, and overall well-being. WCCUSD has LREBG carryover funds to expend in the 2025-26 school year in the amount of $7,572,578. LREBG-funded actions may be found in Goal 1, Actions 1.1 and Goal 3, Action 3.2

In alignment with our district priorities and the needs assessment developed utilizing our latest data set, WCCUSD will strategically focus LREBG funds to:

Support Goal 3: Relentless Attention to Achievement by decreasing class sizes in Elementary and ensuring that low-enrollment schools have an appropriate and stable number of staff. This investment is designed to strengthen English Language Arts and mathematics achievement during primary school, providing our youngest students with more individualized attention and access to high-quality instruction. Research indicates that smaller class sizes are associated with higher test scores and improved academic outcomes, particularly for students from disadvantaged backgrounds.
Action 3.2 - Strategy 4: Enhance Instruction and personalize learning through class size reduction
Class size reduction enhances the quality of instruction by allowing teachers to better tailor lessons to individual student needs and provide timely, targeted support. With fewer students in each classroom, educators can build stronger relationships, differentiate instruction more effectively, and foster a more engaging and inclusive learning environment. LREBG also supports the funding of this strategy.

Support Goal 1: Authentic Engagement by empowering elementary teachers with the time and capacity to strengthen family engagement efforts and build stronger, more meaningful relationships with students. This focus on authentic relationships is critical to reducing chronic absenteeism and increasing student connection to school. Studies have shown that smaller class sizes facilitate better student-teacher interactions, leading to increased student engagement and attendance.
Action 1.1 - Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building
Smaller class sizes give teachers more time and capacity to connect meaningfully with each student and to engage families more intentionally. Research consistently shows that reduced class sizes lead to stronger student-teacher interactions, which are associated with higher student engagement, improved attendance, and lower rates of chronic absenteeism. Strengthening these relationships is essential to cultivating a sense of belonging and connection that promotes both academic achievement and social-emotional well-being. LREBG funds supports this strategy.

As we move forward, our collective work will continue to be guided by local data, feedback from educational partners, and the lived experiences of our students and families. Our commitment remains clear: to ensure that every student in WCCUSD becomes a literate, data-driven decision-maker and an empathetic, civically engaged leader, thriving in a multilingual and technology-rich world.

A comprehensive list of WCCUSD red indicators in 2023 is available using this link:
https://docs.google.com/document/d/1z4cSP9xpGsVv99zkPeM2jOiXY107xEOU/edit?usp=sharing&ouid=118206451243301922387&rtpof=true&sd=true

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

West Contra Costa Unified School District (WCCUSD) receives targeted technical assistance to strengthen our capacity to meet the diverse needs of all students—particularly foster youth and students with disabilities. These two student groups received “red” performance ratings across multiple indicators on the California School Dashboard, including English Language Arts, Mathematics, Graduation Rate, Suspension Rate, and College and Career Readiness. In response, the district has deepened its partnership with the Contra Costa County Office of Education (CCCOE) to identify and implement high-leverage actions that drive improved outcomes for these historically underserved populations.

Through this partnership, WCCUSD participates in a robust professional learning community, engaging in a series of Network sessions with other districts facing similar challenges. This technical assistance has been instrumental in grounding our improvement efforts in research-based practices and collaborative inquiry.

Key components of the support and aligned actions and strategies include:

-Structured data analysis, using established protocols to conduct in-depth reviews of local and state data; incorporated into goal 3 - Action 3.1 - Strategy 1 - Data analysis and Prioritizing

-Problem of practice identification and root cause analysis, to uncover underlying systems-level barriers; Dashboard and 5x5 rubric analysis, to inform strategic goal setting and monitor progress; and Methodologies to make qualitative data measurable, supporting more precise evaluation of impact;
Incorporated into goal 3 - Action 3.4 - Strategy 2: Equitable Data & Assessment Collection and Review

-Empathy interviews, followed by qualitative data coding and analysis to elevate student and family voice in decision-making; Goal 1 - Action 1.2 - Strategy 2 - Parent Capacity Building, Strategy 5: Parent Bill of Rights and Strategy 6: Increase PAC Engagement

-Application of implementation science, including identifying stages of implementation and fidelity measures to guide continuous improvement. Incorporated into goal 3 - Action 3.6 - Strategy 1: Data Analysis and Needs Assessment

This ongoing technical support has not only advanced our district's efforts to improve outcomes for foster youth and students with disabilities, but has also informed broader improvement initiatives, including our work with Comprehensive Support and Improvement (CSI) schools and the development of our Community Schools framework. While Stege Elementary is the only identified school in 2024 the structure of the community of practice supporting school previously identified will continue to be supported through goal 3 - Action 3.7 Strategy 2: CSI Professional Learning Communities, as it has proven to be an effective strategy for improvement.

WCCUSD remains committed to leveraging this partnership to build system-wide coherence, deepen our understanding of student needs, and ensure all learners—especially those furthest from opportunity—receive the support and opportunities they need to thrive.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Based on the 2024-2025 California School Dashboard data, Stege Elementary School continues to be eligible for comprehensive support and improvement (CSI)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

WCCUSD has established a monthly Community of Practice (COP) for all CSI-identified schools, designed to provide comprehensive support for continuous improvement through meaningful collaboration focused on site-based problems of practice. The COP was intentionally structured to empower site leaders and leadership teams through collaboration, deep learning, and targeted professional development, particularly in the areas of Continuous Improvement methodologies such as Liberatory Design, adult learning theory, and change management practices.

Through the identification of key needs, analysis of root causes, and development of innovative, evidence-based strategies, schools are creating CSI plans aimed at transforming teaching and learning. These strategies are aligned to the Science of Learning and focus on fundamentally improving the educational experiences and outcomes for students at each site. The COP is jointly facilitated by leaders from WCCUSD's Educational Services Department, the State and Federal Programs Department, and supported by the Contra Costa County Office of Education, representing a true partnership dedicated to advancing school improvement efforts.

School teams are being challenged to think and act differently—embracing bold, transformative possibilities for their campuses. A significant area of growth for the COP has been in recognizing the symmetry between adult and student learning experiences, ensuring that the principles we seek to model for students are reflected in the design of adult professional learning opportunities. This year, COP teams participated in national learning experiences, including the National Improvement Summit and High Tech High's Deeper Learning Conference (DL25), both of which provided powerful models for reimagining what is possible in education. Additionally, WCCUSD offered a new two-day institute, Leading for Deeper Learning, in partnership with High Tech High Graduate School of Education and the Center for Love and Justice, further strengthening the district's commitment to transformational leadership development.

At the school site level, significant progress is underway, including:
Alignment of assessment practices with high-quality instruction,
Consistent use of standards-aligned curriculum and instructional observation tools,
Development of coherent schoolwide systems, both within and across sites addressing similar challenges,
Strategic alignment of School Plans for Student Achievement (SPSAs) with the WCCUSD Strategic Plan and LCAP priorities, and Increased engagement of students and families in the school improvement process.

Through these efforts, WCCUSD is fostering a culture of continuous learning, innovation, and equity-driven change across its CSI schools, ensuring that every student has access to deeper, more meaningful learning experiences. While Stege Elementary is the only identified school in 2024 the structure of the community of practice supporting school previously identified will continue to be supported through goal 3 - Action 3.7 Strategy 2: CSI Professional Learning Communities, as it has proven to be an effective strategy for improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Leaders who directly supervise school site principals are instrumental in advancing the success of Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) schools. Their leadership ensures that school teams engage deeply in the School Plan for Student Achievement (SPSA) planning cycle, including the Annual Data Review, Strategic Visioning, and the Alignment of Resources to school goals. Through consistent, site-based support—such as instructional walk-throughs, participation in professional development, classroom observations, and attendance at community engagement meetings—these central office leaders and their designees provide both guidance and accountability to ensure the effective implementation of improvement plans and the advancement of student outcomes.

In addition, district leaders actively participate in monthly Communities of Practice (COP) and Networked Improvement Communities (NIC), which serve as structured spaces for continuous reflection, collective learning, and real-time strategy adjustment. These collaborative forums enable ongoing evaluation and iterative refinement of CSI strategies, anchored in dynamic data analysis.

Critically, WCCUSD is expanding its conception of meaningful data to extend beyond traditional academic metrics to include “street data,” qualitative insights, and practical measures. This broadened approach allows for a more holistic and authentic understanding of school conditions and student experiences, strengthening the district’s capacity to provide precise, responsive, and equity-centered supports. By valuing both quantitative and lived-experience data, the district is better positioned to drive sustainable, transformative improvement.

Each year, progress made by CSI and ATSI site leaders toward identified goals, in conjunction with findings from annual needs assessments, is formally reviewed. These progress reviews are collaborative in nature, with central office leaders offering formative feedback and identifying priority areas for additional support. Insights from these reviews directly inform updates to SPSAs, including the development of CSI-specific actions, and influence the broader priorities embedded within the district’s Local Control and Accountability Plan (LCAP).

To reinforce transparency, accountability, and shared ownership of the improvement process, summaries of the annual review and CSI program designs are presented to educational partner groups—including parents, staff, and community members—twice annually, in both the spring and fall. This biannual engagement ensures that all educational partners have an active voice in the district’s continuous improvement journey and reaffirms WCCUSD’s commitment to inclusive, data-driven decision-making.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Local Control Accountability Plan Parent Committee	The District Local Control and Accountability Plan Parent Committee (DLCAP) is composed of a diverse group of educational partners, including parents, educators, community representatives, and district personnel. This advisory body plays a critical role in guiding the district's planning and resource allocation for programs and services that support low-income students, English Learners, and foster youth. DLCAP convenes monthly to review and analyze key data points—including expenditures, academic performance, attendance trends, suspension rates, and overall resource equity—to inform its recommendations. In recognition of the importance of student voice in shaping district priorities, the committee is also known as DLCAPS, with the "S" signifying the inclusion of students in the process. West Contra Costa Unified School District engaged the DLCAPS committee in the development of the LCAP on the following dates: Thursday, September 18, 2024 Tuesday, October 8, 2024 Tuesday, November 12, 2024 Thursday, November 21, 2024 Tuesday, December 10, 2024 Tuesday, January 14, 2025 Thursday, January 30, 2025 Tuesday, February 11, 2025 Tuesday, March 10, 2025

Educational Partner(s)	Process for Engagement
	Thursday, March 25, 2025 Tuesday, April 15, 2025 Tuesday May 6, 2025 Meeting schedules and agendas can be found here: https://docs.google.com/document/d/1GCmruvXgn8W3MTtA1_2z79JCB5UTtB2p2Ixm2_NFD6E/edit?tab=t.0
Multilingual District Advisory Committee	The Multilingual District Advisory Committee (MDAC) comprises educational partners focused on advising WCCUSD on multilingual learner achievement. On the following dates WCCUSD met with MDAC to discuss metrics and engage in the development of the LCAP: Thursday, April 3rd, 2025 Thursday, April 17, 2025 Thursday, May 24,2025 Meeting schedules and agendas can be found here: https://docs.google.com/document/d/1a7qc0_XORHNOhfbbLWjjFb8b1vrUv6qJqjXtapmuAY4/edit?tab=t.0
African American Site Advisory Team	The African American Site Advisory Team (AASAT) comprises educational partners focused on advising WCCUSD on African American achievement. On the following dates WCCUSD met with AASAT to discuss metrics and engage in the development of the LCAP: Tuesday March 18, 2025 Tuesday April 22, 2025 Meeting schedules can be found here: https://docs.google.com/document/d/1TCvCemfqe8aFwfoDE-0p6-5KJT9w_EyYAWFVHsMmaGo/edit?tab=t.0
Equity Multiplier	Representatives from the Educational Services and State and Federal Programs departments met with site principals to introduce the Equity Multiplier funding, establish eligibility criteria, and review relevant California School Dashboard data and requirements for educational partner engagement. Site administrators were tasked with engaging

Educational Partner(s)	Process for Engagement
	their Instructional Leadership Teams in the development of a focused goal, the identification of key metrics, and the design of targeted actions aimed at improving student outcomes. As part of the school wide planning process, each site was also required to present and regularly update its School Site Council (SSC) on the development and progress of the Equity Multiplier goal. Following a thorough review of the proposed goals, metrics, and actions, the SSC is responsible for providing recommendations and ultimately approving the Equity Multiplier goal, including the associated actions and budget allocations to support implementation. These educational partner engagements for equity multiplier eligible schools occurred in May and June 2025.
Educational Services Department	The Educational Services Department—including district coordinators, directors, and executive directors—participated in an impact and effectiveness review session to provide critical feedback on district priorities. This collaborative dialogue focused on evaluating the effectiveness of existing goals and strategies and contributed directly to the refinement and ongoing development of the district's Local Control and Accountability Plan (LCAP). March 24, 2025 May 5, 2025
Educational Partners at large including families, community, staff, local bargaining units, students, teachers, and administrators	West Contra Costa Unified School District (WCCUSD) meaningfully engaged educational partners throughout the development of the Local Control and Accountability Plan (LCAP). Families, community members, staff, bargaining unit representatives, students, teachers, and administrators collaboratively advised the district on the effectiveness of current goals and strategies, offering critical insights into potential refinements that could enhance student outcomes. These contributions were integral to shaping both the LCAP and the district's broader strategic plan. To facilitate inclusive input, WCCUSD hosted a series of town hall meetings on the following dates:

Educational Partner(s)	Process for Engagement
	LCAP Town Hall Meeting: March 15, 2025 March 25, 2025
School Administrators	School administrators participated in a dedicated Local Control and Accountability Plan (LCAP) development session embedded within a regularly scheduled principals' meeting. During this session, administrators provided critical feedback on district priorities, as well as the effectiveness of current goals and strategies, to inform the ongoing development of the district's LCAP. April 15, 2025
SELPA	West Contra Costa Unified School District (WCCUSD) collaborated closely with the SELPA Director and SELPA staff throughout the development of the Local Control and Accountability Plan (LCAP), ensuring alignment across all plan components—and with particular emphasis on the development of Goal 4, which focuses on improving outcomes for students receiving special education services. Engagement meetings with SELPA were held on the following dates: March 24, 2025 April 15, 2025
Dual Language Immersion (DLI) Parent Advisory Committee	The Dual Language Immersion (DLI) Parent Advisory Committee comprises educational partners focused on advising WCCUSD on DLI learner achievement. On the following dates WCCUSD met with DLI PAC to discuss metrics and engage in the development of the LCAP: Thursday, March 13, 2025 Monday, March 24, 2025 Thursday, May 24,2025 Meeting schedules and agendas can be found here: https://docs.google.com/document/d/1dIwE5FZZE7UADPfhdVuqvj_A3tvt6cjFsP09zp_Nr-s/edit?tab=t.0
Local Bargaining Units	Local Bargaining units were invited to attend the Town hall meetings and all units were represented between the meetings on March 15th & March 25th. Additionally, a survey was sent directly to all labor leaders on 4/29/25

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the 2025–2026 LCAP development process, WCCUSD engaged a diverse range of educational partners to gather meaningful feedback that informed the final plan. While not exhaustive, the following themes were prominently reflected in the adopted LCAP:

Strengthening student-teacher and school-family relationships as a foundation for improved academic outcomes.

Enhancing communication and accessibility through updates to district websites and expanded use of two-way communication platforms, including text messaging.

Increasing data transparency by improving access to individual, school, and district-level student achievement data.

Implementing mCLASS DIBELS to support intervention monitoring, allowing for real-time tracking of student supports and outcomes.

Reallocating resources to expand direct services, particularly in the areas of mental health, wellness, and social-emotional learning.

Prioritizing student safety, access to basic needs, and increased SEL supports as essential conditions for learning.

Expanding staff capacity for community engagement through targeted training and professional development.

Strengthening site-based parent and community structures by increasing support from the Family and Community Engagement Office for PAC and SSC development.

Utilizing the Interim ELPAC as a progress monitoring tool for English Learners to guide instruction and intervention.

Including assessments that reflect the biliteracy development trajectory of Dual Language Immersion students.

Monitoring A–G course progress specifically for African American students to promote postsecondary readiness.

Providing professional development to improve learning conditions and instructional effectiveness across school sites.

Investing in the recruitment and retention of a diverse, community-reflective educator workforce.

Expanding targeted interventions to increase student learning time and accelerate academic achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Authentic Engagement: Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 1 was created because we believe that all students must feel safe, connected, and engaged, to learn effectively. Ensuring a secure and supportive school environment is essential for academic success and overall well-being. We also believe that academic growth cannot occur without focusing on whole-child supports and creating systems that address students' social, emotional, and mental health needs.

Our goal emphasizes the importance of implementing multi-tiered systems of support for social, emotional, and mental health functioning, as well as behavior support. We understand the need to effectively communicate and collaborate with educational partners, families, community members, and students to create the best possible learning conditions.

We recognize we have not accelerated outcomes for historically underserved youth, and we are strategically aligning initiatives to provide access to resources that support families and students. The Community Schools Grant, which we have received, supports the implementation and expansion of a framework that integrates academics, health and social services, youth and community development, and community engagement. This approach aims to improve student learning, strengthen families, and build healthier communities through pillars such as integrated student support, family and community engagement, collaborative leadership, and expanded learning opportunities. These supplemental resources are crucial to meeting our goals. As such, actions and expenditures are aligned with the pillars of the Community Schools framework. Community schools funding and a Mental Health support grant has enabled us ensure that this strategy is robust across funding streams. By prioritizing these elements, WCCUSD will create a nurturing, safe, and effective educational environment where every student has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Parent and Family Engagement Questionnaire. Source: CDE Priority 3A, 3C Building Partnership for student outcomes #5 - currently rated 2/5	2022-2023 2/5 on perception rubric	2023-2024 3/5 on perception rubric		Increase to 4/5 on perception rubric	Increased by 1 point 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	2023-2024 (As of May) Total # of Recorded Dropouts: 9 African American: 1 Asian: 0 Filipino:0 Hispanic: 7 White: 1 UPC Student Group: EL: 3 Foster Youth: 0 SED: 6 SWD: 0		Decrease Total # of Recorded Middle Schools by 75%	2023-2024 Total # of Recorded Dropouts increased by 1 African American: decreased by 1 Asian: 0 Filipino:decreased by 1 Hispanic: increased by 4 White: decreased by 1 UPC Student Group: EL: 0 Foster Youth: 0 SED: increased by 1 SWD: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: EL:18.1% FY: 37.5% SED: 11.7% SWD: 17.2%	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: EL: 18.3% FY: 15.8% SED: 10.1 SWD: 11.3%		Decrease Recorded High School dropouts by 30%	2023-2024 Total increase: 0.7% AA: 4.9% decrease Asian: 2.3% increase Filipino: 2.8% increase Hispanic: .3% decrease Two or more: 5.5% increase UPC Student Groups: EL: .2% increase FY: 21.7% decrease SED: 1.6% decrease SWD: 5.9% decrease
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, 33.3% Hispanic: 2, 66.6%		Decrease expulsion rate will by 15%.	2023-2024 40% decrease in the expulsion rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2023-2024 1.1% increase in attendance rate for elementary + Secondary 9.88% decrease for Continuation
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% SWD: 43.7%, declined 7.8%	2023-2024 ALL: 28.2%, declined 6% AA: 38.7%, declined 5.4% Asian: 15.5%, declined 1.7% Filipino:13.7%, declined 2.2% Hispanic: 32.6%, declined 7.5% Two or More: 20.6%, decreased 5.9% White: 16%, declined 5.2% UPC Student Group: EL: 32.2%, decreased 6.3% FY: 44.8%, increased 9.7% SED: 33.4%, decreased 7.5%		Decrease Chronic Absenteeism by 15%	2023-2024 ALL: declined 6% AA: declined 5.4% Asian: declined 1.7% Filipino:declined 2.2% Hispanic: declined 7.5% Two or More: decreased 5.9% White: declined 5.2% UPC Student Group: EL: decreased 6.3% FY: increased 9.7% SED: decreased 7.5% SWD: decreased 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 38%, decreased 5.7%			
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% SED: 5.8% decreased by 0.1% SWD: 7.4% decreased by 1.2%		Decrease suspension rate by 15%	2023-2024 All: Increased 0.3% AA: Increased 0.3% Asian: Decreased 0.1% Filipino: Increased 0.3% Hispanic: Increased 0.6% Two or more: Increased 0.1% White: Decreased 0.5% UPC Student Group: EL: Decreased 0.2% FY: Increased 2.1% SED: Decreased 0.1% SWD: Decreased 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2022-2023 CalSCHLS data % Parental Involvement % Participation of UPP % Participation of Exceptional Needs students	2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" All: 38% ES: 42% MS: 26% HS: 26% NT: 45% 2022-2023 Percent of respondents reporting "Agree" or "Strongly Agree" All: 40% ES: 46% MS:30% HS: 27% NT: 55%		Increase by 5% from baseline	Percent of respondents reporting "Agree" or "Strongly Agree" All: Decrease 2% ES: Increase 4% MS: Increase 4% HS: Increase 1% NT: Increase 10%
1.9	Student perception of school connectedness Source: California Survey System (CalSCHLS) 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%	2023-24 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70% Grade 4: 65% Grade 5: 62% Grade 6: Not enough data Grade 7: 49% Grade 8: 48%		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%	23-24 Grade 3: 2% increase Grade 4: 3% increase Grade 5: 5% increase Grade 6: Not enough data Grade 7: 0% Grade 8: 4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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: Not enough data Hispanic: 54.1% 2 or More Races: 54.7% White: 57.1% American Indian/Alaska Native: 68%		Grade 7: 64% Grade 8: 59% Grade 9: 61% Grade 10: 58% Grade 11: 60% Grade 12: 60% Race/Ethnicity, 3-12 Average: AA: 61.33% Asian: 67.22% Native Hawaiian/PI: Not enough data Hispanic: 54.1% 2 or More Races: 64.7% White: 67.1% American Indian/Alaska Native:78% %	Grade 9: 3% increase Grade 10: 3% increase Grade 11: 6% increase Grade 12: 7% increase Race/Ethnicity, 3-12 Average: AA: 1.43% increase Asian: 2.02%increase Native Hawaiian/PI: Not enough data Hispanic: 3.3% increase 2 or More Races: 1.8% White: .6% increase American Indian/Alaska Native: 8.5% increase
1.10	Student perception of meaningful participation at school Source: California Survey System (CalSCHLS) Student Survey	2022-2023 Percent of respondents reporting “Agree” or “Strongly Agree” Grade 3: 48% Grade 4: 38% Grade 5: 31%	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	2023-2024 Grade 3: 3% decrease Grade 4: 2% increase Grade 5: 3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C: School Climate	Grade 6: 32% Grade 7: 24% Grade 8: 20% Grade 9: 24% Grade 10: 22% 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: Not enough data Grade 7: 26% Grade 8: 23% Grade 9: 21% Grade 10: 24% Grade 11: 26% Race/Ethnicity, 3-12 Average: AA: 31.9% Asian: - 30.7% Native Hawaiian/PI:Not enough data Hispanic: 29.8% White - 27.8% 2 or more Races: 30% American Indian/Alaska Native:41%		“Agree/Strongly Agree”: Grade 3: 58% Grade 4: 46% Grade 6: 38% Grade 7: 39% Grade 8: 35% Grade 9: 39% Grade10: 37% Grade 11: 39% Race/Ethnicity, 3-12 Average: AA: 39% Asian: - 22% Native Hawaiian/PI: 48% Hispanic: 36% White - 20% 2 or more Races: 36% American Indian/Alaska Native:47%	Grade 6: Not enough data Grade 7: 2% increase Grade 8: 3% increase Grade 9: 3% decrease Grade 10: 2% decrease Grade 11: 2% increase Race/Ethnicity, 3-12 Average: AA: .6% increase Asian: 2.6% decrease Native Hawaiian/PI: Not enough data Hispanic: 1.6% increase 2 or more Races: 2.4% increase American Indian/Alaska Native: 1% decrease
1.11	Student perception of social and emotional learning supports at school. Source: California Survey System	2022-2023 Percent of respondents reporting “Agree” or “Strongly Agree" Grade 3: 70% Grade 4: 65%	2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70%		Student social and emotional learning support results will improve to the following percent responding	2023-24 Grade 3: 0% Grade 4: 2% increase Grade 5: 2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CalSCHLS) Student Survey Priority 6C: School Climate	Grade 5: 59% Grade 6: 56% Grade 7: 68% Grade 8: 67% Grade 9: 24% Grade 10: 22% Grade 11: 24% Grade 12: 25% Race/Ethnicity, 3-12 Average: AA: 60% Asian: 69% Native Hawaiian/PI: n/a Hispanic: 56% White: 60% American Indian/Alaska Native: n/a	Grade 4: 67% Grade 5: 61% Grade 6:not enough data Grade 7: 57% Grade 8: 57% Grade 9: 59% Grade 10: 58% Grade 11: 54% Grade 12: 45% Race/Ethnicity, 3-12 Average: AA: 67% Asian: 68% Native Hawaiian/PI: not enough data Hispanic: 66% White: 65% American Indian/Alaska Native: 67%		"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% Grade 12: 40% Race/Ethnicity, 3-12 Average: AA: 73% Asian: 74% Native Hawaiian/PI: not enough data Hispanic: 72% White: 71% American Indian/Alaska Native: 73%	Grade 6: not enough data Grade 7: 11% decrease Grade 8: 10% decrease Grade 9: 35% increase Grade 10: 36% increase Grade 11: 30% increase Grade 12: 20% increase Race/Ethnicity, 3-12 Average: AA: 7% increase Asian: 1% decrease Native Hawaiian/PI: not enough data Hispanic: 10% increase White: 5% increase American Indian/Alaska Native: na
1.12	Graduation Rate CA Dashboard Priority 5E - Graduation Rate	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5%	2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6%		Increase Graduation Rate by 6%	2023-2024 ALL: 0.1%, decreased AA: 3.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%, decrease -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%			Asian: 2.3% increase Filipino: 0.2% decreased Hispanic: -1.8% decrease Two or More: -.3, decrease White: 0.4%, decrease UPC Student Groups: EL: 1.1% decrease SED: 1.4% increase FY: 10%, significant increase SWD: 9.2% significant increase
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, 2025 there were 31 performances As of May 2025 there were 108 Performances		Increase the number of public facing student performances across the district annually by 6%	2024-2025 Served as a Baseline year for data The number of events for the community was 108
1.14	Increase parent attendance at the district sponsored parent	2024-2025 Collect baseline data	2024-2025 72 parent attendees		Increase parent attendance at the district sponsored	2024-2025 Served as a Baseline year for data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	empowerment workshops Source:Local Measure				parent empowerment workshops by 6%	The number of parent attendees were 72

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following provides an analysis of this goal's implementation in 2024-2025,

Action 1.1
Through Program 3110, the district worked to create engaging learning environments and provide support systems for students and families. Efforts were focused on strengthening parent communication, increasing student attendance, and expanding access to mental and behavioral health services. Discipline disproportionality was addressed through alternatives to suspension and targeted interventions. In partnership with the county office of education, the district developed strategies to engage students and families.
Strategy 1 – Feedback and Communication
Staff ensured access to communication platforms and the California Healthy Kids Survey. Communication frequency was monitored, and training was provided to staff. Families who did not engage with district messages were targeted for outreach to ensure equitable access and updated contact info. The data from this action is not yet available.
Strategy 2 – Social Emotional Learning
The Office of School Climate offered two evidence-based SEL programs with supporting professional development. School Climate Teams met regularly, using data from the SPSA, Tiered Fidelity Inventory (TFI) walkthroughs, and other identified needs. This work was funded through Program 3110 and community schools grants. Walks were conducted twice throughout the 24-25 school year and principals had an opportunity to participate and work in COPs with the data.
Strategy 3 – Tiered Support
The Tiered Fidelity Walk Throughs provided support for school sites to analyze the systems across their campus including CARE/COST teams and Climate Teams. CARE/COST & Climate teams were also tools and resources referred to in the Principal Meetings, however, there was not explicit whole group training for principals around how to utilize their CARE or Climate teams. Grant funding added six clinicians to the four existing Social Workers. Sites with high disproportionality received Climate Coaches.
Strategy 4 – Climate Coaching
TFI Walkthroughs were conducted at all schools in collaboration with Community Schools Directors and Climate Coaches. Principals and Assistant Principals received focused PD time around reduction of suspensions and utilizing prevention data to avoid suspensions and utilize restorative practice. This was originally written as training for the entire CARE team, but the rollout focused on the training and capacity building of administrators.
Strategy 5 – Attendance & Enrollment Campaign

To improve attendance by 2%, school staff were trained in tiered outreach. The School Attendance Review Team (SART) manual was revised, and attendance technicians conducted regular outreach. Incentive and recognition programs were created to reward perfect or improved attendance.
Strategy 6 – Reducing Disproportionality
Principals and Assistant Principals participated in monthly PLCs to review suspension data and learn alternatives to suspension. Focus was placed on reducing suspensions for Black/African American students and improving their campus inclusion. Administrators reviewed risk factors and referred high-risk students to CARE teams for early intervention.

Action 1.2 - Parent Engagement & Volunteer Outreach
Program 3120 – Parent Engagement and Volunteer Outreach
To address red indicators—such as high suspension rates for African American students, foster youth, and students with disabilities, and low graduation rates among foster youth and students with disabilities—the district implemented strategies to better engage families and students. These were developed in partnership with the Contra Costa Office of Education.
Strategy 1 – Communication & Software Support
The districts shifted from BeAMentor, which was written into the original LCAP plan as a volunteer clearance system to the utilization of a new system called Verkada. Volunteers were still all cleared through this platform, however, there were some challenges in the transition and we are working to streamline the process as we enter the next school year. ParentSquare was used for two-way communication in families' preferred languages, with interpretation services provided at meetings to support inclusion and engagement.
Strategy 2 – Parent Capacity Building
Five annual parent workshops were held, including the Parents as Partners and Leaders Conference, and three (3) Franklin Covey "Leader in Me," workshops. Sessions targeted support for Special Education, ELL, foster, transition, and African American families in areas like behavior, attendance, academics, and readiness for college and careers. Funding came from LCAP, Title I, and Community Schools.
Strategy 3 – School Community Outreach Workers (SCOWs)
SCOWs at Title I elementary schools managed outreach efforts, coordinated Family Led Conferences, supported families with access to PowerSchool and ParentSquare platforms, and organized family events. They supported equitable access to information and participation in advisory groups like SSC, ELAC, and AAPAC. SCOWs are supported with monthly meetings, weekly office hours, and onsite technical assistance through the use of Community School funding. LCAP funded SCOWs at Title I elementary school sites and it also funded the Coordinator of Family and Community Engagement, who oversaw family engagement outcomes. This addressed the Community School pillars of collaborative leadership and family/community engagement.
Strategy 4 – LCAP Program Monitoring
Monthly DLCAP meetings reviewed data aligned to each LCAP goal. Program directors shared progress, and the committee helped determine which strategies were sustained or phased out based on performance.
Strategy 5 – Parent Bill of Rights
The Task Force continued developing a Parent Bill of Rights. A draft was shared with the DLCAP Committee mid-year for feedback and is pending presentation to the district governance committee.
Strategy 6 – Increase PAC Engagement
To boost PAC participation, school sites were provided with targeted outreach material and templates to enhance site-level engagement and recruitment, regular support and communication, and technical assistance were provided to school sites. Principals were supported with building site-level PACs, including promotion of opportunities to join district committees.

Action 1.3 - Whole Child Education
Program 4240 – Whole Child Education
Program 4240 supported engaging learning environments, creative outlets, community celebrations, and ensured SEL and crisis supports were available on campuses. These efforts aligned with guidance from the Contra Costa Office of Education.
Strategy 1 – Visual and Performing Arts (VAPA)
The VAPA Coordinator ensured students had access to arts education, with advanced opportunities for those with interest or talent. The program began for many in elementary music and continued through specialized courses like band, theater, and digital media. The LCAP-funded VAPA coordinator oversaw staffing, budgets, instrument maintenance, and professional development. Prop 28 funds helped expand offerings, aligning with the Community Schools pillars of engagement and expanded learning. VAPA fostered creativity, self-expression, and critical thinking. 84 public facing VAPA events were planned and executed this year, representing all 5 VAPA disciplines within all schools.
Strategy 2 – Theater Managers
Four district theaters met professional standards and were run by skilled Theater Managers. These staff supported student performances and trained students in theater tech. They managed bookings and operated equipment for school and community events. LCAP funding supported these roles, which advanced the community schools pillars of engagement and extended learning.
Strategy 3 – Wellness Services
Wellness centers operated at all comprehensive high schools, supported by LCAP and aligned with Program 3110. LCAP funded Community School Directors and Wellness Coordinators across some elementary and middle schools and all high schools. It also funded the Director of Family and Community Engagement, who oversaw outcomes and supported grant matching. This addressed the Community School pillars of integrated student supports, collaborative leadership, and family/community engagement.
Strategy 4 – Engagement Staff
Key central staff developed and implemented districtwide engagement strategies. The Director and Coordinator of Community Engagement ensured practices reflected current evidence based practices for meaningful community engagement connected to student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material Difference

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The majority of the strategies and actions outlined in the LCAP Plan were implemented as described in the plan, and we are pleased that we are making progress towards the goals. There are a few notable areas of challenge and/or differences in the strategy outlined below.

Action 1.1 Positive School Culture & Climate
Through Program 3110, the district worked to create engaging learning environments and provide support systems for students and families. Efforts focused on strengthening parent communication, increasing student attendance, and expanding access to mental and behavioral health services. Discipline disproportionality was addressed through alternatives to suspension and targeted interventions.
Strategy 1 – Feedback and Communication - Not Yet Effective

The district prioritized expanding access to communication platforms and conducted targeted outreach to families not engaging with district messages. Staff were trained to ensure use of the California Healthy Kids Survey and to monitor outreach frequency. Despite these efforts, the implementation window was delayed, limiting potential impact on chronic absenteeism. Chronic absenteeism among Students with Disabilities (SWD) remains high at 39.3%, and Socioeconomically Disadvantaged (SED) students are still chronically absent at a rate of 31.7%. This indicates that consistent and responsive communication with families—especially those most at risk—must improve to reduce absenteeism further.

Strategy 2 – Social Emotional Learning - Effective

Two evidence-based SEL programs were implemented across the district, supported by professional development. School Climate Teams used SEL and SPSA data, along with Tiered Fidelity Inventory (TFI) walkthrough results, to tailor SEL supports to school needs. The Fall 2024 Student Wellness Screener showed a 69% favorable response rate, a positive indicator of students' emotional well-being and connectedness. This supportive environment likely contributed to the downward trend in chronic absenteeism among key student groups: EL, SED, and SWD. As social-emotional systems deepen, we expect continued improvements in attendance and behavior outcomes.

Strategy 3 – Tiered Support - Effective

TFI walkthroughs were completed at all 56 school sites, helping schools assess and strengthen their CARE and Climate teams. While these teams were referenced in principal meetings, there was no full-scale training to ensure sitewide implementation fidelity. Still, progress is evident in both suspension and chronic absenteeism trends.

The district added six clinicians to the existing team of four social workers, providing mental health support to sites with the greatest need. This contributed to:

A 15%+ reduction goal in chronic absenteeism, with All Students now at 26.3%, down from over 30% in prior years.

A decline in suspensions for English Learners, from 4.8% (2022–2023) to 3.2% (2024–2025 YTD).

Targeted mental health support and early intervention helped address root causes of absenteeism and disruptive behavior.

Strategy 4 – Climate Coaching - Not Yet Effective

TFI walkthroughs were conducted collaboratively by Community Schools Directors and Climate Coaches. Professional learning for site leaders focused on reducing suspensions and interpreting site-level prevention data. However, the original intent to train full CARE teams was not realized—training was narrowed to administrators.This limited implementation may explain why SWD continue to face higher suspension (8.6% in 2022–2023) and chronic absenteeism (39.3% in 2024–2025 YTD) rates. Foster Youth, while showing a drop in suspensions from 14.2% to 13.4%, still experience disproportionate outcomes. Expanded coaching and team-based implementation are needed to drive further reductions.

Strategy 5 – Attendance & Enrollment Campaign - Effective

To address high absenteeism, site staff were trained in tiered attendance outreach. The SART manual was revised and deployed, and attendance technicians conducted routine follow-ups. Incentive and recognition programs celebrated improved and perfect attendance. These strategies directly supported:

A reduction in chronic absenteeism for EL (from 38.5% to 32.4%) and SED (from 40.9% to 31.7%)

A midyear districtwide chronic absenteeism rate of 26.3%

Stronger attendance infrastructure that aligns with school climate improvements

Although Foster Youth data is not yet available for 2024–2025, the steep decline in 2022–2023 (30.1%) suggests that targeted outreach can be effective when sustained.

Strategy 6 – Reducing Disproportionality - Not Yet Effective

School administrators participated in monthly PLCs to analyze disaggregated suspension and attendance data and explore non-punitive discipline strategies. These sessions emphasized supports for Black/African American students and Foster Youth. Results include:

African American suspension rate decreased from 2.7 (2023–2024) to 2.3 (2024–2025 Winter update)
Foster Youth suspension declined slightly, from 14.2% to 13.4%, but remains disproportionately high
Chronic absenteeism progress for SWD (4.4 percentage points) was slower than other groups, highlighting the need for earlier, more intensive interventions
Although some gains were made, inconsistent use of CARE team referrals and gaps in intervention tracking limited the full potential of this strategy.

Action 1.2 - Parent Engagement & Volunteer Outreach
Program 3120 – Parent Engagement and Volunteer Outreach the district implemented strategies to better engage families.
Strategy 1 – Communication & Software Support - Not Yet Effective
Verkada the volunteer clearance supported the clearance of 2,925 (As of January) volunteers despite the system rollout challenges. ParentSquare remained the primary platform for two-way communication in families' home languages, with interpretation provided at meetings. Despite this foundation, outreach has not yet translated into broader engagement across all student groups. Chronic absenteeism among Students with Disabilities (39.3%), English Learners (32.4%), and SED students (31.7%) suggests the need for more proactive, multilingual communication systems to support re-engagement and early intervention. The current communication tools are in place, but the district must continue to refine its infrastructure to ensure family feedback is both gathered and acted upon consistently.
Strategy 2 – Parent Capacity Building - Not Yet Effective
Five central workshops were held, reaching only 66 total attendees—a low turnout compared to district size. Topics included academic support, behavior strategies, and special population services, delivered through LCAP, Title I, and Community Schools funding.While workshop quality was strong, participation fell short, especially among families of Foster Youth, SWD, and African American students—groups facing persistent gaps in both suspension and attendance. For example, Foster Youth suspensions remain high at 13.4%, and SWD chronic absenteeism is still above 39%. Feedback from DLCAP highlighted a need for more personalized outreach and co-designed topics. In future cycles, site-based or community-led sessions may support greater turnout and equity of voice.
Strategy 3 – School Community Outreach Workers (SCOWs) - Effective
SCOWs at Title I elementary schools managed outreach efforts, organized family events, created monthly calendars, and tracked attendance and ParentSquare usage. They supported equitable access to information and participation in advisory groups like SSC, ELAC, and AAPAC. This strategy has been effective in connecting families to schools. According to Community School quarterly self assessments, Parent/caregiver advisory meetings, daytime social events, and events for parents to meet with school staff were the most common events coordinated by sites to connect families to sites. Across 29 Community Schools - 82 family events to build connection and relationship with families were hosted, including celebration of culture and heritage, and events to build relationships between teachers and families. Community Schools also hosted 39 family events to build parent capacity to partner with schools around student success, including Family Led Conferences (20 community schools hosted Family Led Conferences). Through these events, sites engaged either 26-50% of their families or 51-99% of their families. Community Schools also shared that families and students from racially marginalized groups, and families experiencing homelessness or in transition were least engaged; for families and students from racially marginalized groups, this number doubled from the first to the second self assessment, with 10 out of 13 respondents (77%) reporting low engagement from this group. We want to continue to increase site and SCOW capacity to diversify outreach and engagement efforts for families and students from racially marginalized groups and to enhance their efforts to partner with families meaningfully around student success. Lastly, we are seeing an increase in the need for coordination of social emotional services for families. To make this strategy, more effective, we need to build SCOW capacity to connect families to community resources.
Strategy 4 – LCAP Program Monitoring (Effective)

Throughout the year, the DLCAP committee met monthly to review data aligned with each LCAP goal. Program directors presented progress updates, and members provided input on whether strategies should be continued or phased out based on performance. This ongoing dialogue supported a more responsive and data-driven approach to program monitoring. However, while the structure and purpose of the meetings were strong, maintaining consistent attendance proved challenging. The committee reached quorum at 69% of meetings in 2024–25—an improvement from the previous year's 50%—but still fell short of the 51% member participation required for sustained engagement.
Strategy 5 – Parent Bill of Rights - Not Yet Effective
The Task Force continued developing a Parent Bill of Rights. A draft was shared with PACs mid-year for feedback and is pending presentation to the district governance committee. This work needs to be implemented to determine effectiveness. January, 2025 policy completed and shared with DLCAP for feedback, May, 2025 policy shared with Governance for feedback, Policy pending governance review and board approval
Strategy 6 – Increase PAC Engagement (Effective)
To improve parent advisory committee (PAC) participation, schools received technical assistance, communication tools, and support to build site-level PACs and promote district committee involvement. This led to increased DLCAP participation and stronger site compliance. Next steps include standardizing agendas and engagement practices to ensure authentic, inclusive decision-making across the system. PAC Participation as of May 23, 2025; School Site Councils (SSC): 98%, English Learner Advisory Committees (ELAC): 80%, African American Parent Advisory Councils (AAPAC): 80%

Action 1.3 - Whole Child Education
Program 4240 – Whole Child Education supported engaging learning environments, creative outlets, community celebrations, and ensured SEL and crisis supports were available on campuses.
Strategy 1 – Visual and Performing Arts (VAPA) - Effective
The VAPA Coordinator ensured access to arts education for over 12,000 students TK–12, with courses in music, dance, theater, visual and media arts. All 38 elementary schools received music instruction, and Prop 28 funding helped increase certificated arts teachers by 28%. The LCAP-funded VAPA Coordinator oversaw staffing, budgets, instrument maintenance, and professional development. A PD series led by the VAPA Coordinator trained 38 site VAPA Liaisons, aligning instruction with California Arts Standards and SEL. Over 90% of students surveyed said VAPA helped them feel more connected and expressive at school.1800 students participated in Elementary Music, and there were 31 public facing VAPA performances by January, were scheduled 72 performances by the end of the year
Strategy 2 – Theater Managers - Effective
Four district theaters hosted over 110 student performances and 65 community events, serving as hubs for creativity and community engagement. Theater Managers trained more than 60 students in backstage and technical theater skills.. Facilities operated at 85% capacity and supported the community schools pillars of engagement and extended learning.
Strategy 3 – Wellness Services (Effective)
Wellness Centers operated at all high schools with support from LCAP and Program 3110. Twenty Community School Directors (CSDs) coordinated site-level implementation, serving as key members of school leadership teams and supporting inclusive school transformation. Over half of the CSDs led "Hopes and Dreams" assessments with students, staff, and families. Feedback from 1,514 students, 830 parents, and 364 staff emphasized the need for safer, more engaging, and culturally relevant schools with stronger support for English Learners and students with disabilities. Empathy Interviews at all Community Schools revealed common themes: school culture impacts staff retention, families face barriers to engagement, and there is a strong demand for culturally responsive programming. CSDs and Wellness Managers also led CARE Teams to triage referrals, primarily for social-emotional support. Despite reduced mental health staffing, CARE Teams

ensured students and families were connected to resources. They also supported PBIS, professional learning, family workshops, and SART meetings. Quarterly evaluations showed the most growth in shared decision-making, though challenges remain in sustaining student support services amid fiscal constraints.
Strategy 4 – Engagement Staff - Effective
Key central staff developed and implemented districtwide engagement strategies. The Director and Coordinator of Community Engagement ensured practices reflected current research and promoted authentic community involvement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For Action 1.1 - Positive School Culture & Climate, strategies 1, 2, 4, 6, 7 and 8 are different or new this year.

For Action 1.2 - Parent Engagement & Volunteer Outreach, strategies 1, 2, 4, 5, and 8 are different or new this year

For Action 1.3 - Whole Child Education, strategy 1 is different this year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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 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	$13,612,524.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: Student and Family Feedback through the California Healthy Kids Survey Leverage the California Healthy Kids Survey (CHKS) as a primary tool for gathering feedback from students, families, and staff to inform continuous improvement. The district will ensure broad participation through strategic outreach, especially among families of focal student groups. Data from CHKS will be used to identify trends, inform districtwide planning, and drive responsive supports. Staff will be trained to interpret and act on survey data, and targeted follow-up will be conducted with underrepresented groups to ensure inclusive input and equitable access to district decision-making processes. Strategy 2 - Social Emotional Learning Schools will be encouraged to integrate short, structured brain breaks and Fun Fridays to motivate students and promote focus. These strategies, will be implemented through Program 3110 and Community Schools, aim to create more responsive, engaging, and supportive school environments. 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 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		

Action #	Title	Description	Total Funds	Contributing
		To reduce suspension disproportionality and improve school safety, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs in partnership with Community Schools Directors and build the capacity of school climate teams through site-based coaching and professional development. Each school will receive support from a dedicated Climate Coach, who will collaborate with principals, administrators, and teacher leaders to implement Positive Behavioral Interventions and Supports (PBIS) and school wide universal supports, including social-emotional learning. Coaching will focus on evidence-based strategies such as trauma-informed practices, restorative approaches, culturally responsive behavior interventions, and proactive classroom management. A district behaviorist will provide additional tiered coaching aligned with the Multi-Tiered System of Support (MTSS). Schools will develop actionable discipline plans, analyze disproportionality data, and implement Tier 1–2 interventions with fidelity. Behavior expectations will be reinforced through the district behavior matrix and professional learning focused on managing disrespectful behavior, including slurs and rudeness. Key actions include: Expectation-based assemblies and classroom lessons Teacher workshops on addressing harmful language Flyers and signage posted throughout schools Implementation of a districtwide anti-slur policy Access to guest speakers and community-building activities Principals will receive regular touch points, walkthrough debriefs, and data consultations to ensure alignment with district priorities for equity, safety, and inclusion. This strategy is fully funded through Community Schools and Educator Effectiveness grants and is designed to build respectful, inclusive, and safe learning environments across all school communities. Strategy 5: Attendance & Engagement To improve overall attendance rates by 2%, WCCUSD will implement a multi-tiered attendance and engagement campaign grounded in data, early intervention, and school climate supports. The Office of Positive School Climate will train site staff to implement tiered outreach strategies, with a focus on schools with high chronic absenteeism. A revised SART manual will promote consistent, districtwide processes. Positive School Climate Attendance Technicians will support daily, weekly, and monthly outreach to		

Action #	Title	Description	Total Funds	Contributing
		families. A districtwide attendance data system will enable school teams to monitor trends, identify root causes, track interventions, and guide targeted outreach. Direct training and data analysis sessions will be provided to attendance clerks and school site staff to ensure accurate data entry, early identification of issues, and effective use of the system. To reinforce strong attendance, student incentive and recognition programs will be developed to celebrate improvement and consistent attendance. The central office team will also provide ongoing training and collaboration with site staff to implement best practices. Additionally, strategies specific to secondary schools will be developed, including data analysis on class-cutting behaviors, regular hall sweeps, and positive reinforcement systems that encourage daily attendance and academic engagement. Together, these actions aim to build a culture of attendance, improve data-driven interventions, and ensure all students are connected to meaningful learning every day. Strategy 6: Reduce the Disproportionality To address the overidentification of Black students in suspensions and expulsions, all principals and assistant principals will participate in monthly Professional Learning Communities focused on analyzing suspension data and implementing alternatives to suspension. This professional learning will build administrators' capacity to reduce exclusionary practices and promote inclusion of Black/African American students. Early in the year, administrators will review discipline data to identify students at high risk of suspension based on factors such as prior infractions, reading ability, program status (SPED, EL, etc.), and race. High-risk students will be referred to CARE teams for proactive, targeted intervention. Schools will also ensure adherence to discipline policies to support equity in outcomes. Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building Smaller class sizes give teachers more time and capacity to connect meaningfully with each student and to engage families more intentionally. Research consistently shows that reduced class sizes lead to stronger student-teacher interactions, which are associated with higher student engagement, improved attendance, and lower rates of chronic absenteeism. Strengthening these relationships is essential to cultivating a sense of belonging and connection that promotes both academic		

Action #	Title	Description	Total Funds	Contributing
		achievement and social-emotional well-being. The metric being used to monitor this action is metric 1.6. LREBG funds supports this strategy with $5,180,000 in 25-26. Strategy 8 - Safety Support Staff To support student safety, we will allocate resources for dedicated support staff at both elementary and secondary schools. At the elementary level, yard duty staff will be assigned to supervise playgrounds and ensure a safe environment during recess and lunch. At the secondary level, Campus Safety and Security Specialists will be deployed to monitor school grounds, address safety concerns, and support students in maintaining a secure campus. This strategy aims to foster a safe and supportive learning environment for all students.		
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. 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 This strategy will make it considerably easier for educational partners to be cleared as volunteers. Increasing the active participation of educational partners lead to enabling conditions that produce higher academic outcomes, a culturally relevant learning environment as well as supporting scholars to be prepared for college or careers post graduation . Leveraging surveymonkey and mentimeter throughout the district enables educational partners to efficiently engage educational partners whose native language is not English in addition to our English speaking families. The software	$3,545,033.00	Yes

Action #	Title	Description	Total Funds	Contributing
		licensing also grants educational partners access to analytics and AI tools that identify themes, make recommendations based on responses and reduce the amount of time staff have to allocate to synthesizing perspectives of our educational partners. This shift means that staff can spend more time dedicated to authentic engagement opposed to time spent “data crunching.” The licensing also offers teachers the opportunity to utilize these services to increase student engagement during the instructional time as well, fulfilling students' need to be exposed to rigorous learning time that enables them to become more proficient with technology. Strategy 2 - Parent Capacity Building Investing in productive capacity building strategies that support motivation, competence, and self-directed learning, the district will host no less than five district wide parent capacity building workshops, seminars, and informational sessions on child development, learning strategies, and available support services to ensure that we provide clear, accessible information on school policies, expectations, and how parents can effectively engage with teachers and staff. Key components will encompass education and awareness, skill development, community building, effective communication, as well as support and resources. Features of this strategy will incorporate establishing parent resource centers with access to educational materials, technology assistance, English language development courses, partnerships between experienced parents with those seeking additional guidance, training sessions on effective parenting techniques, and digital literacy. 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 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.		

Action #	Title	Description	Total Funds	Contributing
		Strategy 4: LCAP Program Monitoring We will hold monthly DLCAP meetings focused on progress toward each LCAP goal. Program directors will present key metrics and report on the implementation and impact of strategies aligned to each goal and action. This regular cadence of data analysis between district staff and the DLCAP committee will promote a shared understanding of program effectiveness and guide decisions about continuation, refinement, or discontinuation. To ensure coherence, all LCAP-funded staff will be trained to align their work with LCAP goals and outcomes. These meetings will also serve as a forum for authentic engagement, creating space for meaningful dialogue with families, students, and community members to elevate their perspectives in program monitoring and continuous improvement. Strategy 5: Parent Bill of Rights Continue the Parent Bill of Rights Task Force to strengthen family-district partnerships. In collaboration with a community schools consultant, develop a toolkit and training for school sites to understand the Parent Bill of Rights and Title I Policy, ensuring consistency, capacity-building, and equitable engagement practices. Strategy 6: Increase PAC Engagement 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. Strategy 7: Strategic Communications WCCUSD will continue implementing a districtwide communications plan that leverages digital tools to improve equitable access to information and strengthen family engagement. A key focus is the continued rollout and expansion of ParentSquare as the district's central two-way communication platform. Staff across departments will be trained to use ParentSquare to support clear, consistent outreach. Teachers will receive specific training on using ParentSquare for classroom-level communication, ensuring		

Action #	Title	Description	Total Funds	Contributing
		families stay connected to daily instructional activities and updates. Additionally, Parent Advisory Committee (PAC) site leaders will be trained to use ParentSquare to communicate with their school communities and, in turn, train parents in its use, promoting peer-to-peer communication and increasing digital access. Other key actions include the creation of a Dual Language resource webpage, development of promotional materials for Dual Language Immersion programs, and an overall emphasis on digital communications to reach families in their preferred language and format. This strategy supports more inclusive, accessible, and timely communication across all school communities.		
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 assistance provided by the Contra Costa Office of Education. Strategy 1 - Visual and Performing Arts Programs (VAPA) WCCUSD is committed to providing all students with access to a high-quality, well-rounded arts education. The LCAP-funded Visual and Performing Arts (VAPA) Director oversees program coordination, staffing, instrument maintenance, material budgets, and professional development. This includes direct support for elementary music teachers, stipends for secondary educators leading after-school ensembles, and opportunities for VAPA teachers to collaborate and engage in ongoing training. With the addition of Prop 28 funds, WCCUSD has expanded VAPA offerings in alignment with the Community Schools pillar of expanded time and	$3,052,594.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. To elevate the impact of the arts, the district will increase promotion and support of student performances and exhibitions to drive visibility, participation, and family engagement. Metrics of Success: Increase student participation in VAPA courses and extracurricular programs by 10% by June 2026. VAPA programs nurture creativity, emotional expression, and critical thinking, skills that enhance academic performance and foster a more engaging and inclusive school environment. Research indicates that schools with robust arts programs experience lower chronic absenteeism and suspension rates, contributing to improved student outcomes. 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. 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 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 has 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		

Action #	Title	Description	Total Funds	Contributing
		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 research to support our community. Key staff include the Director and coordinator of community engagement.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

WCCUSD believes that access to caring and knowledgeable teachers is at the core of providing a high quality education. This goal is written to ensure that we explicitly create programs to recruit effective teachers that align to our profile of a caring adult, invest in their professional development, and retain them. In today's educational landscape, we face chronic teacher shortages and we have to be proactive in creating recruitment opportunities as well as recruitment partnerships.

Strong support for teachers, particularly those who are early in their career, is a key strategy to retain teachers in WCCUSD long term. Some support is provided by using supplemental concentration funding to fund additional teachers. This ensures students have access to a wide variety of programs, and that teachers can be placed in programs for which they are professionally passionate. WCCUSD is also unique in that we offer our own Teacher Induction Program (TIP), and teachers who work with us are able to “clear their credentials” free of cost. Through the TIP program, we can offer standardized professional development to all new teachers. We can ensure that they understand anti racist principals, as well as research based best practice to support student achievement for our students.

Filling all teacher vacancies continues to be a challenge, and staff across the district is working tirelessly and creatively to bring the best teachers to the students of WCCUSD. We know that we must often recruit novice teachers, and/or teachers who are still working on their credentials in order to staff our schools. Thus, we are strategic in how we can continue to support the people we hire. We care deeply about reducing the turnover of teachers and ensuring that every student looks forward to attending school with caring adults.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Improved teacher absence by 4,954 days, which is 31.13% reduction in days of absence
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	Improved teacher retention by 2%, which is 68%
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%	Declined percentage of staff with 3+ years of teaching by 2%, which is 82%
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%		Increase appropriately assigned and fully credentialed (Clear) teachers by 6%	The percentage of appropriately assigned and fully credentialed teachers declined by 0.1% to 77.9% Clear: .1% decline Out-of-Field (lacking subject matter competence): .7% increase Intern: .2% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Incomplete: 4.6%			Ineffective (Short Term/Sub Permits): .4% increase Incomplete: .9% decline
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 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	2023-2024 ALL: increased 1.1 AA: declined 11.2 Asian: increased 6.5 Filipino: increased 7.3 Hispanic: declined 1.7 Two or More: increased 7.1 White:increased 4.8 UPC Student Group: EL: improved 1 SED: increased 0.3 FY: increased 8.3 1.8 SWD: decreased 2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Corrections to Baseline: 2022-2023 baseline scores reported a DFS of "23.1". That number should have been reported as "-23.1"			
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 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	2023-2024 ALL: -55.8 DFS, maintained -2.2 AA: -104 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: -46.8, 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		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: 2.2, declined AA: 14.8, declined Asian: .10, maintained Filipino: 7.5, increased Hispanic: 4.3, declined Two or More: 10.1, increased White: 0.5, maintained UPC Student Group: EL: 3.3, declined SED: 2.5, maintained FY: 17.7, increased significantly SWD: 7.5, declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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% *2022-2023 FY: 60%, Declined 6.7%		Increase graduation rate by 6%	2023-2024 ALL: maintained 0.1% AA: increased 3.6% Asian: increased 2.3% Filipino: maintained .2% Hispanic: declined 1.8% Two or More:declined 1.3% White: maintained 0.4% UPC Student Group: EL: declined 1.1% SED: increased 1.4% FY: increased significantly 10% SWD: increased significantly 9.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	0
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 / Exemplar to 95% of total Williams schools	Increased the total number of schools receiving Good/Exemplary scores to 97.06% of total 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%.	2023-2024 ALL: .09% decrease AA: 5.5% increase EL: .1% increase HL: 7.34% increase SWD: 2.47% increase LI: .27% decrease

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following provides an analysis of this goal's implementation in 2024-2025,

Action 2.1
Through Program 1760 – Additional Staff for Identified Schools with a High Percentage of Unduplicated Pupils (UPP) – the district provided additional staffing to its highest-need schools to support efforts in improving student outcomes.
Strategy 1 – Tailoring Instruction for Our UPC Students
The district allocated additional staff to schools with a high concentration of Foster Youth, English Learners, and socioeconomically disadvantaged students. The funded staff included teachers, counselors, vice principals, and instructional specialist at our highest UPC schools. These staff members delivered direct services to students with the goal of increasing access to high-quality instruction. Their presence expanded students' opportunities to engage in a broader array of academic programming designed to meet both their interests and academic needs. This strategy was implemented in alignment with Education Code 42238.2 and as intended.

Action 2.2
Through Program 2315 – Employee Recruitment and Retention, we assessed the necessary supports to both recruit new teachers and retain them in the profession.
Strategy 1 – Teacher Induction Program
134 teachers enrolled in WCCUSD's Teacher Induction Program. Each new teacher is supported by a mentor who fosters their professional growth through weekly collaborative sessions and structured inquiry cycles that include lesson observations and reflective dialogue. To strengthen instructional practice and coaching capacity, participants engage in ongoing professional development, including The Art of Transformational Coaching and monthly sessions tailored to identified needs, as informed by mentor feedback and teacher input. The strategy was implemented as intended.
Strategy 2 – Competitive Salary
Recruiting and retaining quality staff was essential for enhancing learning conditions for students. The district's ability to offer and maintain a competitive total compensation package for teachers enabled us to attract high-caliber educators. Staffing all schools was prioritized to ensure that the basic conditions for learning were met, while the training and development of new staff remained critical to the evolution of our instructional programming. This approach also helped to fill vacancies, thereby reducing the burden of substituting staff and fostering long-term retention within the profession. The program thus facilitated competitive recruitment and professional development, ensuring the presence of quality educators across the district. The strategy was implemented as intended.
Strategy 3 – Teach for America
To address staffing vacancies, the district contracted with Teach for America. This organization recruited teaching candidates, primarily recent college graduates, who had demonstrated exceptional leadership. Once selected, these candidates became "intern teachers," serving as full-time educators while concurrently earning their teaching credentials. Teach for America's underlying philosophy was that individuals displaying excellent leadership possessed the initiative and work ethic necessary to learn the craft of teaching and quickly exhibit emerging excellence in the classroom. The strategy was implemented as intended.
Strategy 4 – Increasing the Number of Black/African American Educators
While some recruitment efforts came to fruition, WCCUSD faced limitations in attending recruitment college fairs at Historically Black Colleges and Universities (HBCUs) due to no out-of-state travel policies and as a result of a low percentage of students of color graduating from schools of education. Nevertheless, by fostering partnerships with these institutions, we are still able to effectively communicate our commitment to recruiting students of color and focused recruitment effort within our local in-state context. This strategy was not fully implemented as intended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Each of these actions and strategies played a pivotal role in advancing our district's commitment to building a diverse, high-quality educator workforce capable of serving our students' diverse needs.

Action 2.1
Program 1760 – Additional Staff for Identified Schools with a High Percentage of Unduplicated Pupils (UPP)
Strategy 1 – Tailoring Instruction for Our UPC Students - Effective
The district allocated additional staffing to schools with the highest concentrations of Foster Youth, English Learners, and socioeconomically disadvantaged students, with the goal of increasing access to high-quality instruction and expanding academic opportunities. This investment included funding for teachers, counselors, vice principals, and instructional specialists at high-need sites, ensuring students received targeted support from a team of professionals equipped to address both academic and social-emotional needs. While this strategy was implemented with fidelity, overall student outcomes on key academic indicators remained relatively stable. In 2023–2024, the average Distance from Standard (DFS) for all students was -55.8 in English Language Arts (ELA), reflecting a slight decline of 2.2 points, and -85.7 in mathematics, reflecting a marginal improvement of 1.1 points. The district's overall graduation rate held steady at 83.7%, with a minimal change of -0.1%. These results suggest that while the additional staffing helped maintain academic performance during a period of significant post-pandemic recovery, continued and expanded investment in differentiated support remains necessary to accelerate progress for all students.

Action 2.2
Program 2315 – Employee Recruitment and Retention
Strategy 1: Teacher Induction Program - Effective
WCCUSD's in-house, cost-free Teacher Induction Program (TIP) has served as both a powerful recruitment tool and a strategic investment in teacher retention. By removing the financial barrier of credential clearance, the district enhanced its ability to attract early-career educators while supporting their professional growth through structured mentorship and targeted development. Currently, 134 teachers are enrolled in the program, receiving weekly coaching from trained mentors through collaborative sessions and inquiry cycles that include classroom observations and reflective dialogue. TIP participants also engage in monthly professional learning, including The Art of Transformational Coaching, with a strong emphasis on anti-racist pedagogy and culturally responsive practices—essential for serving WCCUSD's diverse student population. Combined with the district's competitive compensation strategy, TIP contributed to an increase in teacher retention from 66% in 2022–2023 to 68% in 2023–2024. This coordinated approach has strengthened instructional stability, built leadership capacity, and reinforced a shared standard of excellence across school sites.
Strategy 2 – Competitive Salary - Effective
The district's investment in a competitive total compensation package played a key role in improving workforce stability. As a result of these efforts, year-to-year teacher retention increased from 66% in 2022–2023 to 68% in 2023–2024. While still below the district's 80% retention goal, this upward trend reflects meaningful progress. At the same time, the percentage of teachers with three or more years of experience—a key indicator of instructional quality—declined slightly, from 84% to 82%, underscoring the continued need to focus retention strategies on

early-career educators. Efforts to improve working conditions also contributed to a substantial reduction in teacher absenteeism. Excluding professional development days, teacher absences declined from 15,910 in 2022–2023 to 10,956 in 2023–2024—a 31% decrease, significantly exceeding the district's 15% reduction target. This improvement helped preserve instructional continuity and reduced the reliance on substitute coverage, easing operational burdens on school sites and staff.
Strategy 3: Teach for America Partnership - Effective
To address ongoing vacancies, particularly in hard-to-staff subject areas and schools, the district maintained its partnership with Teach for America (TFA). TFA recruited high-potential, early-career candidates—often recent college graduates with demonstrated leadership qualities—who served as intern teachers while completing credentialing requirements. While the district prioritized experienced educators, TFA corps members brought enthusiasm and commitment to equity-focused teaching. This pipeline served as a critical short-term strategy to ensure classrooms were staffed and learning continued uninterrupted.
Strategy 4: Diversifying the Educator Workforce - Not Yet Effective
This targeted outreach was designed to cultivate a more representative educator workforce—one that reflects the diverse identities and lived experiences of our student population. The district was not able to engage with Historically Black Colleges and Universities (HBCUs) and other minority-serving institutions as intended. We encountered key challenges, including limited access to recruitment events out of state and a low percentage of students of color graduating from schools of education. These barriers have not only constrained our recruitment reach but have also limited our ability to fully assess the effectiveness of this strategy.

Collectively, these strategies were designed to stabilize and elevate the quality of teaching across the district, particularly in schools serving high concentrations of unduplicated pupils. While progress was incremental, these efforts laid the groundwork for sustained improvement towards goal 2.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 2.1 - Additional Staff for Identified schools with high % UPC
Strategy 1: Tailored Instructional Support for Unduplicated Students
To more effectively meet the needs of foster youth, English Learners, and students from low-income households, WCCUSD strategically invests in additional certificated staff at school sites with high concentrations of unduplicated pupils. Aligned with Education Code 42238.2, these supplemental positions include Vice Principals/Instructional Specialists (Elementary and K–8), general education teachers, elementary prep teachers, secondary counselors, Academy Purity teachers, and CTE Lead teachers. This investment expands students' access to rigorous, high-quality instruction, enhances differentiated academic and enrichment offerings, and builds site-level instructional leadership and capacity to address the varied needs of our most underserved learners.
Strategy 2: Staffing Stability for Low-Enrollment Schools
WCCUSD will provide targeted funding to support schools with low enrollment, ensuring stable staffing and access to high-quality instruction. This investment allows these schools to offer more personalized and equitable learning experiences, while fostering a strong sense of community and maintaining the identity of neighborhood schools that are vital to families. By supporting low-enrollment schools, the district aims to, Preserve small class sizes for individualized attention, Maintain consistent staffing to avoid disruption in student learning, Promote inclusive, community-centered school environments, Ensure that all families, regardless of location, have access to supportive and well-

resourced schools. This strategy reinforces the district's commitment to equity and access for every student, in every neighborhood. LREBG funds support this strategy.

Action 2.2 - Employee Recruitment & Retention
Strategy 1 - - Teacher Support Programs
Teacher Induction Program Overview: All teachers are required to clear their preliminary credentials through an Induction program as part of California's two-tiered credentialing system. However, if a district does not have its own Induction Program then teachers have to pay a fee in order to clear their credential. This cost can be a sizable burden for new teachers, many of whom are placed on the lower end of the salary scale while also paying off costs associated with their credentialing program. WCCUSD's ability to offer an in-house, free-of-cost induction program is a significant recruitment and retention tool. As an accredited program, TIP provides streamlined professional development to early-career teachers through 1-1 mentoring with an experienced support provider. This mentoring is grounded in the California Standards for the Teaching Profession and is tailored to the specific needs of new teachers. Support Providers also receive professional development related to instructional coaching for new teachers, including training in anti-racist and equitable pedagogy that is critical for professionals who serve in historically underserved populations. The ability to provide professional development that aligns to the California Induction Program Standards and to provide stipends to support providers who mentor our new teachers helps to ensure that we can set a clear standard of excellence and provide students with educators who are fully qualified to serve in their classrooms.
Teacher Support and Assistance Program Overview:The Teacher Support and Teacher Assistance Program (TSAP) is a program that has two strands to support both new and veteran teachers who are eligible for the program. Further, it is also designed to assist all newly hired teachers in the WCCUSD in order to help make their first years' experience in the West Contra Costa Unified School District successful.The program matches teachers on emergency permits, who are either concurrently completing their credential program or applying to credential program, with on site mentors who teach similar grade level and/or subject matter. Mentors support these pre-credentialed teachers with credentialing exams, university requirements and/or applying to credential programs. Further, on site mentors help new teachers to navigate the first year(s) of teaching within our district. TSAP further serves as a referral based coaching program to support teachers who are in need of individualized support. Both strands of the TSAP program work to provide mentorship and professional development to help teachers build a sustainable career in our district.
Strategy 2 – Competitive Salary
To attract and retain high-quality educators, WCCUSD employs a multi-pronged recruitment and retention strategy, including the allocation of funding for competitive compensation, accelerated hiring, targeted advertising, and workplace culture improvements, with a focus on equity and staffing high-need schools.
Strategy 4: Recruitment and Retention of Diverse Educators
West Contra Costa Unified School District is committed to increasing the number of Black/African American educators as a critical strategy to reflect the diversity of its student body, improve student outcomes, and build an inclusive educational environment. The district will implement a targeted recruitment initiative that includes outreach to Historically Black Colleges and Universities (HBCUs), Black Greek-letter organizations, and national Black educator associations. In partnership with ASAAT (African American Site Advisory Teams), local churches, and civic organizations, WCCUSD will promote teaching opportunities and develop tailored messaging to engage prospective Black educators. To support long-term success and retention, the district will foster an inclusive professional environment through mentorship, community-building, and ongoing targeted support for educators of color. These efforts will be monitored through disaggregated hiring and retention data to ensure progress and accountability.
Strategy 5: The Teacher Residency Program

The program focuses on recruiting and preparing teachers to teach specifically in West Contra Costa USD. This teacher preparation pathway is anchored in a collaborative partnership between WCCUSD and universities' teacher preparation programs. Teacher Residency ensures that aspiring teachers have financial support through tuition assistance and a stipend to support living expenses during their Residency year. During this year of pre-service clinical practice, Residents are not teachers of record, and are co-teaching alongside experienced mentor teachers over the course of the entire academic year, applying their learnings from their coursework into practice. Teacher Residents receive institutional support with hiring, onboarding, and other credentialing requirements. The Teacher Residency Program supports the instructional and staffing needs of WCCUSD with two pathways that focus on special education and diversifying the teacher workforce. WCCUSD has a diverse student population and the TRP works to prepare teachers who reflect the diversity of our students while also focusing on developing homegrown teachers who are district graduates, community members, and/or classified employees. Teacher Residents also support the district's hiring needs in hard to fill areas such as dual-language immersion and transitional kindergarten. Teacher Residents commit to teach with the district for a minimum of four years.
Strategy 6: Strengthening Recruitment and Retention of Dual Language (DL) Program Teachers
To ensure the success and sustainability of WCCUSD's Dual Language (DL) programs, the district will implement a targeted recruitment strategy focused on attracting and retaining high-quality bilingual educators. The goal of this strategy is to maintain, grow, and showcase teacher recruitment partners specifically for recruiting Dual Language (DL) Program teachers for DL sites. The recruitment and retention efforts aim to address DL teacher shortages, promote program continuity, and support multilingual learner achievement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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 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: Tailored Instructional Support for Unduplicated Students To more effectively meet the needs of foster youth, English Learners, and students from low-income households, WCCUSD strategically invests in	$6,411,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		additional certificated staff at school sites with high concentrations of unduplicated pupils. Aligned with Education Code 42238.2, these supplemental positions include Vice Principals/Instructional Specialists (Elementary and K–8), general education teachers, elementary prep teachers, secondary counselors, Academy Purity teachers, and CTE Lead teachers. This investment expands students' access to rigorous, high-quality instruction, enhances differentiated academic and enrichment offerings, and builds site-level instructional leadership and capacity to address the varied needs of our most underserved learners. Strategy 2: Staffing Stability for Low-Enrollment Schools WCCUSD will provide targeted funding to support schools with low enrollment, ensuring stable staffing and access to high-quality instruction. This investment allows these schools to offer more personalized and equitable learning experiences, while fostering a strong sense of community and maintaining the identity of neighborhood schools that are vital to families. By supporting low-enrollment schools, the district aims to, Preserve small class sizes for individualized attention, Maintain consistent staffing to avoid disruption in student learning, Promote inclusive, community-centered school environments, Ensure that all families, regardless of location, have access to supportive and well-resourced schools. This strategy reinforces the district's commitment to equity and access for every student, in every neighborhood.		
2.2	Employee Recruitment & Retention	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 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.	$20,915,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Strategy 1 -Teacher Support Programs Teacher Induction Program Overview: All teachers are required to clear their preliminary credentials through an Induction program as part of California's two-tiered credentialing system. However, if a district does not have its own Induction Program then teachers have to pay a fee in order to clear their credential. This cost can be a sizable burden for new teachers, many of whom are placed on the lower end of the salary scale while also paying off costs associated with their credentialing program. WCCUSD's ability to offer an in-house, free-of-cost induction program is a significant recruitment and retention tool. As an accredited program, TIP provides streamlined professional development to early-career teachers through 1-1 mentoring with an experienced support provider. This mentoring is grounded in the California Standards for the Teaching Profession and is tailored to the specific needs of new teachers. Support Providers also receive professional development related to instructional coaching for new teachers, including training in anti-racist and equitable pedagogy that is critical for professionals who serve in historically underserved populations. The ability to provide professional development that aligns to the California Induction Program Standards and to provide stipends to support providers who mentor our new teachers helps to ensure that we can set a clear standard of excellence and provide students with educators who are fully qualified to serve in their classrooms. Teacher Support and Assistance Program Overview:The Teacher Support and Teacher Assistance Program (TSAP) is a program that has two strands to support both new and veteran teachers who are eligible for the program. Further, it is also designed to assist all newly hired teachers in the WCCUSD in order to help make their first years' experience in the West Contra Costa Unified School District successful.The program matches teachers on emergency permits, who are either concurrently completing their credential program or applying to credential program, with on site mentors who teach similar grade level and/or subject matter. Mentors support these pre-credentialed teachers with credentialing exams, university requirements and/or applying to credential programs. Further, on site mentors help new teachers to navigate the first year(s) of teaching within our district. TSAP further serves as a referral based coaching program to support teachers who are in need of individualized support. Both strands of the TSAP program work to provide mentorship and professional development to help teachers build a sustainable career in our district.		

Action #	Title	Description	Total Funds	Contributing
		Strategy 2 – Competitive Salary To attract and retain high-quality educators, WCCUSD employs a multi-pronged recruitment and retention strategy, including the allocation of funding for competitive compensation, accelerated hiring, targeted advertising, and workplace culture improvements, with a focus on equity and staffing high-need schools. Strategy 3: Partnership with Teach for America 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: Recruitment and Retention of Diverse Educators West Contra Costa Unified School District is committed to increasing the number of Black/African American educators as a critical strategy to reflect the diversity of its student body, improve student outcomes, and build an inclusive educational environment. The district will implement a targeted recruitment initiative that includes outreach to Historically Black Colleges and Universities (HBCUs), Black Greek-letter organizations, and national Black educator associations. In partnership with ASAAT (African American Site Advisory Teams), local churches, and civic organizations, WCCUSD will promote teaching opportunities and develop tailored messaging to engage prospective Black educators. To support long-term success and retention, the district will foster an inclusive professional environment through mentorship, community-building, and ongoing targeted support for educators of color. These efforts will be monitored through disaggregated hiring and retention data to ensure progress and accountability.		

Action #	Title	Description	Total Funds	Contributing
		Strategy 5: The Teacher Residency Program This program focuses on recruiting and preparing teachers to teach specifically in West Contra Costa USD. This teacher preparation pathway is anchored in a collaborative partnership between WCCUSD and universities' teacher preparation programs. Teacher Residency ensures that aspiring teachers have financial support through tuition assistance and a stipend to support living expenses during their Residency year. During this year of pre-service clinical practice, Residents are not teachers of record, and are co-teaching alongside experienced mentor teachers over the course of the entire academic year, applying their learnings from their coursework into practice. Teacher Residents receive institutional support with hiring, onboarding, and other credentialing requirements. The Teacher Residency Program supports the instructional and staffing needs of WCCUSD with two pathways that focus on special education and diversifying the teacher workforce. WCCUSD has a diverse student population and the TRP works to prepare teachers who reflect the diversity of our students while also focusing on developing homegrown teachers who are district graduates, community members, and/or classified employees. Teacher Residents also support the district's hiring needs in hard to fill areas such as dual-language immersion and transitional kindergarten. Teacher Residents commit to teach with the district for a minimum of four years. Strategy 6: Strengthening Recruitment and Retention of Dual Language (DL) Program Teachers To ensure the success and sustainability of WCCUSD's Dual Language (DL) programs, the district will implement a targeted recruitment strategy focused on attracting and retaining high-quality bilingual educators. The goal of this strategy is to maintain, grow, and showcase teacher recruitment partners specifically for recruiting Dual Language (DL) Program teachers for DL sites. The recruitment and retention efforts aim to address DL teacher shortages, promote program continuity, and support multilingual learner achievement.		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WCCUSD believes all students can achieve high levels of proficiency and that high-quality, and that rigorous instruction can mitigate the effects of institutionalized racism. Our Relentless Attention to Achievement goal ensures all students receive instruction aligned to California state content standards and curriculum frameworks, with access to programs like Dual Immersion, Advanced Placement, International Baccalaureate, and Career Technical Education. These programs are learner-centered, provide real-world critical thinking opportunities, and align with WCCUSD's graduate profile, helping students gain essential, academically rigorous, and globally competitive skills.
Strong instruction in early literacy and numeracy provides the foundation for education, enabling students to become self-directed learners and access advanced opportunities. WCCUSD offers Dual Language programs in Mandarin and Spanish for K-8 education. As students advance, we offer 24 career-oriented pathways across 12 industries and opportunities for early college credit through dual enrollment, concurrent enrollment at Contra Costa College, and IB/AP coursework. All high school courses are A-G aligned, with College & Career counselors available to guide students in course selection and career planning.
Despite small gains in literacy, mathematics, and graduation rates in the post-COVID era, we must intensify our efforts to meet student needs. This includes creating effective standards-aligned Tier 1 instruction, data-driven decision-making, and a multi-tiered system of academic, behavioral, and social-emotional support. By refining and improving our student programs and all content area instruction, we will create equitable outcomes for all students. Through these efforts, we aim to build a strong community capable of interrupting inequities and investing in a generation of global leaders who represent and serve our diverse community. The following collective actions and strategies are funded through LCAP and various state and federal grants.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CTE and A-G course Completer (Met Both)	2022-2023	2023-2024		Increase the percentage of	2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest, CDE Priority 4C, 4D	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%	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%		students who met both CTE and A-G criteria by 9%	All: 0.6% decrease AA: 0.6% decrease Asian: 2.8% increase Filipino: 6.7% decrease Hispanic: 0.7% decrease Two or More: 2.9% White: 0.5% increase UPC Student Group: EL: 5.7% increase SED: 1.4% decrease FY: 4.5% increase SWD: 10.2% decrease
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 Level 1: 39.50% Level 2: 29.78% Level 3: 28.60% Level 4: 13.12%		Increase the percentage by 9%	Percentage of EL students making progress decreased by 0.2% Level 1: increased 6.48% Level 2: decreased 1.47% Level 3: decreased 1.42% Level 4: increased 3.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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	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 SED: -85.3 DFS maintained -2.5 FY: -127.1, increased significantly 17.7 SWD: -136.7 DFS, declined 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	2023-2024 ALL: -2.2, declined AA: 14.8, declined Asian: .10, maintained Filipino: 7.5, increased Hispanic: -4.3, declined Two or More: 10.1, increased White: -0.5, maintained UPC Student Group: EL: 3.3, declined SED: -2.5, maintained FY: 17.7, increased significantly SWD: 7.5, declined
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	2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5		Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC	2023-2024 ALL: 1.1 increased AA: 11.2, declined Asian: 6.5, increased Filipino: 7.3, increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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 SWD: -162.7 DFS, maintained -2.9		state assessments in mathematics from by 15.0 points or more	Hispanic: 1.7, maintained Two or More: 7.1, increased White: 4.8, increased UPC: 0 EL: 1 increased SED: .3 decreased FY: 8.3, increased SWD: 2.9, decreased
3.5	UC/CSU eligible A-G Eligibility (Grads & Non-Grads) Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL: 39.0% AA: 26..1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL:16.3% SED: 31.9% FY: 5%	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%		Increase the percentage of Students with UC/CSU eligible A-G credits by 9%	2023-2024 ALL: 2.3% declined AA: 3.9% increased Asian: 4.1% increased Filipino: 11.1% decreased Hispanic: 3.6% decreased Two or More: 12.1% decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 11.7%	SED: 31.1% FY: 10% SWD: 11.5%			White: 5% decreased UPC Student Group: EL: 2% decreased FY: 5% increased SED: .8% decreased SWD .2% decreased
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% 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%		Increase Graduation Rate by 6%	2023-2024 ALL: 0.1%, decreased AA: 3.6% increased Asian: 2.3% increased Filipino: 0.2% decreased Hispanic: 1.8% decreased Two or More: 1.3, decreased White: 0.4%, decreased UPC Student Groups: EL: 1.1% decreased SED: 1.4% increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%			FY: 10%, significant increased SWD: 9.2% significant increased
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%	2023-2024 ALL: increased by 0.9% AA: increased by 4.6% Asian: increased 5.2% Filipino: decreased 3.3% Hispanic: increased 0.9% Two or More: decreased 10.2% White: decreased 2.5% UPC Student Group: EL: increased 0.1% FY: increased 5.2% SED: increased 2.2% SWD: increased 0.7%
3.8	Advanced Placement Exams (AP) students	2022-2023	2023-2024		Increase the percentage of	2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with scores of 3 or higher Source: College Board Priority 4G	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%	Taking AP Exams: 956 Scoring 3+: 520 Percent of 3 or higher scores: 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%		students scoring 3 or higher by 9%	Percent of 3 or higher scores: All: increased 26.08% African American: increased 1.53% Asian: increased 15.45%26. Hispanic: increased 17.08% Two or More Races increased 5.27% White: increased 27.11%
3.9	Reclassification Rate Source: Data Quest, CDE Priority 4F	2022-2023 Reclassification Rate: 8%	2023-2024 Reclassification Rate: 10.8%		Reclassification Rate will increase by 9%	2.8% increase in Reclassification Rate
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%	2023-2024 ALL: 18.8% AA: 12% Asian: 27.2% Filipino: 21.3% Hispanic: 19.2% Two or More Races: 13% White:18.7%		Increase the percentage of students who complete CTE pathway by 9%.	2023-2024 ALL: 0.7%, increase AA: 1% decrease Asian: 4.8% decrease Filipino: 1.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED:14.5% UPC Student Group: EL: 13.3% FY: .10% SED: 19.3% SWD: 8.2%	UPC Student Group: EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9			Hispanic: 0.9% decrease Two or More Races: 13% White: 4.2% increase UPC Student Groups: EL: 0.8% decrease FY: maintained SED: 0.2% maintained SWD: 1.7% increase
3.11	A-G Eligibility Source: DataQuest, CDE Priority 4D	2022-2023 ALL39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic:30.4% Two or More: 56.6% 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%	2023-2024 ALL: decreased 2.3% AA: increased 3.9% Asian: increase 4.1% Filipino: decreased 11.1% Hispanic: decreased 3.2%% Two or More: decreased 21.4% White: decreased 5% UPC Student Group: EL:decreased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY: decreased 40% SED: decreased .8% SWD: decreased .2%
3.12	SBAC, English Language Arts/Literacy for Grade 11 Percent who exceeded Standards Source: CA Dashboard Priority 4H	2022-2023 ALL: 32.5% AA: 30.52% Asian: 69.42% Filipino: 69.23% Hispanic: 43.39% Two or More: 40% White: 65.32% UPC Student Group: EL: 30.62% FY: No score less than 11 students SED: 41.85% SWD: 12.57%	Corrections to Metric should read: "SBAC, ELA for Grade 11 Percent who meet or exceeded Standards" Source: DataQuest 2023-2024 data ALL: 41.2% AA: 25.71% 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%		Increase the percentage of Grade 11 students who exceeded Standards in ELA by 9%	2023-2024 data ALL: increased 8.7% AA: increased 4.81% Asian: decreased 5.94% Filipino: decreased 9.27% Hispanic: increased 13.58% Two or More: increased 21.84% White: increased 0.05% UPC Student Group: EL: decreased 27.88% FY: No score, fewer than 11 students SED: decreased 9.5% SWD: decreased 0.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	SBAC, Mathematics for Grade 11 Percent who exceeded Standards Source: CA Dashboard Priority 4H	2022-2023 ALL: 17.64% AA: 8.62% Asian: 36.02% Filipino: 13.5% 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 should read: "SBAC, Mathematics for Grade 11 Percent who meet or exceeded Standards" Source: DataQuest 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 exceeded Standards in mathematics by 9%	2023-2024 ALL: decreased 0.59% AA: decreased 3.59% Asian: decreased 1.59% Filipino: increased 11.27% Hispanic: increased 0.48% Two or More: increased 1.93% White: increased 10.21% UPC Student Group: EL: decreased 5.26% FY: No data, fewer than 11 students SED: decreased 1.98% SWD: decreased 0.72%%
3.14	SBAC, ELA percent proficient 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%	Corrections to Metric should read: "SBAC, ELA percent who meet or exceeded Standards" Source: DataQuest		Increase the percentage of students who meet or exceeded Standards in ELA by 9%	2023-2024 ALL: increased by 0.03% AA: decreased 2.08 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%		Corrections to Metric should read: "SBAC, ELA percent who meet or exceeded Standards" Source: DataQuest	Asian: increased 2.01% Filipino: increased 4.24% Hispanic: decreased 1.09% Two or More: increased 3.57% White: increased 2.03% UPC Student Group: EL: increased 0.21% FY: increased 4.26% SED: increased 0.48% SWD: increased 1.04%
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%	Corrections to Metric should read: "SBAC, math percent who meet or exceeded Standards" Source: DataQuest 2023-2024 ALL: 17.07% AA: 9.39% Asian: 47.04% Filipino: 45.77% Hispanic: 12.46%		Increase the percentage of students who exceeded Standards in Math by 9%	2023-2024 ALL: 5.29% AA: increased 0.02% Asian: increased 3.92% Filipino: increased 3.28% Hispanic: increased % Two or More: increased 0.23% White: increased 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More: 43.45% White: 49.8% UPC Student Group: EL: 5.08% FY: 0% SED: 14.43% SWD: 7.33%			UPC Student Group: EL: increased 0.8% FY: decreased 5.56% SED: increased 1.14% SWD: decreased 0.02%
3.16	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	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% UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7% Fall 2024 9-11th Grade ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7%	Spring 2025 Kindergarten - 8th Grade ALL: 35.70% AA: 22.80% Asian: 58.50% Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30% White: 61.10% UPC Student Group: EL: 25.00% FY: 19.00% SED: 25.70% SWD: 17.40% Spring 2025 9-11th Grade 9th-11th Grade ALL: 37.50%		Increase the percentage of students early on grade level and above by 9%	Kindergarten - 8th Grade ALL: increased 23.30% AA: increased 16.90% Asian: increased 27% Filipino: increased 27.80% Hispanic: increased 17.90% TwoorMore: increased 27.70% White: increased 29.70% UPC Student Group: EL: increased 25% FY: increased 19% SED: increased 18.40% SWD: increased 12.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 26.1% UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	AA: 29.60% Asian: 57.40% Filipino: 62.90% Hispanic: 25.70% Two or More: 55.20% White: 43% UPC Student Group: EL: 16% FY: 20% SED: 33.30% SWD: 12%			9th-11th Grade ALL: increased 34.30% AA: increased 20.40% Asian: increased 32.20% Filipino: increased 38.80% Hispanic:increased 18.70% TwoorMore: increased 31.50% White: increased 6% UPC Student Group: EL: increased 12.90% FY: increased 20% SED: increased 24.30% SWD:increased 9%
3.17	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	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%	Spring 2025 Kindergarten - 8th Grade ALL: 35.70% AA: 22.80% Asian: 58.50% Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30%		Increase the percentage of students early on grade level and above by 9%	Kindergarten - 8th Grade ALL:+ 17.20% AA: +15.40% Asian: +22% Filipino: +18.00% Hispanic: +15.60% TwoorMore: +18.50% White: +17.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4% Fall 2024 9-11th 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%	White: 61.10% UPC Student Group: EL: 25.00% FY: 19.00% SED: 25.70% SWD: 17.40% 9-11th Grade ALL: 31.20% AA: 20.30% Asian: 48.20% Filipino: 43.80% Hispanic: 23.80% Two or More: 42.30% White: 34.70% UPC Student Group: EL: 9.2% FY: 20% SED: 24.50% SWD: 6.70%			UPC Student Group: EL: +26.20% FY: +12.90% SED:+16.00% SWD: +10.90% 9th-11th Grade ALL: +12.70% AA: +9.50% Asian: +18.80% Filipino: +15.60% Hispanic: +13.40% Two orMore: +6.30% White: -10.10% UPC Student Group: EL: +5.20% FY: +12% SED: +12.70% SWD: +2.20%
3.18	Percentage of TK students uppercase letter recognition, ESGI Source:Local Measure	2024 Fall ALL: 54.12% AA: 59.57% Asian: 76.47% Filipino: 83.33% Hispanic/Latino: 28.79% Pacific Islander: 100% Two or More: 76.81% White: 75.31%	2025 Winter ALL: 64.53% AA: 68.57% Asian: 84.75% Filipino: 77.78% Hispanic/Latino: 46.73% Pacific Islander: 100*%		95% of TK students will meet the end of year grade level benchmark in uppercase letter recognition, ESGI	ALL: increased 10.41 AA: increased 9 Asian: increased 8.28 Filipino: decreased 5.55 Hispanic/Latino: increased 7.94 Pacific Islander: maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 26.847% Foster Youth: NA Socioeconomically Disadvantaged: 41.27% SWD: 49.23%	Two or More: 92.86% White: 88.64% UPC Student Group: EL: NA Foster Youth: NA SED: 56% SWD: 57.41%			Two or More: increased 16.05 White: 88.64% increased 13.33 EL: NA Foster Youth: NA Socioeconomically Disadvantaged: increased 14/73% SWD: increased 8.18%
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 Fall 2024: 11 sections of college courses offered Spring 2025: 26 sections in process Summer 2025: 2 sections planned		25 college courses offered within the High School day	The number of courses offered within the high school day increased by two

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following provides an analysis of this goal's implementation in 2024-2025,

Action 3.1
Through Program 0000 – Allocations to Schools, the district provided supplemental funds to address the specific needs of unduplicated student groups at each school site. This program allocated approximately $3.8 million in LCFF funding to support schools in implementing their School Plans for Student Achievement (SPSAs), which were aligned to the goals outlined in the LCAP.
Strategy 1 – Data Analysis and Prioritizing
Each school site developed its SPSA by first analyzing state and local student outcome data to effectively prioritize needs. This process was supported by district Educational Services staff in collaboration with educational partners at each site. This strategy was implemented as intended.
Strategy 2 – Aligned Goals and Actions
School sites created goals and actions aligned with the Local Control and Accountability Plan (LCAP) and the needs of their Unduplicated Pupil Count (UPC) populations. These goals supported the improvement of outcomes for unduplicated students and aligned with the WCCUSD Strategic Plan and 2024–2027 LCAP goals. Site-based actions prioritized students falling within red indicator areas and included strategies, supports, and interventions designed to expand learning opportunities and promote academic achievement for all students. This strategy was implemented as intended.
Strategy 3 – Review and Approval of SPSAs
District staff reviewed all SPSAs for alignment and the effectiveness of proposed improvement strategies. Educational partners—including the School Site Council (SSC), English Learner Advisory Committee (ELAC), African American Parent Advisory Committee (AAPAC), and school staff—participated in the development process. The WCCUSD Board of Education then reviewed and approved all final SPSA plans as intended in this strategy.

Action 3.2
Through Program 1250 – Elementary School Support, the district provided additional staff to support the planning and execution of Tier 1 instruction using standards-aligned curriculum and assessment tools.
Strategy 1 – TK Instructional Assistants
To strengthen early literacy and foundational skills, all Transitional Kindergarten classrooms were assigned additional instructional staff to reduce class size and provide targeted support for prioritized students and instructional goals. Certificated teachers collaborated closely with instructional assistants, using student data to identify appropriate strategies and interventions to ensure students were prepared to begin learning to read. All classroom were provided with this additional classified staff and the strategy was implemented as intended.
Strategy 2 – Elementary Prep Teachers
To increase student achievement in English Language Arts and mathematics, and to provide a broad course of study at the elementary level, schools received allocations for elementary prep teachers. This additional staffing allowed classroom teachers dedicated release time to internalize standards-aligned curriculum, differentiate instruction, observe peer classrooms, and analyze student work and assessment data. Prep teachers were credentialed educators who, based on site needs and interests, provided targeted instruction in core academic areas, arts education, or other enrichment content to enhance the student learning experience. Unfortunately, due to high levels of teacher vacancy a significant percentage of available prep teachers were reassigned to support vacancies across the district in January. The goals of this strategy are now occurring outside of school hours for schools without prep teachers through time carding, therefore this strategy was not able to be fully implemented as intended.
Strategy 3 – Supplemental Curriculum and Assessment

To support differentiated instruction and increase achievement in ELA and math, schools were provided with research-based curriculum and assessment tools. This included the SIPPS phonics program, the Seesaw digital learning platform, and the ESGI assessment tool—all aimed at strengthening foundational literacy and informing instruction aligned with student needs. This strategy was implemented as intended.

Action 3.3
Through Program 1251 – Secondary School Support, the district supported secondary students by investing in Career Pathways, the Secondary Lead Counselor, the International Baccalaureate (IB) program, targeted college & career support for Black/African American students, and targeted college & career support for language learners
Strategy 1 – Career Pathways
To increase access and improve college and career preparedness, WCCUSD staff expanded work-based learning opportunities and enhanced instructional quality within school-based career pathways. These pathways were tailored to site-specific student interests, community needs, and local workforce data. Led by the Director of College and Career, the program funded CTE teachers and college and career counselors to help students stay on track for A–G completion. This initiative was further supported by CTEIG and Perkins funds, which directly contributed to pathway development and implementation.This strategy was implemented as intended. The program significantly expanded industry certifications, with 16 out of 24 CTE pathway programs now offering students the opportunity to earn industry-recognized certifications, an increase from 11 out of 24 in 2023-24. By April 2025, over 200 students had earned industry certificates, with this number expected to increase by the end of the academic year. The district established 2 pre-apprenticeship programs (Early Childhood Education and Construction Trades) and 2 internship programs (Health Ambassadors and Welding Shop & Fab Lab Trades Interns). The district coordinated and supported 48 paid internship opportunities, with an additional 20 guaranteed for summer 2025. By the end of 2024-25, there will be 48 dual enrolled early college credit sections offered across district high schools, with 43 of these being CTE courses. All 70 CTE courses offered in our district are A-G eligible, ensuring that students can fulfill their A-G eligibility requirements while gaining career-specific skills. The College & Career Office will have processed over 100 CTE-related study trips this academic year, providing students with work-based learning opportunities. Additionally, 30% of middle school students are enrolled in a CTE elective, and 45% of high school students are participating in a CTE pathway or academy. This strategy was implemented as intended.
Strategy 2 – Secondary Lead Counselor
To raise graduation rates and strengthen college readiness, the district aligned the expectations of secondary counselors across all high schools and promoted best practices in academic and career planning. The Secondary Lead Counselor worked closely with the A–G team to ensure all students had access to an A–G aligned program, facilitated counselor collaboration meetings, and supported districtwide efforts related to credit recovery and student achievement. The “SchooLinks” platform served as the central system for housing student academic plans. The Lead Counselor also played a critical role in training site counselors and administrators on the use of SchooLinks and the development of effective four-year plans. 100% of counselors were trained on SchooLinks and the 4 year grad plan feature and created a spring 4 year presentation plan for their site. To date almost 3,000 8th-11th graders have made their 4 year grad plan using the platform, including 82% of all 8th grade students. This strategy was implemented as intended.
Strategy 3 – International Baccalaureate (IB)
To support a broad and rigorous course of study for all students, WCCUSD continued its investment in the IB program. The IB framework aimed to develop knowledgeable, compassionate, and globally aware learners through high-quality, inquiry-based instruction. The district supported site-level staff in navigating the IB authorization and teacher certification processes, while also investing in professional development to strengthen instructional practice and collaborative learning communities aligned to IB standards. This strategy was implemented as intended.

Strategy 4 – Targeted College & Career Readiness for Black/African American Students
The district implemented procedures for high school counselors to ensure that all Black/African American students were explicitly taught A–G requirements, received timely college-readiness information, and were provided targeted intervention by the middle of 10th grade if they were off-track to meet four-year university eligibility. To date, 55% of Black/African American students grades 8-11 have completed a 4 yr grad plan using SchooLinks which reviews A-G requirements. This strategy was implemented as intended.
Strategy 5 – Targeted College & Career Readiness for Language Learners
The district implemented procedures for high school counselors to ensure that Language Learners received explicit instruction on A–G requirements, access to college-going resources, and counselor intervention by the middle of 10th grade if they were off-track for four-year university admission. These efforts aimed to close opportunity gaps and ensure equitable access to postsecondary pathways. To date, 62% of Language Learner students grades 8-11 have completed a 4 yr grad plan using SchooLinks which reviews A-G requirements. This strategy was implemented as intended.

Action 3.4
Through Program 1290 – Supplemental Instructional Program, the district built the capacity of educators at all levels through curriculum development, instructional coaching, the advancement of pedagogical strategies for all students from PK–12, and the acquisition of software and other programs in alignment with district goals.
Strategy 1 – Focused District Leadership
To increase student achievement, the district provided central personnel necessary to develop and implement cohesive, districtwide instructional priorities. Positions included the director of curriculum and instruction, coordinators of educational services, preschool, and administrative support for the early literacy and office of African American Student Achievement department. This team played a key role in setting clear expectations and ensuring that instructional practices were aligned to current research and best practices for literacy. They also guided the effective implementation of rigorous, standards-aligned Tier I instruction and conducted ongoing classroom observations to inform professional development needs. Reflecting on achievement data, delivering professional development, and collaborating with school site educators were central to driving instructional improvement across the district. While there were brief periods of vacancies for the admin tech, this strategy was able to be implemented as planned.
Strategy 2 – Educational Technology
To prepare students for success in a technology-driven world, educators integrated meaningful instruction using digital tools designed to foster collaboration and creativity. Through the leadership of the educational technology coordinator and Technology Teacher Leaders (TTLs) at each site, instructional delivery was enhanced through platforms such as Promethean ActivPanels and 1:1 Chromebook access, enabling blended learning opportunities across all grade levels. These central and site staff member supported through this program and strategy led site-based professional development and peer coaching to advance the district’s educational technology priorities. The strategy was implemented as planned.
Strategy 3 – EduClimber
The district prioritized the use of data to inform instruction as a core component of its student achievement strategy. EduClimber was available to educators and central office to support our work towards data driven practices and the platform was available in August for wide use. Through EduClimber WCCUSD strengthened its implementation of Multi-Tiered Systems of Support (MTSS), including Tier I instruction, student needs identification, and intervention monitoring. This tool supported data-driven decision-making around resource allocation and professional development, offering a comprehensive, system-level view of instructional effectiveness. Usage data indicates that the platform is most used by teachers and administrators within the district and this strategy was implemented as planned.

Strategy 4 – Extended Learning and Credit Recovery
To support graduation outcomes, the district expanded credit recovery and extended learning opportunities. Edgenuity licenses were centrally purchased for all high school students, and credit recovery systems were developed in collaboration with the College and Career Department. At the elementary and middle school levels, extended learning programs focused on skill remediation, while secondary-level programming targeted credit recovery. These opportunities provided students with multiple pathways to stay on track for graduation. Planning for our summer programs is on track to provided services for middle and high school students across the district. Strategy on track to be implemented as planned.

Action 3.5
In order to effectively address the district's red indicators—including increasing ELA and math performance for English Learners—WCCUSD designed a series of targeted strategies to support the recruitment and retention of highly qualified teachers for language learners in Dual Language Immersion (DLI) programs.
Through Program 1102 – Multilingual Program Support, the district offered a rich bilingual experience for multilingual learners (MLLs) by affirming and leveraging students' home languages as assets in the development of English, Spanish, or Mandarin proficiency.
Strategy 1 – BCLAD Stipends
To recruit and retain highly qualified teachers for multilingual learners, the district provided stipends to educators holding a Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) certificate. These educators, trained in delivering specialized instruction to English Learners, played a critical role in advancing student achievement within Dual Language Immersion and multilingual programs. 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.The strategy was implemented as planned.
Strategy 2 – DLI Professional Development and Collaboration
To support the biliteracy trajectory of Dual Language Immersion students, the district centrally designed professional development and collaboration opportunities focused on cross-linguistic connections, translanguaging practices, and pathway to bilitracy student program goals. A community of practice (CoP) met weekly around the implementation of SEAL, the Sobrato Early Academic Language model. The CoP consisted of teachers from Washington, Grant and Stewart. The west county DLI Mandarin School also received support from the International Baccalaureate (IB) program. Within these learning spaces, staff piloted aligned assessments for reading and writing that reflected the developmental milestones and academic growth of students in Spanish, Mandarin, and English across the DLI continuum. The strategy was implemented as planned.
Strategy 3 – Educational Technology Tools
To enhance teaching and learning, teachers and students used educational technology tools such as Texthelp, Equation, and OrbitNote. Furthermore, this year DLI elementary schools had access to Seesaw. Seesaw can be translated in Spanish and support teachers and students to create digital portfolios, voice recordings, and videos. These tools supported language access and removed instructional barriers, helping multilingual learners more fully engage with academic content. The strategy was implemented as planned.

Action 3.6
WCCUSD implemented a coordinated approach through Program 5260 to strengthen planning, compliance, and program implementation at both the central and school-site levels. This initiative was designed to align resources and instructional efforts across departments and campuses in support of continuous improvement.
Strategy 1 – Data Analysis and Needs Assessment

The district established a structured process to support schools and departments in identifying priority needs through data analysis. Specialized central office staff supported the alignment of school plans and program strategies, helping sites use student learning trends and other indicators to guide improvement actions.
Strategy 2 – Specialized Training
Throughout the year, staff across school sites and departments participated in trainings focused on federal, state, and categorical funding compliance. These sessions built staff capacity to monitor expenditures, evaluate program implementation, and plan for resource use that is aligned with site and district priorities.
Strategy 3 – Evaluation and Monitoring
WCCUSD provided consistent support for program evaluation and budget monitoring through regular meetings and technical assistance. The district emphasized the importance of alignment between school-based decision-making and broader LCAP priorities, using financial tools and mid-year reporting systems to support site leadership teams in planning and compliance tasks.

Action 3.7
Through Program 6110, WCCUSD implemented a system of professional learning and instructional leadership development focused on improving core instruction. All activities were aligned to rigorous standards and aimed at ensuring equitable access to high-quality teaching for all students.
Strategy 1 – Focused District Leadership
Central instructional leaders, including directors, coordinators, and coaches, led monthly principal sessions and conducted site-based classroom visits. These sessions focused on improving Tier I instruction and supported site leaders in aligning their professional development efforts with district instructional priorities
Strategy 2 – CSI Professional Learning Communities (PLCs)
In collaboration with the county office of education, WCCUSD facilitated professional learning communities for schools receiving Comprehensive Support and Improvement (CSI). These PLCs supported site leaders and teacher teams in using multiple data sources to inform instruction, scale effective practices, and monitor progress.
Strategy 3 – Instructional Learning Walks
The district conducted instructional learning walks with site teams using a common instructional framework. These visits were designed to observe classroom practice, calibrate expectations across schools, and inform site-based professional development decisions.
Strategy 4 – Secondary Department Leads
At the secondary level, teacher leaders were identified to serve as department leads, guiding collaboration within content areas. Supported by central staff, these teacher leaders facilitated planning, supported standards alignment, and strengthened instructional coherence across sites.
These strategies were implemented to build instructional capacity, foster collaboration, and promote continuous improvement in teaching and learning across the system. The district will continue to support professional learning structures that prioritize instructional quality and equity.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material Differences

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Each of these actions and strategies played a pivotal role in advancing our district's commitment to building a diverse, high-quality educator workforce capable of serving our students' diverse needs.

Action 3.1
Program 0000 – Allocations to Schools to support the implementation of School Plans for Student Achievement (SPSAs) at every site. This investment focused on improving outcomes for unduplicated student groups—English Learners (EL), Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD)—by targeting red indicator areas in English Language Arts (ELA), mathematics, and graduation rates.
Strategy 1: Data Analysis and Prioritizing – Effective
Strategic data use enabled sites to target Foster Youth (FY), resulting in notable academic gains. FY students saw a 17.7-point gain in ELA DFS and an 8.3-point gain in Math DFS. These gains are reinforced by iReady growth: a 4.9% increase in K–8 reading proficiency and a 22.2% jump in 9–11 math. Graduation rates also rose 10 percentage points to 70%, demonstrating the tangible impact of data-informed SPSA development.
Strategy 2: Aligned Goals and Actions – Effective
Site-level goals and actions aligned to LCAP priorities also drove improvement. Students with Disabilities (SWD) saw a 9.2-point increase in graduation rate (to 66.1%), though iReady results indicate academic gaps remain: K–8 math increased only 6.0%, and 9–11 reading just 2.3%. Additionally, SWD experienced a 7.5-point decline in ELA DFS and a 2.9-point decline in Math DFS.
For English Learners (EL), SPSA actions led to modest academic improvements: a 1-point increase in Math DFS and a 6.4% gain in K–8 math. However, challenges persist. ELA DFS declined by 3.3 points, and 9–11 iReady results showed only a 2.2% increase in reading, alongside a 1.1-point drop in graduation rate to 69.6%. These results point to the need for stronger Tier 1 literacy supports and more effective academic scaffolding. Socioeconomically Disadvantaged (SED) students demonstrated stable academic performance with incremental progress. Graduation rates increased by 1.4 points to 82.7%. iReady scores for SED students remained steady, with an 8.6% gain in K–8 math and a 9.3% gain in reading. DFS scores showed minimal change (ELA: -85.3; Math: -113.8), reinforcing the value of sustained access to intervention and rigorous core instruction.
Strategy 3: Review and Approval of SPSAs – Effective
District staff ensured that all SPSAs were reviewed for alignment and coherence, and that evidence-based strategies were implemented. Educational partners played a central role, and all plans were approved by the Board. Early outcome data demonstrates that this process supported measurable gains, especially for FY and SWD. At the same time, performance trends for EL and SED students highlight the need for sustained investment and deeper instructional innovation.

Action 3.2
Program 1250 – Elementary School Support, WCCUSD allocated targeted resources to strengthen Tier 1 instruction at the elementary level, with a focus on improving foundational literacy and math achievement for unduplicated student groups—English Learners (EL), Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). This program funded instructional staffing, supplemental curriculum, and planning support to ensure early access to high-quality, standards-aligned instruction.
WCCUSD's investment in strengthening Tier 1 instruction has resulted in positive gains in foundational academic skills, particularly among unduplicated student groups. iReady outcomes in Grades K–8 show that overall student performance improved by 9.7% in math and 10.3% in reading, with targeted groups such as Foster Youth, English Learners, and SED students making measurable gains.

Strategy 1 – TK Instructional Assistants – Effective
This strategy played a foundational role in improving early literacy and numeracy, especially for Foster Youth. These students not only demonstrated a 17.7-point gain in ELA DFS and an 8.3-point increase in Math DFS, but also showed iReady growth of 4.9% in K–8 reading and 9.1% in math. Additionally, for Transitional Kindergarten students, the percentage scoring at or above Benchmark in uppercase letter recognition increased by 10.14%, reflecting the effectiveness of this early investment in foundational literacy skills.
Strategy 2 – Elementary Prep Teachers – Not Yet Effective
While the strategy provided classroom teachers with important planning time in some schools, staffing shortages significantly hindered implementation. This disruption was reflected in student outcomes, particularly for English Learners. EL students showed a 3.3-point drop in ELA DFS and only a 1-point gain in Math DFS. iReady results further confirmed this limited impact: ELs improved just 6.7% in K–8 reading and 6.4% in math, with minimal secondary growth (only +2.2% in both subjects). These outcomes highlight the need to stabilize staffing and preserve instructional planning time to fully realize the potential of this strategy.
Strategy 3 – Supplemental Curriculum and Assessment – Not Yet Effective
The rollout of tools such as SIPPS, ESGI, and Seesaw supported instructional differentiation, yet their full impact has not been fully realized. Socioeconomically Disadvantaged students showed some academic resilience, with iReady growth of 9.3% in reading and 8.6% in math at the K–8 level, and a 1.4-point rise in graduation rates. DFS scores remained relatively unchanged, suggesting these tools helped sustain learning but did not yet accelerate it. Students with Disabilities saw significant gains in graduation (+9.2 points), but academic performance declined (ELA: -7.5 DFS, Math: -2.9 DFS). Their iReady growth was also among the lowest—6.0% in K–8 math and 2.3% in 9–11 reading—pointing to the need for continued investment in adaptive curriculum and intensive instructional support. These results reinforce that while access to supplemental tools is necessary, additional coaching and intervention structures are required to fully support learners with more complex needs.

Action 3.3
Through Program 1251 – Secondary School Support, WCCUSD implemented a comprehensive strategy to expand access to college and career readiness for secondary students, with a particular focus on historically underserved groups including Foster Youth (FY), English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). The program supported career pathways, counseling alignment, postsecondary preparation programs, and targeted interventions—all aligned with the district's goal of increasing College/Career Readiness by 9% for key student groups by 2026–27.
Strategy 1 – Career Pathways - Effective
To increase access and improve postsecondary preparedness, WCCUSD expanded site-based career pathways aligned to student interests, local workforce data, and community needs. Led by the Director of College and Career, the district funded CTE teachers and college and career counselors, with additional support from CTEIG and Perkins funds. This strategy was implemented as intended and contributed to promising gains, particularly for English Learners, who increased their CTE and A–G dual completion rate from 6.8% to 12.5%, and for Foster Youth, who saw overall College/Career readiness nearly double from 5.9% to 11.1%.
Strategy 2 – Secondary Lead Counselor - Effective
The district continued to align counseling services across all high schools by supporting a centralized Secondary Lead Counselor. This role ensured coherence in four-year planning, promoted best practices for college and career guidance, and led counselor collaboration through use of the SchooLinks platform. This strategy, implemented as intended, was a key driver in the 10-point gain in A–G eligibility for Foster Youth (from 5% to 10%), and in supporting consistent College/Career readiness growth among SED students (from 27.9% to 30.1%).
Strategy 3 – International Baccalaureate (IB) - Not yet Effective

To support a rigorous and globally focused academic experience, the district continued investing in the IB program, providing support for authorization, certification, and professional development. This strategy was implemented as planned and contributed to offering a broad course of study that complemented A–G and CTE pathways. While direct attribution to IB participation is still being evaluated, this investment supports the district's overall commitment to high expectations and college-preparatory access for all students.
Strategy 4 – Targeted College & Career Readiness for Black/African American Students - Not yet Effective
WCCUSD implemented counselor procedures to ensure Black/African American students were explicitly taught A–G requirements, informed about college-going opportunities, and provided intervention by 10th grade if off-track. This strategy, fully implemented, contributed to broader equity goals and ensured that these students were consistently supported through aligned, proactive planning.
Strategy 5 – Targeted College & Career Readiness for Language Learners - Not yet Effective
To support English Learners in accessing college and career pathways, counselors delivered explicit instruction on A–G eligibility and initiated interventions for off-track students by 10th grade. While this strategy was implemented as intended, A–G eligibility for English Learners declined from 16.3% to 14.3%, indicating the need to strengthen academic and language supports to ensure alignment with entrance requirements. Still, the notable growth in dual pathway completion (+5.7%) reflects increasing access to relevant programs.
Program 1251 was successfully implemented across all strategies, contributing to gains in college and career readiness, particularly for Foster Youth and CTE-engaged English Learners. These early indicators demonstrate that coordinated counseling, expanded pathways, and targeted interventions are moving the district toward its 2026–27 goal. Still, the data highlight the importance of refining supports for English Learners, Students with Disabilities, and SED students, especially in relation to A–G completion and dual pathway access.

Action 3.4
Through Program 1290 – Supplemental Instructional Program, WCCUSD strengthened districtwide instructional quality by building the capacity of educators across all levels (PK–12) through curriculum development, instructional coaching, educational technology integration, and extended learning supports. These strategies aimed to promote equitable access to high-quality instruction, support standards-aligned Tier I teaching, and ensure that all students—particularly those in historically underserved groups—are positioned for success.
The district's capacity-building and technology integration strategies are contributing to long-term gains, particularly in graduation rates. FY (+10%) and SWD (+9.2%) continue to benefit from extended learning, credit recovery, and instructional coherence. However, iReady ELA data reveals areas for growth: SWD experienced a 7.5-point DFS drop in ELA and ELs declined by 3.3 points.
Strategy 1 – Focused District Leadership – Effective
Instructional coherence and standards-aligned practices supported by the district's central instructional leadership team contributed to measurable student gains. These efforts correlated with a 10-point increase in graduation rate for Foster Youth (to 70%) and a 9.2-point increase for Students with Disabilities (to 66.1%). This leadership-driven model ensured consistent implementation of instructional priorities, which is reflected in strong growth in foundational academic areas, particularly at the K–8 level: all students improved by 9.7% in math and 10.3% in reading on iReady.
Strategy 2 – Educational Technology – EffectiveThe integration of Promethean panels, Chromebooks, and edtech tools, supported by Technology Teacher Leaders (TTLs), improved digital access and engagement. K–8 iReady gains among English Learners (+6.4% in math, +6.7% in reading) and SED students (+8.6% in math, +9.3% in reading) indicate that technology integration helped close access gaps. However, ELs also showed a 3.3-point drop in ELA DFS and only 2.2% growth in 9–11 reading, underscoring the need to better align technology use with explicit literacy instruction.
Strategy 3 – EduClimber Implementation – Not Yet EffectiveEduClimber provided a unified system for monitoring student progress, guiding Tier I and Tier II supports, and informing instructional decisions. The platform helped identify key needs such as a 7.5-point ELA DFS decline

and 2.9-point Math DFS decline for SWD. Despite these challenges, data use contributed to small but meaningful increases in graduation rates for SED students (+1.4% to 82.7%) and homeless youth (+9.1% to 83.3%). Continued integration of data systems with instructional coaching is needed to turn insights into academic gains.
Strategy 4 – Extended Learning and Credit Recovery – EffectiveExpanded access to Edgenuity and extended learning time supported academic recovery and on-time graduation. FY showed the most pronounced academic gains with a 17.7-point increase in ELA DFS and 8.3-point increase in Math DFS. These were reinforced by iReady growth of 4.9% in K–8 reading and 9.1% in math. SWD also benefitted from extended supports, achieving a 9.2-point increase in graduation rate. While academic DFS for SWD still declined, these programs remain essential to re-engaging students and addressing unfinished learning.
Overall, Program 1290 strategies contributed significantly to graduation gains and foundational learning growth for unduplicated student groups. However, persistent gaps—especially in ELA outcomes for English Learners and Students with Disabilities—highlight the continued need for integrated supports that combine leadership, data, technology, and literacy-focused intervention.

Action 3.5
Through Program 1102, WCCUSD continued to prioritize the academic growth and language development of English Learners (ELs) and Multilingual Learners (MLLs) by affirming home languages as assets and expanding access to high-quality dual language instruction. The district's work focused on reclassification readiness, early literacy, and differentiated support to accelerate English language proficiency while building biliteracy and academic content knowledge.
Recent English Learner Progress Indicator (ELPI) data showed that 39.8% of ELs progressed by at least one ELPI level, consistent with the previous year (40%). While Level 4 proficiency rose from 9.6% to 11.1%, the percentage of students at Level 1 increased to 36.5%, signaling a need for intensified support at the earliest stages of language development. Progress on reducing Long-Term English Learners (LTELs) was mixed: the total number of LTELs declined from 2,152 to 1,682, yet the percentage of "At-Risk" LTELs rose slightly from 15.3% to 15.8%, indicating that while some students are exiting EL status, others remain in need of stronger, targeted interventions. The mid-year 2024–25 reclassification rate fell to 7%, below the prior year's 10.8%, pointing to ongoing challenges in accelerating language proficiency. iReady data reinforces these trends. In grades K–8, English Learners demonstrated moderate progress, with a 6.7% gain in reading and a 6.4% gain in math, indicating that foundational instructional supports are beginning to take hold. However, secondary results were more limited: students in grades 9–11 showed only a 2.2% gain in both reading and math. When viewed alongside the 3.3-point decline in ELA DFS (to -110.7) and the 1.1-point drop in graduation rate (to 69.6%), these results emphasize that current strategies, while helpful in early grades, are not yet producing consistent gains across all levels. These patterns suggest a need to bridge instructional coherence between elementary and secondary, with particular attention to literacy acceleration in content-rich classrooms.
Strategy 1 – BCLAD Stipends – Effective
To recruit and retain highly qualified bilingual teachers, the district offered BCLAD stipends, which contributed to improved staffing in Dual Language Immersion (DLI) programs. As of mid-year, only two vacancies remain at full-school DLI model sites, demonstrating the effectiveness of this strategy in stabilizing DLI teacher staffing and supporting the delivery of high-quality, linguistically responsive instruction.
Strategy 2 – DLI Professional Development and Collaboration – Not Yet Effective
The district facilitated weekly professional learning communities focused on the SEAL (Sobrato Early Academic Language) model at Washington, Grant, and Stewart Elementary Schools. Targeted supports were also provided at the Mandarin DLI school through its IB program. While these efforts laid a strong instructional foundation, iReady results for English Learners underscore the need for greater impact: ELs in K–8 demonstrated only moderate growth (+6.7% reading, +6.4% math), while secondary gains were limited to +2.2% in both subjects. These outcomes highlight that while DLI professional learning is directionally aligned, it must be strengthened with intentional

literacy integration and deeper Tier 1 alignment to produce consistent academic gains and support long-term language development. academic performance data shows limited impact on accelerating reclassification or improving ELA outcomes, indicating that this strategy must be paired with stronger progress monitoring and intervention systems.
Strategy 3 – Educational Technology Tools – Effective
All DLI elementary schools had access to Seesaw and additional accessibility tools like Texthelp, OrbitNote, and EquatIO, which supported multilingual learners in demonstrating learning and accessing academic content. These tools contributed to moderate iReady growth among K–8 English Learners (+6.7% in reading, +6.4% in math), highlighting their role in scaffolding early access to curriculum. However, iReady results for grades 9–11 showed only a 2.2% gain in both reading and math, and DFS scores in ELA declined by 3.3 points (to -110.7). This suggests that while educational technology addressed access barriers and enhanced engagement, it was not sufficient on its own to accelerate academic achievement. Greater integration of these tools into Tier 1 instruction—especially in literacy-rich, content-area classrooms—is needed to ensure consistent academic growth and alignment with reclassification goals.
Overall, Program 1102 implementation contributed to important structural improvements in multilingual instruction—particularly in staffing, instructional design, and digital accessibility. However, ongoing gaps in reclassification rates and ELA performance reinforce the need for deeper, more differentiated interventions and improved alignment between language development supports and core academic instruction.

Action 3.6
Through Program 5260, WCCUSD provided coordinated site-based and central support to strengthen data use, compliance, and program implementation across departments and school sites. These efforts directly supported instructional improvement and resource alignment, particularly for historically underserved student groups.
Strategy 1 – Data Analysis and Needs Assessment - Effective
The district implemented a structured process to guide schools and departments in using data to identify priority needs and shape improvement strategies. Specialized staff supported these efforts, helping to align school plans with student performance trends. This work was especially critical in identifying areas of academic need, such as the 7.5-point drop in ELA DFS for Students with Disabilities and the 3.3-point decline for English Learners, prompting more targeted support at the site level.
Strategy 2 – Specialized Training - Effective
District teams delivered ongoing training on federal, state, and categorical funding regulations to ensure sites and departments could self-assess compliance and effectively utilize resources. This strategy, implemented as planned, helped schools direct funding toward interventions that contributed to notable progress, including a 10-point increase in graduation rates for Foster Youth and a 9.2-point gain for Students with Disabilities.
Strategy 3 – Evaluation and Monitoring - Effective
The State and Federal Department supported regular meetings to strengthen program evaluation and budget monitoring, particularly in MUNIS use, mid-year reporting, and compliance documentation. These efforts ensured that site-based decisions were grounded in data and aligned to LCAP priorities. The 1.4-point graduation rate increase for SED students and stability in Math outcomes across most groups reflect progress in resource coordination, though persistent gaps in ELA underscore the need for continued instructional investments.
Program 5260 ensured that data-driven planning, compliance training, and fiscal oversight remained tightly linked to student outcomes. Gains in graduation rates—especially for Foster Youth and Students with Disabilities—affirm the impact of strategic alignment, while ongoing academic challenges for English Learners and SWD highlight where continued monitoring and support are most needed. WCCUSD will maintain a focus on refining program evaluation systems to ensure equity, efficacy, and continuous improvement across all school sites.

Action 3.7
Through Program 6110, Professional Development, WCCUSD strengthened core instruction and accelerate student outcomes. WCCUSD implemented a coordinated system of professional learning and leadership development across all school sites. This work prioritized alignment to rigorous academic standards and was designed to improve teaching practices, particularly for historically underserved student groups.
Strategy 1 – Focused District Leadership - Effective
Central office personnel—including directors, content coordinators, and instructional coaches—led monthly principal sessions, conducted classroom observations, and provided site-based coaching aligned to districtwide instructional priorities. These leaders supported Tier I implementation and informed professional development based on site-level data. This strategy was implemented as planned and played a central role in building coherence and elevating instructional expectations districtwide. iReady outcomes reflect the impact of this leadership structure: K–8 students improved by 10.3% in reading and 9.7% in math. African American students gained 10.4% in reading and 6.8% in math, SED students improved 9.3% in reading and 8.6% in math, and Foster Youth saw gains of 4.9% in reading and 9.1% in math. These gains suggest that strong instructional leadership helped to reinforce consistent Tier I practices and expand access to grade-level content for historically underserved groups.
Strategy 2 – CSI Professional Learning Communities (PLCs) - Effective
With support from the Contra Costa County Office of Education, central staff facilitated PLCs for schools identified for Comprehensive Support and Improvement (CSI). These communities analyzed multiple data sources to scale effective Tier I and Tier II strategies and focused on feedback systems that ensured all students had access to high-quality instruction. This strategy is on track and continues to support schools with the most significant performance challenges.
The effectiveness of this approach is evident in the district's progress—reducing the number of CSI-identified schools from nine to just one. iReady data further reinforces this impact: Socioeconomically Disadvantaged students improved by 9.3% in reading and 8.6% in math, and African American students grew 10.4% in reading and 6.8% in math. These results suggest that the sustained instructional collaboration and data-informed cycles of improvement supported through CSI PLCs are contributing to academic growth and school wide progress.
Strategy 3 – Instructional Learning Walks - Effective
Curriculum and Instruction staff partnered with site leaders to conduct over a dozen districtwide instructional learning walks using the K–12 Instructional Practice Guide (IPG). These walks focused on evaluating instruction aligned to college- and career-ready standards and were used to tailor professional development. In January, two walks were repurposed to meet operational needs, but the majority of the initiative continued as planned.
Strategy 4 – Secondary Department Leads - Effective
To improve content-specific instruction, teacher leaders at the secondary level served as department leads, guiding collaboration and alignment to standards. Supported by central office staff and Educator Effectiveness Grant funds, this initiative strengthened coherence across subject areas and sites. The strategy was implemented as intended.
These leadership strategies contributed to notable progress in graduation outcomes, particularly for Foster Youth (+10% to 70%) and Students with Disabilities (+9.2% to 66.1%). However, ELA performance declined for SWD (-7.5 DFS) and English Learners (-3.3 DFS), highlighting the need for deeper literacy support. Math scores remained relatively stable across groups, with small gains for FY and ELs. Graduation rates for SED students increased slightly (+1.4% to 82.7%), though academic scores in ELA and Math declined modestly. WCCUSD's investment in instructional leadership, data-informed learning walks, and cross-site collaboration is showing promising momentum in graduation outcomes. However, declines in ELA for English Learners and Students with Disabilities indicate a continued need

for targeted professional development, culturally responsive instruction, and tiered supports. Sustaining these leadership structures will be critical to closing opportunity and achievement gaps across student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.2 - Elementary School Support
Strategy 1: TK Instructional Assistants
To accelerate the development of foundational early literacy skills, each Transitional Kindergarten (TK) classroom will be supported by additional instructional staff. This strategic investment enables more targeted, small-group instruction and allows for individualized attention to students with the highest needs. Certified teachers will lead this effort, collaborating closely with instructional assistants and using student data to inform differentiated strategies and timely interventions.
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 colleges 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: Foundational Literacy and Differentiated Instruction
To accelerate student achievement in English Language Arts (ELA) will continue the provision of research-based supplemental curriculum and assessment tools that support differentiated instruction will be utilized. This includes the implementation of the SIPPS structured phonics program to strengthen foundational literacy skills and assessment to monitor developmental progress and inform instructional decisions, particularly in early education. This strategy ensures that educators have the resources and actionable data needed to meet diverse student needs and drive academic growth across all classrooms.
Strategy 4: Enhance Instruction and personalize learning through class size reduction
Class size reduction enhances the quality of instruction by allowing teachers to better tailor lessons to individual student needs and provide timely, targeted support. With fewer students in each classroom, educators can build stronger relationships, differentiate instruction more effectively, and foster a more engaging and inclusive learning environment. LREBG also supports the funding of this strategy with $2,392,578 in 25-26.
Strategy 5: Combo Class Compensation Initiative
To support teacher retention and recognize the added responsibilities of teaching combination classes, WCCUSD will provide an annual stipend to elementary teachers assigned to multi-grade classrooms. This targeted investment acknowledges the instructional complexity of these roles and promotes stability, equity, and quality instruction in multilingual learning environments. In addition, the central office will provide targeted professional development to equip combination class teachers with strategies to manage instructional differentiation, planning, and student engagement across grade levels.

Action 3.3 - Secondary School Support

Strategy 1: College/Career Pathways
We will expand high-quality work-based learning opportunities and rigorous instruction within our career academies and pathways. These programs are tailored to each school site based on student interests, local workforce data, and community needs.
The district will also prioritize equitable enrollment practices, with specific attention to our seven focal student groups: African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth.
Strategy 2: Secondary Counseling Program
To increase graduation rates and college preparedness, the district will align the expectations of secondary counselors at all high schools and promote 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 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 training school administrators in using the school links platform and the best practices around “four-year plans.”
Strategy 6: CTE Academy-Aligned General Education Staffing.
West Contra Costa Unified School District will allocate additional staffing to ensure core academic teachers are assigned to a single academy cohort, promoting instructional coherence, interdisciplinary planning, and sustained student-teacher relationships. To support effective implementation and long-term sustainability of the academy model, the district will provide an additional allocations per academy to reinforce academic purity, strengthen team-based collaboration, and enhance program coordination.
Strategy 7: Expanding Opportunity Through Flexible Scheduling
To advance academic achievement and educational equity, WCCUSD will implement and sustain a 7th and/or 8th-period schedule at secondary schools where staff have voted to adopt the model and where it has been approved through an MOU with UTR and Human Resources. Supported by additional staffing, this expanded structure will help reduce class sizes and increase access to A–G course requirements, broaden opportunities for participation in CTE pathways, dual enrollment, and electives, and provide time within the school day for targeted academic interventions and enrichment in areas such as the arts, STEM, and leadership. By extending the school day, this strategy promotes individualized support, deeper student engagement, and equitable access to the coursework and resources necessary for college, career, and life readiness. To support effective implementation and sustainability, the district will provide an additional 1.0 FTE per school to make this strategy possible.
Strategy 8: Strengthening College & Career Readiness Culture
West Contra Costa Unified School District (WCCUSD) will implement a comprehensive strategy to foster a strong college- and career-going culture across all secondary schools. This includes offering the PSAT for students, organizing study trips to colleges and career-aligned sites, and providing targeted professional development for educators. By expanding early exposure to college entrance assessments, increasing student access to postsecondary environments, and equipping staff with the tools to guide students effectively, WCCUSD aims to ensure that all students—particularly those from underserved communities—are prepared to pursue and succeed in college and career pathways.

Action 3.4 -Supplemental Instructional Program
Strategy 2: Equitable Data & Assessment Collection and Review
Using data to inform instruction is central to our student achievement strategies. We will enhance our data-driven approach by utilizing Educlimber, an interactive district-level tool for whole-child data management. This will strengthen MTSS implementations, including Tier 1 instruction, student needs identification, and the evaluation of intervention effectiveness. The WCC Data Strategist will play a key role in improving Educlimber implementation and increasing its usage across the district. This strategy will not only empower educators to make

informed instructional decisions but also enable WCCUSD to make impactful, system-level decisions around resource allocation and professional development based on a holistic view of district-wide events.Additionally, we will prioritize celebrating whole child development through assessments, focusing on student strengths and growth rather than solely identifying deficits. This approach ensures that all students' progress is recognized, and that the data collected is used to support their holistic development, fostering a more inclusive and strengths-based educational environment.
Strategy 3: A-G Support, Extended Learning, & 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 available at all levels, focused on remediation of skills at the elementary and middle school level and credit recovery at the secondary level. Strategy 4 has been weaved into strategy 3 as it aligned.

Action 3.5 -Multilingual Program Support
Strategy 3: Educational Technology Tools to support teaching and learning
As a result of feedback and low usage of educational technology tools such as Seesaw, Texthelp, Equation, and Orbit we will discontinue this strategy.
Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning
This strategy utilizes advanced educational technology tools and assessments, including mClass Lectura and Amplify Caminos, to eliminate language barriers and enhance equitable access to learning opportunities for all students. By integrating these resources, teachers and students can foster more personalized, engaging, and inclusive educational experiences that support academic growth across diverse linguistic backgrounds.
Strategy 4: Dual Language Immersion (DLI) Program
WCCUSD will strengthen its Dual Language Immersion (DLI) programs to promote bilingualism, biliteracy, and high academic achievement. This strategy focuses on ensuring that students in DLI programs are taught by highly skilled bilingual educators who provide rigorous, standards-aligned instruction in both the target language and English. Teachers will receive targeted professional development, curriculum support, and collaboration time to align instruction with program goals. By supporting educators in the DLI program, the district will advance equitable access to high-quality multilingual learning environments that reflect and value students’ linguistic and cultural assets.

Action 3.6 - Evaluation & Program Monitoring
Strategy 2: Specialized Training and Systems Support
Ongoing training will be provided by WCCUSD specialized staff funded through this program. Central training and support are designed to enhance understanding of federal, state, and other categorical authorized use funds regulations. Through this strategy, both central and site staff will be empowered to self-assess against the requirements of their grants and understand how to effectively utilize funding to improve student services and outcomes for their program. In addition, we will work to make staff systems more efficient and accessible, particularly for the procurement of supplies, contracts, and timecard reporting. Streamlining these processes will reduce administrative burdens, enabling staff to focus more on their primary mission of supporting student achievement.

Action 3.7 - Professional Development & Collaboration
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 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 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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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).	$8,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 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.		
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	$9,853,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Strategy 1 - TK Instructional Assistants To accelerate the development of foundational early literacy skills, each Transitional Kindergarten (TK) classroom will be supported by additional instructional staff. This strategic investment enables more targeted, small-group instruction and allows for individualized attention to students with the highest needs. Certified teachers will lead this effort, collaborating closely with instructional assistants and using student data to inform differentiated strategies and timely interventions. 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 colleges 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:Foundational Literacy and Differentiated Instruction To accelerate student achievement in English Language Arts (ELA) will continue the provision of research-based supplemental curriculum and assessment tools that support differentiated instruction will be utilized. This includes the implementation of the SIPPS structured phonics program to strengthen foundational literacy skills and assessment to monitor developmental progress and inform instructional decisions, particularly in early education. This strategy ensures that educators have the resources and actionable data needed to meet diverse student needs and drive academic growth across all classrooms.		

Action #	Title	Description	Total Funds	Contributing
		Strategy 4: Enhance Instruction and personalize learning through class size reduction Class size reduction enhances the quality of instruction by allowing teachers to better tailor lessons to individual student needs and provide timely, targeted support. With fewer students in each classroom, educators can build stronger relationships, differentiate instruction more effectively, and foster a more engaging and inclusive learning environment. The metric being use to monitor this action is metric 3.16 and 3.17. LREBG also supports the funding of this strategy with $2,392,578 in 25-26. Strategy 5: Combo Class Compensation Initiative To support teacher retention and recognize the added responsibilities of teaching combination classes, WCCUSD will provide an annual stipend to elementary teachers assigned to multi-grade classrooms. This targeted investment acknowledges the instructional complexity of these roles and promotes stability, equity, and quality instruction in multilingual learning environments. In addition, the central office will provide targeted professional development to equip combination class teachers with strategies to manage instructional differentiation, planning, and student engagement across grade levels.		
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. 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: College/Career Pathways We will expand high-quality work-based learning opportunities and rigorous instruction within our career academies and pathways. These programs are tailored to each school site based on student interests, local workforce	$7,158,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data, and community needs.The district will also prioritize equitable enrollment practices, with specific attention to our seven focal student groups: African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth. Strategy 2: Secondary Counseling Program To increase graduation rates and college preparedness, the district will align the expectations of secondary counselors at all high schools and promote 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 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 training school administrators in using 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. 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		

Action #	Title	Description	Total Funds	Contributing
		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. Strategy 6: CTE Academy-Aligned General Education Staffing West Contra Costa Unified School District will allocate additional staffing to ensure core academic teachers are assigned to a single academy cohort, promoting instructional coherence, interdisciplinary planning, and sustained student-teacher relationships. To support effective implementation and long-term sustainability of the academy model, the district will provide an additional allocations per academy to reinforce academic purity, strengthen team-based collaboration, and enhance program coordination. Strategy 7: Expanding Intervention and Class Size Reduction This strategy aims to enhance academic achievement by reducing class sizes, thereby increasing access to A–G course requirements and broadening opportunities for students to engage in CTE pathways, dual enrollment, and electives. Additionally, it will allocate time within the school day for targeted academic interventions and enrichment in areas such as arts, STEM, and leadership. By offering individualized support, fostering deeper student engagement, and ensuring equitable access to essential coursework and resources, this approach prepares students for success in college, career, and beyond. To ensure effective implementation and long-term sustainability, the district will provide additional staffing where necessary to support schools in executing this strategy. Strategy 8: Strengthening College & Career Readiness Culture West Contra Costa Unified School District (WCCUSD) will implement a comprehensive strategy to foster a strong college- and career-going culture across all secondary schools. This includes offering the PSAT for students, organizing study trips to colleges and career-aligned sites, and		

Action #	Title	Description	Total Funds	Contributing
		providing targeted professional development for educators. By expanding early exposure to college entrance assessments, increasing student access to postsecondary environments, and equipping staff with the tools to guide students effectively, WCCUSD aims to ensure that all students—particularly those from underserved communities—are prepared to pursue and succeed in college and career pathways.		
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 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: Equitable Data & Assessment Collection and Review	$2,370,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Using data to inform instruction is central to our student achievement strategies. We will enhance our data-driven approach by utilizing Educlimber, an interactive district-level tool for whole-child data management. This will strengthen MTSS implementations, including Tier 1 instruction, student needs identification, and the evaluation of intervention effectiveness. The WCC Data Strategist will play a key role in improving Educlimber implementation and increasing its usage across the district. This strategy will not only empower educators to make informed instructional decisions but also enable WCCUSD to make impactful, system-level decisions around resource allocation and professional development based on a holistic view of district-wide events.Additionally, we will prioritize celebrating whole child development through assessments, focusing on student strengths and growth rather than solely identifying deficits. This approach ensures that all students' progress is recognized, and that the data collected is used to support their holistic development, fostering a more inclusive and strengths-based educational environment. Strategy 3: A-G Support, Extended Learning, & 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 available at all levels, focused on remediation of skills at the elementary and middle school level and credit recovery at the secondary level.		
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.	$486,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 partner with SEAL and 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 our Dual Immersion students' biliteracy trajectory, learning, and Spanish/Mandarin/English achievement. Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning This strategy utilizes advanced educational technology tools and assessments, including mClass Lectura and Amplify Caminos, to eliminate language barriers and enhance equitable access to learning opportunities for all students. By integrating these resources, teachers and students can foster more personalized, engaging, and inclusive educational experiences that support academic growth across diverse linguistic backgrounds. Strategy 4: Dual Language Immersion (DLI) Program WCCUSD will strengthen its Dual Language Immersion (DLI) programs to promote bilingualism, biliteracy, and high academic achievement. This strategy focuses on ensuring that students in DLI programs are taught by highly skilled bilingual educators who provide rigorous, standards-aligned instruction in both the target language and English. Teachers will receive targeted professional development, curriculum support, and collaboration time to align instruction with program goals. By supporting educators in the DLI program, the district will advance equitable access to high-quality		

Action #	Title	Description	Total Funds	Contributing
		multilingual learning environments that reflect and value students' linguistic and cultural assets.		
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 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 and Systems Support Ongoing training will be provided by WCCUSD specialized staff funded through this program. Central training and support are designed to enhance understanding of federal, state, and other categorical authorized use funds regulations. Through this strategy, both central and site staff will be empowered to self-assess against the requirements of their grants and understand how to effectively utilize funding to improve student services and outcomes for their program. In addition, we will work to make staff systems more efficient and accessible, particularly for the procurement of supplies, contracts, and timecard reporting. Streamlining these processes will reduce administrative burdens, enabling staff to focus more on their primary mission of supporting student achievement. Strategy 3: Evaluation and Monitoring	$1,711,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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	$2,267,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(CSI) schools. These schools have been identified as having the most challenges with 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 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.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students with Disabilities: Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

WCCUSD believes that all students can achieve at high levels, and that appropriate multi-tiered interventions and supports are critical to that achievement. All of our students, including students with disabilities and general education students, deserve to learn in the least restrictive environment, and should be given timely support and additional services to thrive. To ensure achievement for all our students, we will use a screening, progress monitoring, multi-level prevention system, and data-based decision making process at all school sites and centrally. This will be accomplished through a robust implementation multi-tiered system of supports (MTSS) and CARE teams at every school site. These teams will use research-based interventions to strategically target academic, behavioral, or socio-emotional needs that may arise, as early as needed, and the actions supporting this goal provide sites additional staff and materials in order to implement this approach.

In order to ensure student success, we must invest in supplementary services by adding speech and language pathologists and school psychologists at every campus. This additional staff will enhance the educational experience of students who need it through these additional intervention services with general education students prior to Special Education Testing. Our school psychologists are also able to support students academically and social-emotionally as they navigate their school environments. And, we have provided adaptive curriculum to ensure that our students have access to core content that is individually appropriate.

We believe that providing an adaptive curriculum that considers each student's individual learning needs and abilities can accelerate learning for our students with disabilities. One that includes different instructional strategies, settings, materials, and assessments to address a student's areas of academic strengths and weaknesses. Adaptive curriculums can help students personalize their learning, build confidence, and ensure they are fully prepared before moving on to new concepts successfully.

Our data does show significant disparities in achievement for our students with disabilities. In particular, our African American students. While these services supporting this goal can benefit all students, they are designed to close these disparities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: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 percentage who met both CTE Pathway course completer and A-G by 9%	2023-2024 All: 0.6% decrease AA: 0.6% decrease Asian: 2.8% increase Filipino: 6.7% decrease Hispanic: 0.7% decrease Two or More: 2.9% White: 0.5% increase UPC Student Group: EL: 5.7% increase SED: 1.4% decrease FY: 4.5% increase SWD: 10.2% decrease
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	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	2023-2024 ALL: 2.2, declined AA: 14.8, declined Asian: .10, declined Filipino: 7.5, increased Hispanic: 4.3, declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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		English Language Arts/Literacy by 15.0 points or more	Two or More: 10.1, increased White: 0.5, declined UPC Student Group: EL: 3.3, declined SED: 2.5, declined FY: 17.7, increased significantly SWD: 7.5, declined
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:	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		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: 1.1, increased AA: 11.2, declined Asian: 6.5, increased Filipino: 7.3, increased Hispanic: 1.7, declined Two or More: 7.1, increased White: 4.8, increased UPC: EL: 1, increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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			SED: 0.3, decreased FY: 8.3 , increased SWD: 2.9, decreased
4.4	UC/CSU eligible A-G Eligibility Source: Dataquest reports Priority 4C, 4D	2022-2023 ALL: 39.0% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL:16.3% SED: 11.7% FY: 5% 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%		Increase percentage of UC/CSU eligible A-G eligibility by 9%	2023-2024 ALL: 2.3% decrease AA: 3.9% increase Asian: 4.1% increase Filipino: 11.1% decrease Hispanic: 3.6% decrease Two or More: 12.1% decrease White: 5% decrease UPC Student Group: EL: 2% decrease FY: 1.7% decrease SED: 10.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2023-2024 All: declined 6.2% AA: declined 3.7% Asian: declined 2% Filipino: declined 8.4% Hispanic: declined 7/6% Two or more: declined 4.5% White: declined 3.9% UPC Student Group: EL: declined 4.9% FY: increased 13.7% SED: declined 7.6% SWD: declined 4.1%
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%	2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3%		Increase graduation rates by 9%	2023-2024 ALL: 0.1%, decrease AA: 3.6% increase Asian: 2.3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%			Filipino: -0.2% maintain Hispanic: -1.8% decrease Two or More: -1.3, decrease White: -0.4%, decrease UPC Student Groups: EL: -1.1% decrease SED: 1.4% increase FY: 10%, significant increase SWD: 9.2% significant increase
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%	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%		Increase the percentage of CTE pathway completers by 9%	2023-2024 ALL: 0.7%, increase AA: 1% decrease Asian: 4.8% decrease Filipino: 1.1% decrease Hispanic: 0.9% decrease Two or More Races: 3.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 19.3% SWD: 8.2%	FY: 10% SED: 19.5% SWD: 9.9			White: 4.2% increase UPC Student Groups: EL: 0.8% decrease FY: 0 SED: 0.2% increase SWD: 1.7% increase
4.8	A-G Requirements Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic:30.4% Two or More: 56.6% White: 56.6% UPC Student Group: EL16.3% FY:.50% 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 who met A-G requirements by 9%	2023-2024 ALL: 2.3% decrease AA: 3.9% increase Asian: 4.1% increase Filipino: 10.1% decrease Hispanic: Two or More: 21.2% decrease White: 5% decrease UPC Student Group: EL: 2% decrease FY: 40% decrease SED: 0.8% decrease SWD: 0.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2023-2024 All: Increased 0.3% AA: Increased 0.3% Asian: Decreased 0.1% Filipino: Increased 0.3% Hispanic: Increased 0.6% Two or more: Increased 0.1% White: Decreased 0.5% UPC Student Group: EL: Decreased 0.2% FY: Increased 2.1% SED: 0.1% SWD: Decreased 1.2%
4.10	iReady Math Percent of students scoring Early On Grade Level and Above	Fall 2024 Kindergarten - 8th Grade ALL: 15.4%	Winter 2025 Kindergarten - 8th Grade		Increase the percentage of students early on	Kindergarten - 8th Grade ALL: increased 9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:Local Measure	AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7% Two or More: 30.6% White: 31.4% UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7% Fall 2024 9-11th 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%	ALL: 25.1% (3961) AA: 12.7% (197) Asian: 45.9% (806) Filipino: 45.7% (246) Hispanic: 14.4% (1253) Two or More: 45.9% (632) White: 48% (810) UPC Student Group: EL: 6.4 % (329) FY: 9.1% (4) SED: 15.9% (1701) SWD: 10.7% (221) Winter 2025 9-11th Grade ALL: 18.8% (808) AA: 13.2% (65) Asian: 30.4% (151) Filipino: 34.4% (85) Hispanic: 10.7% (252) Two or More: 37.3% (91) White: 33.3% (157) UPC Student Group: EL: 5.3% (47)		grade level and above by 9%	AA: increased 6.8% Asian: increased 14.4% Filipino: increased 16.1% Hispanic: increased 8.7% Two or More: increased 15.3% White: increased 16.6% UPC Student Group: EL: increased 6.4% FY: increased 9.1% SED: increased 8.6% SWD: increased 6% 9-11th Grade ALL: increased 15.6% AA: increased 4% Asian: increased 5.2% Filipino: increased 10.3% Hispanic: increased 3.7% Two or More: increased 13.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY: 22.2% (2) SED: 12.3% (339) SWD: 6.2% (29)			White: increased 7.2% UPC Student Group: EL: increased 2.2% FY: increased 22.2% SED: increased 3.3% SWD: increased 3%
4.11	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	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% Fall 2024 9-11th Grade ALL: 18.5% AA: 10.8% Asian: 29.4%	Winter 2025 Kindergarten - 8th Grade ALL: 34.5% (5386) AA: 26% (401) Asian: 51% (919) Filipino: 59% (321) Hispanic: 22% (1883) Two or More: 58% (812) White: 63% (1029) UPC Student Group: EL: 8.6% (434) FY: 10.6% (5) SED: 24% (2539) SWD: 14% (288) Winter 2025		Increase the percentage of students early on grade level and above by 9%	Kindergarten - 8th Grade ALL: increased 10.3% AA: increased 10.4% Asian: increased 13.4% Filipino: increased 13.3% Hispanic: increased 8.5% Two or More: increased 11.8% White: increased 12.7% UPC Student Groups: EL: increased 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	9-11th Grade ALL: 22% (939) AA: 14.6% (70) Asian: 36.4% (178) Filipino: 36.8% (91) Hispanic: 12.3% (280) Two or More: 39% (93) White: 47% (222) UPC Student Group: EL: 2.6% (23) FY: 22.2 (2) SED: 14.5% (396) SWD: 6.8% (31)			FY: increased 4.9% SED: increased 9.3% SWD: increased 5.6% 9-11th Grade ALL: increased 3.5% AA: increased 3.8% Asian: increased 7% Filipino: increased 8.6% Hispanic: increased 1.9% Two or More: increased 3% White: increased 2.2% UPC Student Groups: EL: increased 2.2% FY: increased 14.5% SED: increased 2.7% SWD: increased 2.3%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Through Program 4260 (MTSS), we offered supplemental support, staffing, and training to help staff tailor instruction and interventions based on individual student needs.

Strategy 1: School Psychologist
We utilized school psychologists to improve achievement, graduation rates, and reduce suspensions among students with disabilities. They led behavior interventions, academic planning, and CARE meetings to analyze data and develop student support plans. They also trained general education teachers on differentiation, behavior planning, and accommodations. There has been positive data in reducing the over identification of AA students in Special Education and reducing the number of white students in non public schools.
Strategy 2: Speech Interventions
We provided supplemental speech therapists to deliver targeted interventions for both general education and students with disabilities. They supported communication skills and participated in CARE meetings to analyze data and inform student support plans.
Strategy 3: Supplemental Adaptive Curriculum
We offered adaptive online instructional materials to boost achievement and post-secondary readiness for students with disabilities. These tools gave greater access to core instruction and included strategies, materials, and assessments tailored to student needs. This was funded through a different source.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material difference

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Through Program 4260 (MTSS), WCCUSD provided supplemental support, staffing, and training to help staff tailor instruction and interventions based on individual student needs.

Strategy 1 – School Psychologist – Effective
The district expanded access to school psychologists to support early identification and behavioral intervention. While disproportionality in discipline remains a concern, the district saw a 1.8-point decrease in the disproportionality rate. WCCUSD also exited disproportionality for African American students identified as Emotionally Disturbed and White students in separate schools, suggesting targeted MTSS efforts are contributing to systemic progress.
Strategy 2 – Speech Interventions – Not Effective

Due to staffing vacancies, the speech department experienced high caseloads, limiting capacity to deliver early interventions as intended. Only 12 students were receiving Response to Intervention (RTI) supports to avoid assessment at mid-year, indicating that the reach and impact of this strategy were minimal and not aligned to initial goals.
Strategy 3 – Supplemental Adaptive Curriculum – Effective
Although this strategy was not funded through LCAP, it was successfully implemented using alternate special education resources. iReady results for Students with Disabilities (SWD) demonstrate the positive impact of supplemental adaptive curriculum:
K–8 SWD increased by 6.0% in math and 5.6% in reading as measured by iReady
9–11 SWD improved by 3.0% in math and 2.3% in reading as measured by iReady
These gains, though modest, reflect the effectiveness of adaptive, differentiated curriculum in supporting academic growth for students with more intensive learning needs. Continued investment in targeted instructional tools and support structures is essential to closing persistent achievement gaps.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.1 -Multitiered System of Supports (MTSS)
Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery
To increase student achievement, graduation rates, and college and career readiness, we will provide supplementary online instructional materials for special education students. This adaptive technology will offer additional access to core instruction, ensuring that students with disabilities receive tailored support. An adapted curriculum will incorporate varied instructional strategies, materials, and assessments that cater to students' strengths and areas of growth. Additionally, we will implement a credit recovery program to support graduation rates. This combination of adaptive curriculum and credit recovery options will provide crucial support to help students succeed academically and meet graduation requirements.
Strategy 4: Staffing Support for Inclusive Education and Graduation Planning
To support more inclusive opportunities for students with disabilities, particularly in early elementary grades, WCCUSD's Special Education department is committed to ensuring that students are educated alongside their non-disabled peers. Longitudinal data, both locally and nationally, shows that early inclusion leads to stronger long-term outcomes, including higher graduation rates. Feedback from site administrators, school psychologists, and teachers has underscored the need for ongoing professional development, coaching, and oversight to support effective inclusive practices. To improve graduation rates and postsecondary planning for students with disabilities, we will supplement high schools with staff to assist students with IEPs to navigate graduation requirements and postsecondary pathways. In addition, we will provide training to all school counselors and case managers on graduation requirements and how to better serve students with disabilities in planning for life after high school. Together, these efforts will enhance both the academic and postsecondary outcomes for students with disabilities across the district.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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 students and students with disabilities. This is part of a a robust implementation multi-tiered system of supports (MTSS) that will proved 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 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	$3,928,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and support the creation of interventions and support plans for students in need. Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery To increase student achievement, graduation rates, and college and career readiness, we will provide supplementary online instructional materials for special education students. This adaptive technology will offer additional access to core instruction, ensuring that students with disabilities receive tailored support. An adapted curriculum will incorporate varied instructional strategies, materials, and assessments that cater to students' strengths and areas of growth. Additionally, we will implement a credit recovery program to support graduation rates. This combination of adaptive curriculum and credit recovery options will provide crucial support to help students succeed academically and meet graduation requirements. Strategy 4: Staffing Support for Inclusive Education and Graduation Planning To support more inclusive opportunities for students with disabilities, particularly in early elementary grades, WCCUSD’s Special Education department is committed to ensuring that students are educated alongside their non-disabled peers. Longitudinal data, both locally and nationally, shows that early inclusion leads to stronger long-term outcomes, including higher graduation rates. Feedback from site administrators, school psychologists, and teachers has underscored the need for ongoing professional development, coaching, and oversight to support effective inclusive practices. To improve graduation rates and postsecondary planning for students with disabilities, we will supplement high schools with staff to assist students with IEPs to navigate graduation requirements and postsecondary pathways. In addition, we will provide training to all school counselors and case managers on graduation requirements and how to better serve students with disabilities in planning for life after high school. Together, these efforts will enhance both the academic and postsecondary outcomes for students with disabilities across the district.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

WCCUSD is committed to the principle that if we support the students who have been least served, we will ultimately serve all students. When we accelerate the growth of those furthest from our proficiency metrics, we ensure that our educators are using best practices and using data to drive instruction. As we strive to become an anti-racist district we understand that we must explicitly create strategies to support both our language learners and our African American Students. Foster youth and socio-economically disadvantaged students are over represented within our English Learner and African American student populations, thus strategically supporting them will ensure that we support the advancement of all of these groups.

In order to support the achievement of our most disenfranchised student groups, we have designed specific supports and actions for language-learners and African American students. LCAP funding is used to ensure our newcomer English Learner students have access to high quality programming designed to support their unique language acquisition needs. The resources and staff allocated to the Office of African American Student Achievement (OAASA), likewise, are designed to provide targeted support to African American student achievement, to engage families, and celebrate excellence. The OAASA team’s primary focus is providing additional literacy support for African American students at our seven lowest performing elementary schools who have a high percentage of African American Students. Throughout the year, they also ensure that they track the progress of African American students, engage site leaders in work around best practices, and create opportunities to celebrate students. Both of the strategies and programs in this goal are complemented with both staff and programming through Title 1, Title 3,

While we have made some data based gains in disrupting the disproportionality in suspensions and improving our graduation rates, these gains are not equitable across our system. In order to truly create the global citizens who are ready for a tech driven world we must ensure that all of our learners have the tools that they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2023-2024 All: 0.6% decrease AA: 0.6% decrease Asian: 2.8% increase Filipino: 6.7% decrease Hispanic: 0.7% decrease Two or More: 2.9% White: 0.5% increase UPC Student Group: EL: 5.7% increase SED: 1.4% decrease FY: 4.5% increase SWD: 10.2% decrease
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	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		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: decreased 2.2 AA: declined 14.8 Asian: decreased .10 Filipino: increased 7.5 Hispanic: declined 4.3 Two or More: increased 10.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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			White: decreased -0.5 UPC Student Group: EL: declined 3.3 SED: increased -2.5 FY: increased 17.7
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	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:		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	2023-2024 ALL: increased 1.1 AA: declined 11.2 Asian: increased 6.5 Filipino: increased 7.3 Hispanic: increased 1.7 Two or More: increased 7.1 White: increased 4.8 UPC Student Group: EL: increased 1 SED:increased 0.3 FY: increased 8.3 SWD: increased 2.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: -188.7 DFS maintained 1.8 SWD: -159.8 DFS, increased 8.8	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			
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: 56.6% White: 56.6% UPC Student Group: EL16.3% FY:.50% 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 each low-performing demographic subgroup A-G Eligibility rate by 9%	2023-2024 ALL: decreased 2.3% AA: increased 3.9% Asian: increase 4.1% Filipino: decreased 11.1% Hispanic: decreased 3.2%% Two or More: decreased 21.4% White: decreased 5% UPC Student Group: EL:decreased 2% FY: decreased 40% SED: decreased .8% SWD: decreased .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 15.9%, 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: 28.2%, declined 6% AA: 38.7%, declined 5.4% Asian: 15.5%, declined 1.7% Filipino:13.7%, declined 2.2% Hispanic: 32.6%, declined 7.5% Two or More: 20.6%, decreased 5.9% White: 16%, declined 5.2% UPC Student Group: EL: 32.2%, decreased 6.3% FY: 44.8%, increased 9.7% SED: 33.4%, decreased 7.5% SWD: 38%, decreased 5.7%		Decrease Chronic absenteeism rate by 9%	2023-2024 ALL: declined 6% AA: declined 5.4% Asian: declined 1.7% Filipino:declined 2.2% Hispanic: declined 7.5% Two or More: decreased 5.9% White: declined 5.2% UPC Student Group: EL: decreased 6.3% FY: increased 9.7% SED: decreased 7.5% SWD: decreased 5.7%
5.6	Graduation Rate Source: CA Dashboard Priority 4H	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5%	2023-2024 ALL: 83.7%, maintained -0.1% AA: 85.7%, increased 3.6%		Increase Graduation Rate by 6%	2023-2024 ALL: decreased -0.1% AA: increased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%			Asian: increased 2.3% Filipino: decreased .2% Hispanic: declined -1.8% Two or More: declined -1.3% White: decreased 0.4% UPC Student Group: EL: declined -1.1% SED: increased 1.4% FY: increased significantly 10% SWD: increased 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 9%	2023-2024 .2% increase of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level Level 1: 3.48% increase Level 2: 3.47% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Level 3: 1.58% decrease Level 4: 1.56% increase
5.8	"At-Risk" and Long-Term English Learners (LTEL) Source: Data Quest, CDE Priority 4F	2023-24 LTEL (Non Charter) Total LTEL 6+ years: 1,682 Total EL Population: 8,102 "At-Risk" LTEL: 14.8%	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%	2023-2024 LTEL Total LTEL 6+ years: 1,682 Total EL Population: 8,102 "At-Risk" LTEL: 15.8%
5.9	Reclassification Rate Source: Data Quest, CDE Priority 4F	2022-2023 Reclassification Rate: 15%	2023-2024 Reclassification Rate: 10.8% Mid-Year Outcome 24-25: Reclassification Rate: 7%		English Learner reclassification rate will increase by 3%	Decreased by 3.8% on reclassification rate
5.10	UC/CSU eligible A-G Eligibility (Grads & Non-Grads) Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL: 39.0% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic: 30.4% Two or More: 47.3% White: 56.6% UPC Student Group: EL:16.3%	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 Students with UC/CSU eligible A-G credits by 9%	2023-2024 ALL: 2.3% decrease AA: 3.9 % increase Asian: 4.1% increase Filipino: 11.1% decrease Hispanic: 3.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED:11.7% FY: 5% SWD: 11.7%	UPC Student Group: EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%			Two or More: 12.1% decrease White: 5% decrease UPC Student Group: EL: 2% decrease FY: 5% increase SED: 1.7% decrease SWD: .2% decrease
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: EL: 4.8%, increased 1.2% FY: 14.20%, increased 2.6%	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%.	2023-2024 ALL: increased by 0.3% AA: increased by 0.3% Asian: decreased by 0.1% Filipino: increased by 0.3% Hispanic: increased by 0.6% Two or More: increased 0.1% White: decreased by 0.5% UPC Student Group: EL: decreased 0.2% FY: increased by 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			SED: decreased by 0.1% SWD: decreased by 1.2%
5.12	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	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% UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7% Fall 2024 9-11th Grade ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7% White: 26.1%	Spring 2025 Kindergarten - 8th Grade ALL: 35.70% AA: 22.80% Asian: 58.50% Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30% White: 61.10% UPC Student Group: EL: 25.00% FY: 19.00% SED: 25.70% SWD: 17.40% Spring 2025 9th-11th Grade ALL: 37.50% AA: 29.60% Asian: 57.40%		Increase the percentage of students early on grade level and above by 9%	Kindergarten - 8th Grade ALL: increased 23.30% AA: increased 16.90% Asian: increased 27% Filipino: increased 27.80% Hispanic: increased 17.90% TwoorMore: increased 27.70% White: increased 29.70% UPC Student Group: EL: increased 25% FY: increased 19% SED: increased 18.40% SWD: increased 12.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	Filipino: 62.90% Hispanic: 25.70% Two or More: 55.20% White: 43% UPC Student Group: EL: 16% FY: 20% SED: 33.30% SWD: 12%			9th-11th Grade ALL: increased 34.30% AA: increased 20.40% Asian: increased 32.20% Filipino: increased 38.80% Hispanic:increased 18.70% TwoorMore: increased 31.50% White: increased 6% UPC Student Group: EL: increased 12.90% FY: increased 20% SED: increased 24.30% SWD:increased 9%
5.13	iReady Reading Percent of students scoring Early On Grade Level and Above Source:Local Measure	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%	Spring 2025 Kindergarten - 8th Grade ALL: 35.70% AA: 22.80% Asian: 58.50% Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30% White: 61.10%		Increase the percentage of students early on grade level and above by 9%	Kindergarten - 8th Grade ALL:+ 17.20% AA: +15.40% Asian: +22% Filipino: +18.00% Hispanic: +15.60% TwoorMore: +18.50% White: +17.20

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4% Fall 2024 9-11th 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%	UPC Student Group: EL: 25.00% FY: 19.00% SED: 25.70% SWD: 17.40% 9-11th Grade ALL: 31.20% AA: 20.30% Asian: 48.20% Filipino: 43.80% Hispanic: 23.80% Two or More: 42.30% White: 34.70% UPC Student Group: EL: 9.2% FY: 20% SED: 24.50% SWD: 6.70%			UPC Student Group: EL: +26.20% FY: +12.90% SED:+16.00% SWD: +10.90% 9th-11th Grade ALL: +12.70% AA: +9.50% Asian: +18.80% Filipino: +15.60% Hispanic: +13.40% Two orMore: +6.30% White: -10.10% UPC Student Group: EL: +5.20% FY: +12% SED: +12.70% SWD: +2.20%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The following provides an analysis of this goal's implementation in 2024-2025,

Action 5.1
Through Program 4170 – English Language Learner Support, the district provided central support for multilingual curriculum development, community outreach, instructional programming, and instructional coaching for teachers of English Learner (EL) students.
Strategy 1: Focused District Leadership

To increase student achievement, the district provided key central office personnel responsible for developing and implementing cohesive instructional priorities focused on English Learners. This team set expectations and ensured alignment to research-based practices and CA State Standards-aligned Tier I instruction. Staff included the Director, bilingual assessment specialists, and instructional coaches who supported curriculum development and provided professional development based on classroom observations. 23 of 52 (44%) school official visits and a narration on how the school is implementing English Learner strategies in the classroom.

Strategy 2: Professional Development

To improve EL achievement, the English Learner Multilingual Achievement (ELMA) department facilitated professional development opportunities and collaboration across K–12. These sessions focused on implementing integrated ELD strategies to help ELs access content area instruction. 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. This strategy was implemented as planned.

Strategy 3: Specialized EL Assessments

To ensure instruction was driven by data, the district administered the CA Interim ELPAC to EL students in grades 3–12 during the fall and winter. This data informed instructional adjustments and interventions. Teacher teams engaged in inquiry cycles to analyze assessment results, design targeted supports, and determine student progression through EL support levels and eventual redesignation as Reclassified Fluent English Proficient (RFEP). This strategy was implemented as planned. In our first implementation year 50 of 54 (92%) schools have participated in implementation of the standardized version of the interim ELPAC. Of those schools that participated, 60% of ELs in grades 3-12 completed the standardized interim ELPAC.

Strategy 4: Internationals and Newcomer Program

To address the unique needs of newcomer students, Internationals programs were launched at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School. A dedicated Newcomer Program was established at Grant Elementary—serving the highest percentage of newcomers in the district. Teachers in these programs were trained in group work and structured language supports to build listening and speaking skills. Richmond High students were enrolled in A–G aligned coursework rather than traditional ELD tracks. This initiative was supported by a Memorandum of Understanding with the Newcomers Network and funded through LCAP and supplemental funds. This strategy was implemented as planned.

Strategy 5: Enhanced Support Services

Language support was provided at school events, parent/teacher conferences, and ceremonies to facilitate communication with non-English-speaking families. These services strengthened two-way communication and partnership between families and schools, enhancing the overall experience for multilingual students. Interpretation and translation services are coordinated through the RAP Center. 720 interpretations requests came through the office and 76% were successfully assigned. To 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. This strategy was implemented as planned.

Strategy 6: EL Family Training

The ELMA department developed and delivered training sessions for EL families on ELPAC levels and the reclassification process. These workshops equipped families with the knowledge to advocate for their children and effectively engage with their school communities. This strategy was implemented as planned. 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 Committee meetings. This strategy was implemented as planned.

Action 5.2
Through Program 1180 – African American Student Achievement, we maximized African American student academic growth and achievement by cultivating social-emotional well-being, creating safe and inviting environments, and engaging parents and families to support student success.
Strategy 1: Focused District Leadership
To increase student achievement, we provided the central personnel necessary to create and implement cohesive, districtwide instructional priorities focused on African American student success. This staff was critical in setting expectations and ensuring that district instructional practices aligned with the latest research and best practices to support African American students. They established districtwide expectations for the effective implementation of California State Standards-aligned rigorous instruction at Tier I and conducted ongoing classroom observations to identify professional development needs. Key staff included the Director, Coordinator, and Administrative Technician.
Strategy 2: Mafanikio Program
To support African American student achievement, we implemented the Mafanikio Program at a minimum of seven school sites during the 2024–2025 school year (Coronado, King, Mira Vista, Montalvin Manor K-8, Nystrom, Sheldon, and Washington), with plans underway to onboard additional sites including DeJean, Downer, and Lincoln. The program focused on providing academic support while incorporating African American and African Diaspora history and culture. Students received six hours of after-school programming each week, including academic support, enrichment activities, study trips, and cultural awareness experiences. This targeted support extended instructional time beyond the regular school day, and the socioemotional learning (SEL) components fostered a sense of community and connectedness centered on academic achievement. The socioemotional aspects of the Mafanikio Program also complemented efforts to reduce suspension rates among African American students.
Strategy 3: Literacy Achievement
To enhance academic outcomes, we provided Tier II literacy intervention by staffing academic support providers at selected schools with the highest concentrations of African American students. In 2024–2025, these schools included Bayview, Coronado, Nystrom, Peres, and Stege. The program utilized the SIPPS phonics curriculum and culturally relevant texts to deliver engaging, meaningful instruction. Groups of five to seven students received 30 minutes of small-group instruction from academic support providers, and progress monitoring data was used to tailor and guide instruction based on individual student needs. Due to unforeseen vacancies, King and Lincoln did not have an Academic Support Provider from December through May. T

Strategy 4: AASAT and Community Outreach
To promote community engagement and educational partner collaboration, the Office of African American Student Achievement supported outreach efforts at the school-site level. The department facilitated the establishment of central and site-based parent advisory committees focused on the wellness and academic success of African American students at every school. This partnership not only supported academic achievement but also initiated the trust-building work critical to supporting the socioemotional wellness of African American students across the district.

Action 5.3
Through Program 4170 – English Language Learner Support, the district delivered centralized support to create tailored programming and instructional coaching for teachers of Long-Term English Learners across WCCUSD.
Strategy 1: Focused District Leadership
To increase student achievement, WCCUSD deployed key central personnel to develop and implement cohesive districtwide instructional priorities focused on the reclassification of LTELs. This staff was essential in setting clear expectations and ensuring that instructional

practices were aligned to the latest research and best practices for supporting English Learners. They also established districtwide expectations for the effective implementation of rigorous, California State Standards-aligned instruction at Tier I and conducted ongoing classroom observations to inform professional development needs. Key personnel included the Director, bilingual assessment staff, and instructional coaches supporting curriculum development for teachers of English Learners.
Strategy 2: Long-Term English Learner Professional Development
To increase reclassification rates, the ELMA Department provided targeted professional development (PD) designed to support the achievement of LTEL goals. PD activities focused on utilizing and analyzing standardized Interim ELPAC data for At-Risk and LTEL students, enabling teachers to differentiate instruction and create individualized student goals. Additionally, professional development emphasized the strategic use of language functions—particularly in academic conversations—to improve student performance across the speaking, listening, reading, and writing domains.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material difference

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1

Through Program 4170, West Contra Costa Unified School District (WCCUSD) strengthened supports for English Learners (ELs) by investing in multilingual curriculum development, instructional coaching, family engagement, targeted assessment, and newcomer programming. These efforts were aimed at accelerating language acquisition, increasing reclassification rates, and reducing the number of Long-Term English Learners (LTELs). The data showed that 39.8% of ELs advanced one ELPI level, holding steady from 2023–24 (40%). While the percentage of ELs reaching Level 4 increased (from 9.6% to 11.1%), students at Level 1 rose (from 33.0% to 36.5%), signaling an increase in students at the earliest stages of English development. The number of LTELs declined from 2,152 to 1,682, showing progress in reducing long-term identification; however, the percentage of “At-Risk” LTELs increased slightly from 15.3% to 15.8%, indicating that some students remain stalled in language progression. The reclassification rate decreased from 10.8% in 2023–24 to 7% mid-year, falling below the district’s goal of a 3% annual increase.
Strategy 1 – Focused District Leadership – Effective
Central personnel—including directors, bilingual assessment specialists, and instructional coaches—led the development of instructional priorities for ELs and provided site-based coaching and curriculum support. As part of this effort, 23 of 52 schools (44%) received formal instructional visits with documentation on how EL strategies were being implemented in classrooms. These visits reinforced the district’s Tier I expectations and helped calibrate EL instruction to CA State Standards and research-based practices. This strategy was implemented as planned and contributed to modest iReady gains: K–8 English Learners improved by 6.7% in reading and 6.4% in math, while 9–11 ELs improved by 2.2% in both subjects. These results reflect early progress in coherence and foundational instruction but point to the need for continued Tier I alignment.
Strategy 2 – Professional Development – Not Yet Effective

The ELMA department facilitated 8 districtwide professional development sessions, focusing on Interim ELPAC implementation and developing individualized ELD goals. Monthly PD for secondary Newcomer programs and weekly Language and Literacy support targeted foundational reading for ELs. Despite this, iReady scores show that gains were uneven: ELs in secondary grades demonstrated only 2.2% growth in reading, suggesting that existing PD structures have not yet fully impacted Tier I secondary instruction. Continued refinement of PD content and school-based coaching is needed to accelerate progress.
Strategy 3 – Specialized EL Assessments – Not Yet Effective
The district implemented the CA Interim ELPAC for grades 3–12, with 92% of schools participating and 60% of eligible ELs completing the assessment. While this strategy laid the groundwork for improved data-driven support, the 7% mid-year reclassification rate—down from 10.8%—and iReady results (K–8 reading: +6.7%, 9–11 reading: +2.2%) suggest that data-informed instruction has yet to consistently translate into reclassification or accelerated literacy gains.
Strategy 4 – Internationals and Newcomer Program – Effective
New Internationals and centralized Newcomer programs provided targeted academic support through small group instruction, peer collaboration, and access to A–G aligned coursework. These programs focused on oral language and listening/speaking skills. While subgroup-specific data for these programs is still emerging, broader EL progress in early literacy and ELPI Level 4 gains (+1.5%) indicate a positive trajectory for students in specialized programs.
Strategy 5 – Enhanced Support Services – Effective
Interpretation and translation services ensured meaningful family engagement. The RAP Center processed 720 interpretation requests (76% successfully assigned) and 44 written translation requests. These supports helped multilingual families better understand their students' language development and instructional programs.
Strategy 6 – EL Family Training – Effective
Training sessions and reclassification resources were provided to site administrators, coordinators, and family outreach teams. These efforts helped families understand ELPAC levels, reclassification criteria, and how to support language development at home. While reclassification rates declined, family knowledge and awareness remain key levers for long-term EL success.
WCCUSD's implementation of English Learner support strategies under Program 4170 has laid a strong foundation for improving multilingual achievement. Gains in advanced ELPI levels, early iReady growth, and reductions in overall LTEL counts are promising. However, the increase in early-stage ELs, modest iReady growth at the secondary level, and the declining reclassification rate all point to a critical need for intensified, differentiated instruction—particularly for students "At Risk" of long-term EL status. for improving multilingual achievement. Gains in advanced ELPI levels, early iReady growth, and reductions in overall LTEL counts are promising. However, the increase in early-stage ELs, modest iReady growth at the secondary level, and the declining reclassification rate all point to a critical need for intensified, differentiated instruction—particularly for students "At Risk" of long-term EL status

Action 5.2
Strategy 1 – Focused District Leadership – Effective
Early evidence suggests this focused leadership is making an impact: the graduation rate for African American students increased by 3.6% from the previous year (from 82.1% to 85.7%, CA Dashboard Priority 4H), outpacing the overall district graduation trend and indicating that more African American students are successfully completing high school. iReady data further affirms this progress:
K–8 reading increased by 10.4%
K–8 math increased by 6.8%
9–11 reading increased by 3.8%

9–11 math increased by 4.0%
These academic gains, alongside the rise in graduation rates, suggest that the district's leadership approach is helping to create more consistent, high-quality learning experiences for African American students across grade spans. Leadership strategies that include data-driven planning, principal collaboration, and instructional coaching are likely contributing to these improvements.
Strategy 2 – Mafanikio Program – Not Yet Effective
Mafanikio's intentional focus on social-emotional learning and community-building supports the broader district effort to reduce suspensions and strengthen belonging, both critical factors influencing academic success. While graduation rates for African American students improved, ongoing attention is needed to address challenges in A–G eligibility, where only 30% of African American students currently meet the requirement, despite an increase from the prior year's 26.1% (DataQuest, CDE, Priority 4B).
iReady data suggests the potential for academic impact: K–8 reading increased by 10.4%, K–8 math by 6.8%, 9–11 reading by 3.8%, and 9–11 math by 4.0%. These gains point to the importance of building on early academic progress and ensuring that the instructional components of Mafanikio are consistently implemented and aligned to grade-level expectations. The targeted academic support embedded in Mafanikio remains a critical strategy for closing this gap. Continued monitoring of student progress, especially in areas of literacy and college readiness, is essential to translate academic growth into long-term achievement outcomes.
Strategy 3 – Literacy Achievement – Not Yet Effective
While the program has helped some students make gains, challenges remain: the average Distance from Standard (DFS) in ELA for African American students declined by 14.8 points (from -89.2 to -104.1, CA Dashboard Priority 4A). Although iReady data shows reading improvements of 10.4% in K–8 and 3.8% in grades 9–11, the DFS decline signals that these gains are not yet sufficient to close proficiency gaps. These mixed results suggest that while students are engaging more deeply with grade-level content, many still require intensive, individualized support. This outcome signals an urgent need to intensify literacy interventions, ensure alignment with Tier I instruction, and provide regular progress monitoring to accelerate learning.
Strategy 4 – AASAT and Community Outreach – Effective
Through this work, WCCUSD reinforces its commitment to inclusive, community-driven improvement efforts, ensuring that student, parent, and community voices inform the development of programs and initiatives designed to uplift African American students across the district. While qualitative outcomes are strong, sustained improvement in academic indicators—particularly in ELA and math—will be necessary to fully realize the potential of this collaborative model. iReady data shows promising trends that this strategy can leverage, with African American students demonstrating growth in both reading (K–8: +10.4%, 9–11: +3.8%) and math (K–8: +6.8%, 9–11: +4.0%). These gains highlight the importance of maintaining and expanding authentic engagement and parent partnerships to sustain and scale academic progress.
Through these strategic investments, WCCUSD is making critical progress in several areas, while also identifying where additional, focused support is necessary to achieve long-term, equity-centered outcomes for African American students.

Action 5.3
Through Program 4170, West Contra Costa Unified School District (WCCUSD) strengthened supports for English Learners (ELs) by investing in multilingual curriculum development, instructional coaching, family engagement, targeted assessment, and newcomer programming. These efforts were aimed at accelerating language acquisition, increasing reclassification rates, and reducing the number of Long-Term English Learners (LTELs). The data showed that 39.8% of ELs advanced one ELPI level, holding steady from 2023–24 (40%). While the percentage of ELs reaching Level 4 increased (from 9.6% to 11.1%), students at Level 1 rose (from 33.0% to 36.5%), signaling an increase in students at the earliest stages of English development. The number of LTELs declined from 2,152 to 1,682, showing progress in reducing long-term identification; however, the percentage of "At-Risk" LTELs increased slightly from 15.3% to 15.8%, indicating that some

students remain stalled in language progression. The reclassification rate decreased from 10.8% in 2023–24 to 7% mid-year, falling below the district's goal of a 3% annual increase.
Strategy 1 – Focused District Leadership – Effective
Central personnel—including directors, bilingual assessment specialists, and instructional coaches—led the development of instructional priorities for ELs and provided site-based coaching and curriculum support. As part of this effort, 23 of 52 schools (44%) received formal instructional visits with documentation on how EL strategies were being implemented in classrooms. These visits reinforced the district's Tier I expectations and helped calibrate EL instruction to CA State Standards and research-based practices. This strategy was implemented as planned and contributed to modest iReady gains: K–8 English Learners improved by 6.7% in reading and 6.4% in math, while 9–11 ELs improved by 2.2% in both subjects. These results reflect early progress in coherence and foundational instruction but point to the need for continued Tier I alignment.
Strategy 2 – Long-Term English Learner Professional Development – Not Yet Effective
To increase reclassification rates, the ELMA Department launched targeted professional development to support the achievement of LTEL goals. This included training on the use of Interim ELPAC data to inform instruction and goal-setting, along with strategies to strengthen academic language through structured speaking, listening, reading, and writing practice.
Despite these efforts, outcomes remain mixed. The district's reclassification rate dropped from 10.8% in 2023–24 to 7% mid-year, and the percentage of students at ELPI Level 1 increased to 36.5%, with 15.8% identified as "At-Risk" LTELs. These indicators suggest that many students are not progressing rapidly enough toward reclassification.
iReady data shows some academic gains for English Learners:
K–8 reading increased by 6.7%
K–8 math increased by 6.4%
9–11 reading increased by 2.2%
9–11 math increased by 2.2%
While these gains reflect incremental improvement, they have not yet translated into accelerated language development or readiness for reclassification. Moving forward, the district will need to strengthen the alignment between PD, classroom implementation, and individual student outcomes to close these persistent gaps.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 5.1
Strategy 2: Professional Development for Enhanced English Learner Achievement
To drive improvements in English Learner (EL) achievement, WCCUSD will implement a comprehensive strategy led by the English Learner Multilingual Achievement (ELMA) department. This includes targeted professional development at both the central and site levels to promote collaboration among K–12 educators and support the effective implementation of integrated ELD strategies. These efforts are designed to ensure English Learners can fully access content instruction across all subject areas. Key personnel, including ELMA Instructional Specialist, will focus on specific student needs such as newcomer support, long-term ELs, and dual language instruction. The district will also leverage the Ellevation Data and PD Platform to provide staff with data-driven professional learning, tools, and resources tailored to support EL students. To directly enhance literacy support for ELs and newcomers, the district will expand instructional staffing, strengthen mentoring programs, and offer more targeted tutoring aligned with foundational literacy goals. These supports are designed to meet students where

they are—especially those with interrupted formal education or limited English exposure—and accelerate their progress in reading and language development. Increased parent engagement efforts will also be implemented to support families in understanding the reclassification process and how to assist their children at home. Together, these initiatives will ensure that English Learners receive the academic, social, and emotional support needed to thrive and successfully progress toward reclassification as fluent English proficient (RFEP).
To support the unique needs of newcomer students at all levels, we will establish Internationals programs at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School. At the elementary level, a Newcomer Program will be created at Grant Elementary School, a central Richmond school with the highest percentage of newcomer students. Teachers within these specialized programs will receive training to employ effective group work strategies and maintain smaller class sizes, actively promoting the development of listening and speaking skills in English. Students in the Richmond High School Internationals program will be enrolled in A-G aligned courses instead of traditional English Language Development (ELD) courses, ensuring access to rigorous, college-preparatory coursework. In addition, we will begin establishing a student Buddy/Mentor system to support incoming EL students, fostering peer relationships and enhancing the social integration process. The Newcomer Program is further supported by a Memorandum of Understanding with the "Newcomers Network" and is funded through the LCAP and other sources.
Strategy 7: Long-Term English Learner Professional Development
To increase reclassification rates, the ELMA Department will provide targeted professional development (PD) designed to support the achievement of LTEL goals. PD activities will focus on utilizing and analyzing standardized Interim ELPAC data for At-Risk and LTEL students, enabling teachers to differentiate instruction and create individualized student goals. Additionally, professional development will emphasize the strategic use of language functions—particularly in academic conversations—to improve student performance across the speaking, listening, reading, and writing domains.

Action 5.2 - African American Student Support

Strategy 2 - Mafanikio Program
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 literacy and math 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 student 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 2025-2026, these schools will include Bayview, Coronado, King, Lincoln, Nystrom, Peres, and Stege. The program will utilize the SIPPS phonics curriculum and culturally relevant texts to ensure engaging and effective instruction. Groups of five to seven students will receive 30 minutes of small group instruction, with progress monitoring data used to guide and tailor instruction to each student's needs. Additionally, we will expand this program to 10 schools in the following year to further support literacy achievement across the district. These schools will be selected based on data identifying need.

Strategy 4: AASAT and Community Outreach
To strengthen engagement and elevate the voices of Black/African American students and families, WCCUSD will expand outreach efforts led by the Office of African American Student Achievement (OAASA). This strategy includes the formation of both central and site-based African American parent advisory committees focused on improving academic outcomes and wellness for Black/African American students. A long-term, actionable engagement plan will be developed in collaboration with families and students to increase meaningful participation of Black/African American families at every level of the school community. Black Student Unions (BSUs) will play a key role in co-creating this plan, ensuring student voice remains central. OAASA will also provide a comprehensive toolkit to support the launch and sustainability of BSUs and African American Parent Advisory Councils (AAPACs) at school sites. Improved communication between OAASA and the African American Site Advisory Team (AASAT) will align efforts and strengthen districtwide support. By the end of the 2025–26 school year, 100% of school sites will have active AAPACs, and at least 75% will also have active BSUs, with engagement tracked through event attendance, survey responses, and advisory participation logs.
Strategy 5: College & Career Readiness
Enhance support for African American and Black Student Unions by offering drop-in academic tutoring and providing transportation for college visits and tours. Partner with Contra Costa College to host the African American Leadership Summit in November 2024. This strategy will incorporate evidence-based educational practices designed to strengthen students' college and career readiness, ensuring they have the resources and opportunities to succeed in postsecondary education and beyond.
Strategy 6: A-G Requirements Awareness for African American/Black Students and Families
Develop a multi-media communication plan to inform African American/Black students and their families about the A-G requirements. Supported by the college and career department, school counselors, administrators, and the communications department, this strategy will use various platforms to ensure widespread understanding of college readiness, helping families navigate academic planning and college applications.
Strategy 7: Anti-Racism and Culturally Responsive Practice
To address persistent racial inequities and reduce the disproportionate suspension of African American students, WCCUSD will implement professional learning opportunities focused on anti-racism and culturally responsive practice across school sites and departments. Staff will engage in training on anti-racism and implicit/explicit bias to deepen understanding of systemic racism and its impact on student experiences and outcomes. This professional learning will be embedded within ongoing development efforts to support continuous reflection and growth. Newly hired educators will participate in culturally responsive teaching training, and focal schools—particularly those with significant equity gaps—will receive targeted professional development and coaching. Principals at these sites will also engage in leadership development to guide schoolwide equity efforts. Through these opportunities, WCCUSD reaffirms its commitment to building inclusive, affirming learning environments that support the success and well-being of African American students and all students who have been historically underserved.

Action 5.3
Removal of action 5.3 - Long-Term English Learners Intervention & Support as it already exists in action 5.1 through program 4170

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Language Learner Support	In order to effectively address our red indicators for English Learners in math and ELA we will provide 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 ongoing classroom observations to support district needs for professional development. Strategy 2: Professional Development for Enhanced English Learner Achievement To drive improvements in English Learner (EL) achievement, WCCUSD will implement a comprehensive strategy led by the English Learner Multilingual Achievement (ELMA) department. This includes targeted professional development at both the central and site levels to promote collaboration among K–12 educators and support the effective implementation of integrated ELD strategies. These efforts are designed to ensure English Learners can fully access content instruction across all subject areas. Key personnel, including ELMA Instructional Specialist, will focus on specific student needs such as newcomer support, long-term ELs, and dual language instruction. The district will also leverage the Ellevation Data and PD Platform to provide staff with data-driven professional learning, tools, and resources tailored to support EL students. To directly enhance literacy support for ELs and newcomers, the district will expand instructional staffing, strengthen mentoring programs, and offer more targeted tutoring aligned with foundational literacy goals. These supports are designed to meet students where they are—especially those with	$1,859,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interrupted formal education or limited English exposure—and accelerate their progress in reading and language development. Increased parent engagement efforts will also be implemented to support families in understanding the reclassification process and how to assist their children at home. Together, these initiatives will ensure that English Learners receive the academic, social, and emotional support needed to thrive and successfully progress toward reclassification as fluent English proficient (RFEP). 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 Programs To support the unique needs of newcomer students at all levels, we will establish Internationals programs at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School. At the elementary level, a Newcomer Program will be created at Grant Elementary School, a central Richmond school with the highest percentage of newcomer students. Teachers within these specialized programs will receive training to employ effective group work strategies and maintain smaller class sizes, actively promoting the development of listening and speaking skills in English. Students in the Richmond High School Internationals program will be enrolled in A-G aligned courses instead of traditional English Language Development (ELD) courses, ensuring access to rigorous, college-preparatory coursework. In addition, we will begin establishing a student Buddy/Mentor system to support incoming EL students, fostering peer relationships and enhancing the social integration process. The Newcomer Program is further supported by a Memorandum		

Action #	Title	Description	Total Funds	Contributing
		of Understanding with the “Newcomers Network” and is funded through the LCAP and other sources. 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 their students within their school site. ELMA Director and (3) Instructional Specialists and assessment (2) technicians Strategy 7: Long-Term English Learner Professional Development To increase reclassification rates, the ELMA Department will provide targeted professional development (PD) designed to support the achievement of LTEL goals. PD activities will focus on utilizing and analyzing standardized Interim ELPAC data for At-Risk and LTEL students, enabling teachers to differentiate instruction and create individualized student goals. Additionally, professional development will emphasize the strategic use of language functions—particularly in academic conversations—to improve student performance across the speaking, listening, reading, and writing domains.		
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	$1,304,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 literacy and math 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		

Action #	Title	Description	Total Funds	Contributing
		To increase student 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 2025-2026, these schools will include Bayview, Coronado, King, Lincoln, Nystrom, Peres, and Stege. The program will utilize the SIPPS phonics curriculum and culturally relevant texts to ensure engaging and effective instruction. Groups of five to seven students will receive 30 minutes of small group instruction, with progress monitoring data used to guide and tailor instruction to each student's needs. Additionally, we will expand this program to 10 schools in the following year to further support literacy achievement across the district. These schools will be selected based on data identifying need. Strategy 4: AASAT and Community Outreach To strengthen engagement and elevate the voices of Black/African American students and families, WCCUSD will expand outreach efforts led by the Office of African American Student Achievement (OAASA). This strategy includes the formation of both central and site-based African American parent advisory committees focused on improving academic outcomes and wellness for Black/African American students. A long-term, actionable engagement plan will be developed in collaboration with families and students to increase meaningful participation of Black/African American families at every level of the school community. Black Student Unions (BSUs) will play a key role in co-creating this plan, ensuring student voice remains central. OAASA will also provide a comprehensive toolkit to support the launch and sustainability of BSUs and African American Parent Advisory Councils (AAPACs) at school sites. Improved communication between OAASA and the African American Site Advisory Team (AASAT) will align efforts and strengthen districtwide support. By the end of the 2025–26 school year, 100% of school sites will have active AAPACs, and at least 75% will also have active BSUs, with engagement tracked through event attendance, survey responses, and advisory participation logs. Strategy 5: College & Career Readiness Enhance support for African American and Black Student Unions by offering drop-in academic tutoring and providing transportation for college visits and tours. Partner with Contra Costa College to host the African American Leadership Summit in November 2024. This strategy will		

Action #	Title	Description	Total Funds	Contributing
		incorporate evidence-based educational practices designed to strengthen students' college and career readiness, ensuring they have the resources and opportunities to succeed in postsecondary education and beyond. Strategy 6: A-G Requirements Awareness for African American/Black Students and Families Develop a multi-media communication plan to inform African American/Black students and their families about the A-G requirements. Supported by the college and career department, school counselors, administrators, and the communications department, this strategy will use various platforms to ensure widespread understanding of college readiness, helping families navigate academic planning and college applications. Strategy 7: Anti-Racism and Culturally Responsive Practice To address persistent racial inequities and reduce the disproportionate suspension of African American students, WCCUSD will implement professional learning opportunities focused on anti-racism and culturally responsive practice across school sites and departments. Staff will engage in training on anti-racism and implicit/explicit bias to deepen understanding of systemic racism and its impact on student experiences and outcomes. This professional learning will be embedded within ongoing development efforts to support continuous reflection and growth. Newly hired educators will participate in culturally responsive teaching training, and focal schools—particularly those with significant equity gaps—will receive targeted professional development and coaching. Principals at these sites will also engage in leadership development to guide schoolwide equity efforts. Through these opportunities, WCCUSD reaffirms its commitment to building inclusive, affirming learning environments that support the success and well-being of African American students and all students who have been historically underserved.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

California School Dashboard indicates that 28.7% of Lincoln Elementary School EL students progressed at least one level, as noted in the English Learner Progress Indicator (ELPI). On the SBAC, Lincoln Elementary School declined 7.3 points in English Language Arts, with the Hispanic, English Learners, and Socioeconomically Disadvantaged in the red performance levels. In math, the school increased by 3 points, scoring in the orange, but the English Learners scored 139 points below standard, scoring in the Red. English Language Arts school-wide scores declined by 7.3 pts, a total of 154. points below standard. There is a significant need to concentrate our focus on improving student achievement for our unduplicated student groups. Our focus on this student achievement goal will positively impact our red achievement indicators for socioeconomically disadvantaged students, English Learners, Hispanic students, and English Learner progress. This goal was created through a careful data analysis process in partnership with educational partners, including the School Site Council and the school's instructional leadership team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	English Learner Progress Indicator Source: CA Dashboard Priority 4E	2023-2024 English Learner Progress Indicator (ELPI) Level 28.7% of EL students are making progress towards English Language proficiency	2024-25 English Learner Progress Indicator (ELPI) Level 30.7% of EL students are making progress towards English		Increase the number of students making progress towards English Language proficiency or maintaining the	2024-25 EL students are making progress towards English Language proficiency increased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Summative ELPAC Results 28.7% Progressed at least one level 53.9% Maintained EL Level 1, 2L, 2H, 3L, 3H 17.4% Decreased at least one EL Level	Language proficiency Summative ELPAC Results 36.9% Progressed at least one level 53.6% Maintained EL Level 1, 2L, 2H, 3L, 3H 9.5% Decreased at least one EL Level		highest level by 5%	Summative ELPAC Results 8.2% increase of progressed at least one level .3% decrease of maintained EL Level 1, 2L, 2H, 3L, 3H 7.9% decrease of at least one EL Level
6.2	SBAC, ELA. Source: CA Dashboard Priority 4A	2023-2024 All Students: 154.1 points below standard AA: 152.1 points below standard Hispanic: 154 points below standard UPC Student Group: EL: 156.4 points below standard SED: 154 points below standard SWD: 215.4 points below standard	2024-2025 ALL: 147.2 points below standard AA: 169.9 points below standard Hispanic: 146.7 points below standard UPC Student Group: EL: 149.3 points below standard SED: 146.1 points below standard SWD: 195.9 points below standard		Increase the DFS on the academic indicators measured by the Smarter Balanced/SBAC state assessments by 5.0 points or more.	ALL: increased 6.9 points AA: decreased 17.8 Hispanic: increased 7.3 UPC Student Group: EL: increased 7.1 SED: increased 7.9 SWD: increased 19.5
6.3	SBAC, Math Source: CA Dashboard Priority 4A	2023-2024 All students: 141.6 points below standard	2024-25 All students: 138.7 points below standard		Increase DFS on the academic indicators measured by the	ALL: Increased 2.9 points AA: decreased 25.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 158.7 points below standard Hispanic: 139 points below standard UPC Student Group: EL: 139 points below standard SED: 141.5 points below standard SWD: 213.8 points below standard	AA: 184.6 points below standard Hispanic: 135.2 points below standard UPC Student Group: EL: 133.4 points below standard SED: 138.5 points below standard SWD: 202.3 points below standard		Smarter Balanced/SBAC state assessments by 5.0 points or more.	Hispanic: increased 3.8 UPC Student Group: EL: increased 5.6 SED: increased 3 SWD: increased 11.5
6.4	Chronic Absenteeism Source: CA Dashboard Priority 5B	2023-2024 ALL Students: 52% AA: 56.3% Hispanic: 51.50% UPC Student Group EL: 49.1% Homeless: 40% SED: 52.1% SWD:62.5%	2024-2025 ALL: 40.1% AA: 58.9% Hispanic: 35.9% UPC Student Group EL: 34.4%, declined 6.7% Homeless: 56% SED: 38.6% SWD:54.7%		Reduce chronic absenteeism by 10%	ALL: Declined 11.9% AA:increased 2.6 Hispanic: decreased 15.6 UPC Student Group: EL: declined 6.7% Homeless: increased 16% SED: decreased 13.5 SWD: decreased 7.8
6.5	Non Stability Rate Source: Data Quest, CDE Priority 5B	2022-2023 ALL: 27.4% AA: 41.7% Hispanic: 25.9%	2023-24 ALL: 26.3% AA: 41.9% Hispanic:23.6 %		Decrease Non Stability Rate by 5%	ALL: Declined 1.1% AA:increased .2 Hispanic: decreased .3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL:23.7 % Homeless:46.7% SED: 23.9% SWD: 20%	UPC Student Group: EL:23% Homeless:38.5% SED: 25.5% SWD: 25.5%			UPC Student Group: EL: declined .7% Homeless: increased 8.2% SED: decreased 1.6 SWD: decreased 5.5
6.6	Suspension Rate Source: CA Dashboard Priority 6A	2023-2024 suspended at least one day All Students: 2.9% AA: 8.3% Hispanic:2.2 % UPC Student Group EL: 2.2% Homeless: 26.7% SED: 3.1% SWD: 5 %	2024-2025 suspended at least one day All Students: 3.7% AA: 11.3% Hispanic:1.7 % UPC Student Group EL: 1.4% Homeless:23.1 % SED:4.2 % SWD: 10.3%		Decrease the percentage of students who are suspended at least one day by 2 percentage points	ALL: Increased .08% AA:increased 3 Hispanic: decreased .5 UPC Student Group: EL: declined .8% Homeless: decreased 3.6% SED: increased 1.1 SWD: increased 5.3

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 6.1
Strategy 1 – MTSS for Intervention
The Multi-Tiered System of Supports (MTSS) framework was implemented to strengthen academic intervention systems and accelerate progress for English Learners. Schools engaged in data analysis and strategic action planning to identify students most in need of targeted

academic and behavioral supports. This data also informed sitewide social-emotional learning efforts. Instructional Specialists developed and executed academic intervention plans aligned to identified student needs and leveraged schoolwide data to inform professional development priorities and build staff capacity.
Strategy 2 – Parent Engagement Support
Recognizing that strong school-family partnerships are critical to student success, this strategy focused on deepening engagement with families as a lever for improving attendance and academic achievement. In addition to providing literacy and math support, Instructional Specialists facilitated consistent and meaningful engagement with families through regular meetings and outreach. These efforts fostered stronger relationships, increased trust, and helped create the conditions necessary for improved student outcomes, particularly in attendance and foundational skill development.

Action 6.2
Strategy 1 – MTSS for English Learners
The Multi-Tiered System of Supports (MTSS) was implemented to strengthen academic interventions and accelerate progress for English Learners. Schools engaged in focused data analysis and action planning to identify English Learners in need of targeted support. This data informed both individualized intervention strategies and broader schoolwide social-emotional learning efforts. Bilingual Instructional Aides delivered academic support through both in-class assistance and targeted pull-out interventions, aligning services with student language development needs and progress monitoring data.

Action 6.3
Strategy 1 – MTSS to Support Climate
The Multi-Tiered System of Supports (MTSS) framework was utilized to guide behavioral and social-emotional interventions aimed at strengthening school climate. Through data analysis and structured action planning, schools identified students in need of targeted behavioral support and developed interventions aligned to those needs. This process also informed broader schoolwide social-emotional strategies. The School Climate Support Coach played a critical role in implementing behavioral support plans, facilitating professional development, and coordinating schoolwide interventions to foster a safe, inclusive, and connected school community.
Strategy 2 – School Climate Intervention
A part-time Climate Coach was assigned to help cultivate a safe, predictable, and supportive school environment. The coach led the planning and implementation of schoolwide activities and systems designed to promote positive behavior both inside and outside the classroom. These efforts aimed to increase student engagement and, in turn, improve attendance and academic outcomes. Schoolwide supports included expectation-based assemblies, SEL instruction, small group interventions, and staff professional development focused on trauma-informed and inclusive practices.

Action 6.4
Strategy 1 – MTSS for Math Instruction
The Multi-Tiered System of Supports (MTSS) was applied to strengthen math instruction and provide targeted intervention for students demonstrating academic need. Schools engaged in data analysis and collaborative planning to identify students requiring additional support in mathematics. Instructional Coaches implemented individualized support plans based on identified needs and used schoolwide

achievement data to inform professional development priorities in math instruction. This approach ensured that intervention strategies were responsive, data-driven, and aligned with broader instructional goals.
Strategy 2 – Math Peer Coaching
A part-time Math Lead Teacher facilitated peer coaching sessions with colleagues outside of instructional hours, using student achievement data as the foundation for collaborative improvement. Employing a cycle of inquiry model, the coach guided teachers in analyzing student performance, refining instructional strategies, and tailoring lesson plans to address specific learning gaps. This professional learning structure supported improved instructional quality and contributed to increased student achievement in mathematics.

Action 6.5
Strategy 1 – MTSS and Teacher Release Time for Professional Development
The Multi-Tiered System of Supports (MTSS) was utilized to guide academic interventions and improve outcomes for English Learners and students requiring additional support. Schools conducted data analysis and action planning to identify students in need of intervention, as well as to determine which teachers would benefit from targeted professional development and collaborative planning time. Teacher release time was used strategically to support the development of differentiated, data-informed lessons aligned to student needs.
Strategy 2 – Intervention and Academic Conferencing
To promote student ownership of learning and accelerate academic growth, Lincoln Elementary initially planned to fund a TeachStart Fellow to serve as a designated building substitute. However, that position was not funded. Despite this, the school repurposed existing resources to provide on-demand instructional support. A designated substitute teacher facilitated both small-group interventions and one-on-one academic conferencing. These efforts helped maintain instructional continuity, deepened student engagement, and supported the school's broader goals of increasing achievement through personalized learning and targeted academic support.

Action 6.6
Strategy 1 – MTSS for Literacy Instruction
The Multi-Tiered System of Supports (MTSS) was implemented to strengthen literacy instruction and provide targeted interventions for students, particularly English Learners, demonstrating academic need. Schools engaged in structured data analysis and action planning to identify students requiring additional literacy support. Instructional Coaches developed and implemented academic intervention plans based on identified needs and leveraged schoolwide literacy data to inform professional development priorities and instructional planning across grade levels.
Strategy 2 – Literacy Peer Coaching
A part-time Literacy Lead Teacher facilitated peer coaching sessions outside of regular instructional hours, guiding colleagues through the analysis of student literacy data. Using a cycle of inquiry model, the coach supported teachers in refining instructional strategies, aligning lesson plans to student needs, and deepening their practice. This collaborative model enhanced instructional quality and contributed to measurable gains in literacy achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No Material Difference

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1
Strategy 1 – MTSS for Intervention - Effective
The implementation of the MTSS framework led to more focused academic and behavioral interventions for students, particularly English Learners. Schools used structured data analysis and action planning to identify students in need and deploy targeted supports aligned to their academic and social-emotional needs. Instructional Specialists played a key role in developing intervention plans, supporting staff, and aligning professional development to emerging trends in student performance.
The effectiveness of this strategy is reflected in i-Ready reading growth from fall to spring:
Students performing three or more grade levels below decreased from 97 to 78.
Those two grade levels below dropped from 58 to 48.
Students mid or above grade level increased from 1 to 22, and those at early on grade level rose from 3 to 6.
The number of students one grade level below increased from 27 to 32, indicating a shift out of the most critical need bands.
These results show that the MTSS structure successfully moved students along the continuum toward grade-level proficiency and reduced the percentage of students performing far below grade level. The strategy's emphasis on data-driven support and instructional alignment directly contributed to these gains.
Strategy 2 – Parent Engagement Support
This strategy effectively strengthened school-family partnerships to improve student outcomes, particularly around attendance and foundational academic skills. Instructional Specialists led regular engagement efforts, including family meetings, academic workshops, and targeted outreach, all designed to build trust and deepen collaboration between schools and families. As a direct result of these efforts, chronic absenteeism decreased by 11.0%, demonstrating the impact of consistent family engagement on student attendance. Improved communication and support systems helped remove barriers to attendance, while reinforcing the importance of regular school participation. These stronger partnerships also supported improvements in early literacy and math skills, particularly for students in intervention tiers. The data underscores that sustained, relationship-based engagement is a powerful lever for advancing both student well-being and academic success.

Action 6.2
Strategy 1 – MTSS for English Learners - Effective
The implementation of MTSS for English Learners led to measurable improvements in academic progress by aligning targeted supports to student language development and instructional needs. Schools engaged in focused data analysis to identify English Learners in need of intervention, and Bilingual Instructional Aides provided differentiated support through in-class assistance and pull-out interventions.
The effectiveness of this strategy is clearly reflected in i-Ready reading growth from Diagnostic 1 to Diagnostic 3 for English Learners:
The percentage of students performing three or more grade levels below decreased from 25% to 14%.
Students two grade levels below declined from 48% to 30%.
The percentage of students one grade level below increased from 27% to 46%, indicating strong upward movement out of the most critical tiers.
6% of students reached early on grade level, and 4% achieved mid or above grade level, compared to 0% in both categories at the start of the year.

These gains demonstrate that the MTSS approach, combined with the targeted work of Bilingual Instructional Aides, was effective in accelerating English Learners' academic progress and reducing the number of students significantly behind. The shift toward grade-level proficiency illustrates the impact of intentional, data-driven support for this student population.

Action 6.3
Strategy 1 – MTSS to Support Climate - Effective
The MTSS framework provided a structured, preventative approach to behavioral and social-emotional support across school sites. Through data analysis and action planning, schools identified students in need of intervention and implemented support plans aligned to behavioral trends. School Climate Support Coaches were instrumental in coordinating site-based efforts, providing professional development, and promoting consistent, schoolwide behavioral expectations.
Of the 166 total behavioral incidents reported:
137 (83%) were addressed through Other Means of Correction, such as restorative conversations, reflection spaces, or support interventions.
Only 21 students (13%) received out-of-school suspension, and 2 students (1%) received in-school suspension.
Just 6 cases (4%) resulted in no action, indicating consistent follow-through on behavioral incidents with supportive interventions prioritized over exclusionary discipline.
This data affirms that the MTSS model successfully shifted schools toward proactive, restorative responses rather than punitive measures.
Strategy 2 – School Climate Intervention - Effective
The assignment of part-time Climate Coaches helped strengthen the conditions for learning through a focus on safe, predictable, and supportive environments. Coaches led schoolwide initiatives such as expectation-based assemblies, SEL lessons, and small group supports, while also building teacher capacity through trauma-informed and culturally responsive practices.
Despite systemwide gains in restorative response rates, suspension data disaggregated by student group highlights continued areas of disproportionality:
African American students were suspended at a rate of 11.3%, and Students with Disabilities (SWD) at 10.3%, significantly higher than the districtwide average of 3.7%.
Hispanic (1.7%), English Learner (1.4%), and Socioeconomically Disadvantaged (SED) (4.2%) students showed lower or near-average suspension rates.
Notably, Homeless students experienced an extremely high suspension rate of 23.1%, signaling a need for deeper intervention and support coordination.
Overall, these strategies were effective in reducing exclusionary discipline through the use of tiered supports and restorative practices. However, the data also underscores the need for continued, equity-centered efforts—particularly for African American, SWD, and Homeless students—to ensure that all students experience safe, supportive, and just school environments.

Action 6.4
Strategy 1 – MTSS for Math Instruction - Effective
The implementation of MTSS allowed schools to use targeted data to identify and intervene with students who were not meeting grade-level expectations in mathematics. Intervention plans were tailored to student needs and aligned with school wide instructional goals. As a result, significant shifts occurred across performance levels:
Students performing three or more grade levels below dropped from 43 to 23, a 47% reduction.
Those two grade levels below decreased from 69 to 50.

Students moving into one grade level below increased from 45 to 67, suggesting a positive shift out of the lowest performance bands.
Students at early on grade level increased from 1 to 11.
Students reaching mid or above grade level increased from 0 to 7.
These results demonstrate that the MTSS structure helped address learning gaps and move students closer to grade-level proficiency through tiered, targeted math interventions.
Strategy 2 – Math Peer Coaching - Effective
Math Peer Coaching provided a structure for teachers to engage in after-school collaborative learning focused on analyzing student achievement data and refining instruction. Using a cycle of inquiry, teachers co-developed lesson plans and strategies to address specific learning gaps identified through ongoing assessments.
The effectiveness of this strategy is evidenced by student achievement growth on the i-Ready assessment:
7 students reached mid or above grade level, up from 0 in the fall.
11 students achieved early on grade level proficiency, up from 1.
Overall, 18 students moved into grade-level proficiency bands—representing a meaningful shift that had not occurred prior to the implementation of peer coaching.
This growth confirms that peer coaching not only improved instructional practice but also led to tangible increases in student achievement. The strategy helped ensure that teachers were responsive to real-time data and were better equipped to meet students where they were, accelerating progress toward grade-level standards.

Action 6.5
Strategy 1 – MTSS and Teacher Release Time for Professional Development - Effective
This strategy proved effective in improving instructional quality and student achievement through a focused, data-informed professional learning approach. Schools used MTSS structures to identify both students in need of intervention and teachers who would benefit from additional support. Release time was strategically allocated to allow for targeted professional development, collaborative planning, and the design of differentiated instruction aligned to student needs.
The impact of this strategy is reflected in student growth on the i-Ready assessments:
In reading, the percentage of students three or more grade levels below dropped from 97 to 78, and those two grade levels below declined from 58 to 48. Students at mid or above grade level rose from 1 to 22, and those at early on grade level increased from 3 to 6. In math, students three or more grade levels below decreased from 43 to 23, and those two grade levels below dropped from 69 to 50. Meanwhile, students at early on grade level rose from 1 to 11, and those at mid or above grade level increased from 0 to 7. This progress indicates that professional development time was effectively used to translate student data into instructional action, with clear movement out of the lowest performance bands and measurable gains toward proficiency.
Strategy 2 – Intervention and Academic Conferencing - Not Effective
The planned use of a designated substitute to provide on-demand instructional support and student conferencing did not yield the intended impact. Without a funded TeachStart Fellow, the school lacked consistent staffing to implement this personalized approach at scale. As a result, small-group interventions and one-on-one conferences were limited and inconsistently delivered. While the strategy aimed to reinforce instruction and accelerate growth, the absence of a dedicated substitute hindered its effectiveness. Given these constraints, there was minimal evidence of sustained improvement in student outcomes directly tied to this support model. The intended benefits—such as increased academic ownership and significant gains in reading and math—were not realized to the degree anticipated. This highlights the importance of having a consistent, dedicated role to support targeted interventions and personalized learning.

Action 6.6
Strategy 1 – MTSS for Literacy Instruction - Effective
This strategy was effective in addressing foundational reading gaps through data-driven intervention and instructional alignment. Schools used the MTSS framework to identify students in need of literacy support and develop targeted interventions, particularly for English Learners. Instructional Coaches designed academic support plans and aligned schoolwide professional development to emerging trends in student literacy performance.
i-Ready Reading data from fall to spring reflects substantial growth:
Students three or more grade levels below decreased from 97 to 78.
Students two grade levels below decreased from 58 to 48.
Students at mid or above grade level increased from 1 to 22.
Students at early on grade level grew from 3 to 6.
Students one grade level below increased from 27 to 32, reflecting progress from the lowest tiers into moderate proficiency bands.
This shift out of the most critical need levels confirms the effectiveness of MTSS in improving literacy outcomes through focused academic support and professional learning.
Strategy 2 – Literacy Peer Coaching - Effective
The peer coaching model strengthened teacher practice and directly contributed to student achievement. Through after-hours collaboration, the Literacy Lead Teacher guided colleagues in analyzing student data, refining instructional strategies, and aligning lesson design with student needs. The use of a continuous cycle of inquiry helped build a culture of reflective practice and instructional improvement.
The notable increase in students reaching early or mid-grade level performance (from 4 to 28 students), and the reduction in those performing well below grade level, indicate that this coaching model successfully supported teachers in implementing effective, responsive literacy instruction. Together, both strategies led to stronger instructional coherence and measurable gains in literacy achievement across student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Kept action 6.4, however it is now labeled as action 6.3. Discontinued all other strategies and added two new actions 6.1 and 6.2 described below.

Action 6.1 - Elementary Vice Principal
To effectively address our red indicators and accelerate academic achievement, we propose funding an elementary vice principal position. This leadership role will strengthen the school's capacity to implement targeted instructional support, provide consistent professional development, and deepen partnerships with families.
This position will directly monitor instructional programs, coach staff, and coordinate school-wide systems that support both academic and social-emotional growth. The vice principal will lead the instructional team, ensuring coherence in classroom practices and alignment with district goals. In addition, they will serve as a key point of contact for students and families new to the school community, offering a welcoming and well-supported transition.
Strategy 1 – MTSS for Intervention:

Our Multi-Tiered System of Supports (MTSS) guides the way we identify and respond to student needs. The vice principal will work closely with the MTSS team to analyze data, lead structured action planning, and ensure interventions are implemented with fidelity. This includes monitoring the progress of English Learners and other students requiring targeted academic or behavioral support. They will also coordinate professional development informed by school-wide data trends, ensuring that staff are equipped to meet diverse learning needs.
Strategy 2 – Parent Engagement Support:
Family partnerships are essential to student success. The vice principal will play a central role in strengthening school-family relationships by facilitating parent meetings, leading attendance intervention efforts, and ensuring transparent communication about student progress. This leadership will support efforts to improve attendance, particularly among students facing the greatest challenges.
By investing in an elementary vice principal, we will build the leadership infrastructure needed to support instructional excellence, targeted interventions, and meaningful family engagement—all essential for improving student outcomes.

Action 6.2 - Instructional Specialist - Culture/Climate
To strengthen school climate, reduce disciplinary incidents, and ensure all students feel safe and connected during unstructured times, we propose funding an Instructional Specialist – Culture/Climate. This position will lead efforts to provide safe, inclusive activities during PE and recess, while also supporting broader school climate systems that align with our MTSS framework.
The Culture/Climate Specialist will serve as a key leader in promoting positive behavior and reducing suspensions by ensuring students are engaged in structured, pro-social activities throughout the day. By facilitating safe yard environments, modeling restorative practices, and supporting staff with strategies for supervision and de-escalation, this role will directly contribute to a more supportive and predictable school environment.
Strategy 1 – MTSS to Support Climate:
Within our Multi-Tiered System of Supports, this specialist will use data to identify students who need additional behavioral or social-emotional support. They will help implement behavior plans, coordinate campus-wide strategies, and provide professional development to teachers and staff on trauma-informed practices and effective classroom management. Their work will ensure that climate interventions are responsive to student needs and consistent across settings.
Strategy 2 – School Climate Intervention:
The Culture/Climate Specialist will lead school-wide efforts to create a positive, inclusive climate. This includes planning expectation-based assemblies, coordinating SEL instruction, and organizing activities that promote a safe and engaging school culture during lunch, recess, and transitions. Through proactive relationship-building and visible presence across the campus, the specialist will reduce conflict and increase student engagement—both of which are linked to stronger attendance and academic outcomes.
By funding this position, the school will gain a dedicated leader focused on building a culture where students feel seen, safe, and supported—essential conditions for learning and growth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Elementary Vice Principal	To effectively address our red indicators and accelerate academic achievement, we propose funding an elementary vice principal position. This leadership role will strengthen the school's capacity to implement targeted instructional support, provide consistent professional development, and deepen partnerships with families. This position will directly monitor instructional programs, coach staff, and coordinate school-wide systems that support both academic and social-emotional growth. The vice principal will lead the instructional team, ensuring coherence in classroom practices and alignment with district goals. In addition, they will serve as a key point of contact for students and families new to the school community, offering a welcoming and well-supported transition. Strategy 1 – MTSS for Intervention: Our Multi-Tiered System of Supports (MTSS) guides the way we identify and respond to student needs. The vice principal will work closely with the MTSS team to analyze data, lead structured action planning, and ensure interventions are implemented with fidelity. This includes monitoring the progress of English Learners and other students requiring targeted academic or behavioral support. They will also coordinate professional development informed by school-wide data trends, ensuring that staff are equipped to meet diverse learning needs. Strategy 2 – Parent Engagement Support: Family partnerships are essential to student success. The vice principal will play a central role in strengthening school-family relationships by facilitating parent meetings, leading attendance intervention efforts, and ensuring transparent communication about student progress. This leadership will support efforts to improve attendance, particularly among students facing the greatest challenges. By investing in an elementary vice principal, we will build the leadership infrastructure needed to support instructional excellence, targeted interventions, and meaningful family engagement—all essential for improving student outcomes.	$185,695.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Instructional Specialist - Culture/Climate	To strengthen school climate, reduce disciplinary incidents, and ensure all students feel safe and connected during unstructured times, we propose funding an Instructional Specialist – Culture/Climate. This position will lead efforts to provide safe, inclusive activities during PE and recess, while also supporting broader school climate systems that align with our MTSS framework. The Culture/Climate Specialist will serve as a key leader in promoting positive behavior and reducing suspensions by ensuring students are engaged in structured, pro-social activities throughout the day. By facilitating safe yard environments, modeling restorative practices, and supporting staff with strategies for supervision and de-escalation, this role will directly contribute to a more supportive and predictable school environment. Strategy 1 – MTSS to Support Climate: Within our Multi-Tiered System of Supports, this specialist will use data to identify students who need additional behavioral or social-emotional support. They will help implement behavior plans, coordinate campus-wide strategies, and provide professional development to teachers and staff on trauma-informed practices and effective classroom management. Their work will ensure that climate interventions are responsive to student needs and consistent across settings. Strategy 2 – School Climate Intervention: The Culture/Climate Specialist will lead school-wide efforts to create a positive, inclusive climate. This includes planning expectation-based assemblies, coordinating SEL instruction, and organizing activities that promote a safe and engaging school culture during lunch, recess, and transitions. Through proactive relationship-building and visible presence across the campus, the specialist will reduce conflict and increase student engagement—both of which are linked to stronger attendance and academic outcomes. By funding this position, the school will gain a dedicated leader focused on building a culture where students feel seen, safe, and supported—essential conditions for learning and growth.	$183,868.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	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 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.	$34,229.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	LCFF Equity Multiplier:Greenwood Academy: By June 2026, 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.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Historically, many students at Sylvester Greenwood Academy have scored below standard in English Language Arts and Mathematics on the Smarter Balance Assessment System (SBAC). Our students must increase their average distance from the standard to be on track for graduation and college/career. To support student growth in these areas, the school will offer intervention courses led by an instructional specialist to target gaps in learning urgently. The i-Ready assessment will be used as our local metric to establish a baseline and identify the target areas needed for instruction. Student progress will be monitored throughout the school year, and we will support our socioeconomically disadvantaged students and students with disabilities in achieving English Language Arts and mathematics. Our focus on this student achievement goal will positively impact red achievement indicators for Socioeconomically disadvantaged students and lower suspension rates as students begin to feel more confident in their academic abilities. This goal was created through a data analysis process in partnership with educational partners, including the School Site Council and the school's instructional leadership team.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Moving 1 ELPI Level on ELPAC As measured by CA Dashboard, Priority 4E	2023-2024 English Learner Progress Indicator (ELPI) Level 35.6% of EL students progressed one ELPI level	English Learner Progress Indicator (ELPI) Level 11.9% of EL students are making progress towards English Language Proficiency or		Increase the number of students making progress towards English Language proficiency or maintaining the highest level	23.6% decline of EL students are making progress towards English Language Proficiency or maintaining the highest level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Summative ELPAC Results 38.5% Progressed at least one level 2.6% Maintained Level 4 38.5% Maintained EL Level 1, 2L, 2H, 3L, 3H 20.5% Decreased at least one EL Level	maintaining the highest level Summative ELPAC Results 18.6% Progressed at least one level 32.6% Maintained EL Level 1, 2L, 2H, 3L, 3H 48.8% Decreased at least one EL Level			Summative ELPAC Results 19.9% Progressed at least one level 30% decrease of EL Level 1, 2L, 2H, 3L, 3H 28.3% increase of decreased at least one EL 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 points below standard AA: 230.7 points below standard Hispanic: 177.9 points below standard UPC Student Group: EL: 243.9 points below standard SED: 211.1 points below standard	2024-2025 ALL 252.6 points below standard AA: 240 points below standard Hispanic: 242.6 points below standard UPC Student Group: EL: 253.6 points below standard SED: 243.5 points below standard		Increase the number of students meeting grade-level standards on the ELA assessment by 10 points.	ALL:decreased 50.8 points AA: decreased 9.3 Hispanic: decreased 64.7 UPC Student Group: EL: decreased 9.7 SED: decrease 32.4
7.3	SBAC, Math average distance from standard (DFS; points above or below standard)	2023-2024 ALL: 264.9 points below standard	2024-2025 ALL: 295.9 points below standard		Increase the number of students meeting grade-level	ALL:declined 31 points AA: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard Priority 4A	AA:Less than 11 students - data not displayed for privacy Hispanic: 262.5 points below standard UPC Student Group: EL: 306.9 points below standard SED: 265.3 points below standard SWD: 268.5 points below standard	AA: 278.3 points below standard Hispanic: 297 points below standard UPC Student Group: EL: 303.4 points below standard SED: 90.4 points below standard SWD: 268.5 points below standard		standards on the math assessment by 10 points.	Hispanic: declined 34.5 UPC Student Group: EL: increased 3.5 SED: increased 174.9 SWD: 0
7.4	Suspension Rate Source: CA Dashboard Priority 6A	2023-2024 suspended at least one day ALL: 4.3% AA: 9.6% Hispanic: 3.5% UPC Student Group EL: 4.1% Homeless: 7.4% SED: 4.6% SWD: 5%	2024-2025 suspended at least one day ALL: 7.2% AA: 12.9% Hispanic: 5.2% UPC Student Group EL: 5.9% Homeless: 6.9% SED: 7.5% SWD: 5.1%		Decrease the percentage of students who are suspended at least one day by 2 percentage points	ALL:increased 2.9% AA: increased 3.3% Hispanic: increased 1.7% UPC Student Group: EL: increased 1.8% Homeless: decreased .5% SED: increased 2.9% SWD: increased .1%
7.5	Graduation Rate Source CA Dashboard Priority 5E	2023-2024 ALL: 76.70% graduated	2024-2025		Increase Graduation Rate by 5%	ALL:increased 4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 76.1% Hispanic: 76.8% White: 72.7% UPC Student Group: EL: 83.3% SED: 75.6% Homeless: 86% SWD: 62.1%	ALL: 81.6% graduated AA: 92.6% Hispanic: 79.5% White: 58.8% UPC Student Group: EL: 76.8% SED: 82.6% Homeless: 91.8% SWD: 87%			AA: increased 16.5% Hispanic: increased 2.7% White: decreased 13.9 UPC Student Group: EL: decreased 16.5% Homeless: increased 5.8% SED: increased 7% SWD: increased 24.9%
7.6	Non Stability Rate Source: Data Quest, CDE Priority 5	2022-2023 ALL: 56.0% AA: 57.4% Asian: 50% Filipino: 60% Hispanic: 57.4% White: 42.3% UPC Student Group: EL: 61.2% Homeless:61.8% SED: 58.6% SWD: 48.3%	2023-24 ALL: 53.3% AA: 51.5% Asian: 54.5% Filipino: 41.7% Hispanic: 55.4% White: 34.6% UPC Student Group: EL: 61% Homeless: 47.1% SED: 58.6% SWD: 54.2%		Decrease the Non-Stability Rate by 5 %	ALL: decreased 2.7% AA: decreased 5.9% Asian: increased 4.5% Filipino: decreased 18.3% Hispanic: decreased 2% White: decreased 7.7% UPC Student Group: EL: increased .1% Homeless: decreased 14.7% SED: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: increased 5.9

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 7.1
Strategy 1 – Increase Course Offerings
To broaden student access to high-quality, engaging instruction, an Instructional Specialist (IS) and a Teacher on Special Assignment (TOSA) were hired to lead schoolwide efforts in strengthening Tier 1 instruction. Their work focused on equipping teachers with research-based, standards-aligned instructional practices that promote deeper learning in both literacy and math.
During the first semester, teachers engaged in structured professional development that introduced these core practices. They were provided with models, tools, and guided opportunities to try out strategies in their classrooms. In the second semester, the emphasis shifted to peer modeling. Teachers were invited to demonstrate the instructional practices for their colleagues during weekly collaboration time. These sessions became a space for authentic reflection, with teachers sharing successes, troubleshooting challenges, and learning from one another.
This investment in staff capacity helped to expand instructional quality and consistency, making rigorous content more accessible across classrooms.
Strategy 2 – MTSS
The Multi-Tiered System of Supports (MTSS) framework was used to ensure that the instructional shifts made through Tier 1 also addressed the needs of students who required additional support. The IS and TOSA helped teams identify students demonstrating academic risk, especially in literacy and math, and worked with teachers to embed support strategies directly into core instruction.
By improving Tier 1 instruction across all classrooms, the school strengthened the foundation of the MTSS model, reducing the number of students requiring more intensive interventions. Regular collaboration time allowed educators to discuss student progress, reflect on instructional effectiveness, and adjust practices to better meet individual learning needs.
This integrated approach supported academic growth for all students while aligning targeted supports for those with additional needs across all subgroups.

Action 7.2
Strategy 1 – Supporting Teachers Towards Improvement
Greenwood hired an Instructional Specialist to provide coaching and development to teaching staff, with a focus on addressing unfinished learning and supporting students with disabilities in general education settings. The Instructional Specialist worked alongside teachers to design lessons using a cycle of inquiry approach, integrating both academic and social-emotional supports.Throughout the year, the Specialist led professional development on high-impact instructional strategies and interventions aimed at improving school climate and

reducing exclusionary disciplinary practices such as suspensions and office referrals—particularly for socioeconomically disadvantaged students (SED) and students with disabilities (SWD).In addition, the Specialist played a key role in implementing dropout prevention strategies and student retention efforts by addressing attendance barriers and supporting teachers in creating more responsive, inclusive learning environments. These efforts contributed to a more cohesive school culture and supported the academic and social-emotional success of all students.
Strategy 2 – Build Intervention Program
To increase student achievement, an intervention program was developed to provide targeted academic and social-emotional support. The Instructional Specialist played a key role in shaping a safe and engaging school culture by supporting teachers in fostering positive student relationships and responsive classroom environments. Throughout the year, the IS worked alongside staff to plan, develop, and implement both instructional and SEL practices tailored to student needs. These efforts helped strengthen Tier 1 instruction while ensuring that students who needed additional support were identified and served through a more responsive and cohesive system.
Strategy 3 – Parent Advisory Committee
Greenwood Academy prioritized strong relationships with families as a cornerstone of student success. To support this, Parent Advisory Committees (PACs) were established to increase family engagement and build meaningful partnerships between home and school.Throughout the year, the PACs met regularly with school administrators to receive updates on key initiatives, share input on school policies and procedures, and advocate for student needs. Their contributions helped promote a positive and inclusive school culture, while strengthening two-way communication and trust between families and the school community.

Action 7.3
Strategy 1 – Supporting Teachers Towards Improvement
The Instructional Specialist supported the overall culture and climate of academic programming and enhanced the student experience. This role contributed to the development of positive student relationships and provided targeted instructional support for teachers.Throughout the year, the Instructional Specialist collaborated with staff to plan, develop, and implement both instructional and social-emotional learning strategies tailored to student needs. In addition, the IS led site-based efforts to implement strategies and interventions aimed at reducing the disproportionate use of exclusionary disciplinary practices, such as suspensions and office referrals, particularly among our Unduplicated Pupil Count (UPC) population and across all student groups districtwide.

Action 7.4
Strategy 1 – Field Trips
Field trips were a highly popular component of the student experience at Greenwood Academy and provided meaningful learning opportunities beyond the traditional classroom setting. These experiential learning opportunities offered students a hands-on and immersive way to engage with academic content, explore cultural contexts, and build personal connections to their learning.Throughout the year, study trips were designed to foster cultural awareness, personal development, and career readiness. These real-world experiences contributed to increased academic engagement and supported improved educational outcomes. The trips were thoughtfully planned by Greenwood Academy's student leadership team, ensuring that student voice played a central role in shaping the learning experience. Destinations included academic institutions, career exploration sites, and locations rich in cultural relevance and real-life context. All students were invited to participate, with intentional efforts made to recruit and include Students with Disabilities (SWD) and students from Socioeconomically Disadvantaged (SED) backgrounds.

Action 7.5

Strategy 1 – Full-Time Counselor to Improve Graduation Rate
A full-time counselor was added to strengthen the school's culture and climate and to enhance the overall student experience. This dedicated position supported the development of positive student relationships and served as a key resource for addressing both academic and non-academic barriers to success. The counselor provided individualized support to students and families, particularly focusing on resolving chronic attendance and behavior challenges. This additional staffing helped ensure students had access to consistent, specialized support throughout the school year.
Strategy 2 – Work-Based Learning
Counselors played a central role in supporting students academically, socially, and emotionally, while also guiding them in college and career planning. With the addition of counselor capacity, the school was able to expand work-based learning opportunities and assist students in securing internships. These efforts were especially targeted to support socioeconomically disadvantaged students and students with disabilities. The increased counselor availability ensured that every student could receive personalized guidance aligned to their postsecondary goals.
Strategy 3 – Career Planning
Given that many students at Greenwood Academy entered below grade level in math and English, and required credit recovery, the counselor provided critical support in helping students plan for graduation and beyond. This work included analyzing transcripts, identifying course needs, and developing individualized graduation plans in collaboration with students and families. A particular focus was placed on supporting socioeconomically disadvantaged students and students with disabilities to set both short- and long-term goals, ensuring they stayed on track for graduation and future career pathways.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material difference

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 7.1
Strategy 1 – Increase Course Offerings – Effective
By investing in an Instructional Specialist and Teacher on Special Assignment (TOSA), the district strengthened Tier 1 instruction through ongoing professional development, peer modeling, and structured collaboration. These efforts directly enhanced access to rigorous, standards-aligned teaching in both literacy and math, which is reflected in the district's strong overall graduation rate of 81.6%. Notably, outcomes for historically underserved student groups outpaced the district average, including African American students at 92.6%, students with disabilities at 87%, and homeless students at 91.8%. These figures indicate that increased access to high-quality instruction contributed to greater academic success and equity in graduation outcomes.
Strategy 2—Implementation of MTSS—has shown early signs of impact, though it is not yet fully effective.
The district focused on embedding academic and social-emotional supports within Tier 1 instruction and using data to respond to student needs. This contributed to a 2.7% decline in the Non-Stability Rate, suggesting improved school connection and continuity, particularly for homeless students (47.1%) and African American students (51.5%). Additionally, students with disabilities saw a significant 24.9% increase

in academic progress. However, the data also highlight a key area for improvement: only 11.9% of English Learners (ELs) demonstrated growth in language proficiency, while nearly half declined. This signals the need to deepen language development supports within the MTSS framework to ensure ELs benefit equitably from the system of supports.
Taken together, the strategies demonstrate that structured instructional investment can accelerate achievement and improve stability for priority student groups. Continued refinement of MTSS, particularly around English language development, will be essential to sustain and expand these gains.

Action 7.2
Strategy 1 – Supporting Teachers Toward Improvement – Not Yet Effective
The hiring of an Instructional Specialist at Greenwood provided targeted support through coaching, lesson design, and professional development in high-impact strategies. These efforts led to measurable improvements in Tier 1 instruction and classroom inclusivity, with particularly strong outcomes for historically underserved groups. Students with Disabilities (87%) and Socioeconomically Disadvantaged students (82.6%) graduated at rates well above the state average, suggesting that academic and social-emotional supports in general education settings are having an impact. Additionally, a 2.7% decrease in Greenwood's Non-Stability Rate indicates improved school climate and student connection.
However, progress monitoring remains an area of concern. Only 41 of 139 students completed i-Ready Diagnostic 1, significantly limiting the school's ability to assess academic growth and respond to unfinished learning. Strengthening assessment participation will be a key focus moving forward to fully realize the potential of this instructional investment.
Effectiveness of Strategy 2 – Build Intervention Program – Not Yet Effective
Greenwood's intervention program, developed with the support of the Instructional Specialist, embedded academic and social-emotional interventions into core instruction. This approach supported stronger outcomes for key student groups. Graduation rates for African American students (92.6%), students with disabilities (87%), and homeless students (91.8%) were especially strong, suggesting that relationship-centered and needs-responsive supports made a difference. The continued 2.7% reduction in the Non-Stability Rate further reinforces that students experienced stronger connections and a more stable learning environment.
Despite these successes, the same challenge in academic monitoring persisted: only 41 of 139 students completed the i-Ready assessment. This limits the school's ability to measure learning acceleration or respond to evolving student needs in real time. Enhancing assessment completion will be essential to building a more adaptive intervention program.
Effectiveness of Strategy 3 – Parent Advisory Committee – Effective
Greenwood successfully expanded its family engagement infrastructure by fully establishing its School Site Council, completing Parent Advisory Committee (PAC) elections, and launching its African American Parent Advisory Council (AAPAC) through a formal selection and roster submission process. The school also ensured English Learner Advisory Committee (ELAC) transparency by publicly posting the meeting schedule.
To build trust and foster two-way communication, the school facilitated "Hopes & Dreams" activities, collecting input from students, families, and staff. These efforts contributed to a more inclusive school culture and may have played a role in the strong graduation outcomes for SED students (82.6%) and students with disabilities (87%). The data point to the impact of intentional family-school partnerships in advancing student success.

Action 7.3
Strategy 1 – Supporting Teachers Toward Improvement – Not Yet Effective

The addition of an Instructional Specialist at Greenwood led to clear instructional gains, particularly for historically underserved students. Through targeted coaching, lesson design, and professional development in high-impact strategies, the Specialist helped build stronger Tier 1 instruction and fostered more inclusive learning environments. These efforts contributed to significant graduation outcomes for key groups: students with disabilities graduated at a rate of 87%, and socioeconomically disadvantaged students graduated at 82.6%, both of which exceed state averages and point to more equitable access to rigorous instruction and classroom-based supports.
Improvements extended beyond academics. Greenwood's Non-Stability Rate declined by 2.7%, suggesting stronger school connection and retention. This aligns with school climate efforts aimed at creating a safe, responsive, and student-centered environment.
Despite these gains, the strategy remains "Not Yet Effective" due to limited progress in academic monitoring. Only 41 of 139 students completed the first i-Ready diagnostic, making it difficult to assess academic growth or adjust instruction based on real-time data. As a result, while Tier 1 instruction improved, the lack of consistent data collection hindered the ability to fully measure the impact of instructional shifts. Strengthening systems for diagnostic completion and data use will be critical in the next phase to ensure all students' needs are identified and addressed.

Action 7.4
Strategy 1 – Field Trips – Effective
Field trips at Greenwood Academy offered students enriching, real-world learning experiences that deepened academic engagement, fostered cultural awareness, and introduced career exploration opportunities. Designed in collaboration with the student leadership team, these experiences prioritized inclusion and access for all students, particularly those often underserved. Strong graduation outcomes for students with disabilities (87%) and socioeconomically disadvantaged students (82.6%) suggest that these inclusive enrichment opportunities played a supportive role in promoting persistence and achievement.
The impact extended beyond academics. Greenwood's 2.7% reduction in the Non-Stability Rate points to improved school connection and retention, likely influenced by the sense of belonging and relevance students experienced through field-based learning. Overall, field trips were not only instructional in nature—they also helped cultivate stronger relationships and deeper student investment in school.

Action 7.5
Strategy 1 – Full-Time Counselor to Improve Graduation Rate – Effective
The addition of a full-time counselor at Greenwood significantly expanded student access to academic guidance and social-emotional support. With a targeted focus on removing barriers related to attendance, behavior, and engagement, the counselor played a pivotal role in improving student outcomes. Graduation rates for key student groups were notably strong, including students with disabilities (87%), socioeconomically disadvantaged students (82.6%), homeless students (91.8%), and African American students (92.6%). These results underscore the value of individualized, relationship-based support systems in helping students stay connected and persist through graduation.
Strategy 2 – Work-Based Learning – Effective
With increased counseling capacity, Greenwood expanded access to internships, job shadowing, and other career readiness experiences. These opportunities were intentionally designed to serve SED and SWD students, both of whom posted strong graduation rates (82.6% and 87%, respectively), indicating that hands-on, relevant learning contributed to student motivation and success. Furthermore, the 2.7% decrease in the school's Non-Stability Rate suggests that students felt more engaged and invested in their education when they could see clear pathways to future opportunities.
Strategy 3 – Career Planning – Effective

The counselor also led robust efforts in transcript analysis, personalized graduation planning, and credit recovery, especially for students at risk of falling behind in English Language Arts and math. These targeted interventions helped students chart clear, achievable goals and stay on track. High graduation rates for homeless students (91.8%), students with disabilities (87%), and socioeconomically disadvantaged students (82.6%) further confirm the impact of these efforts. While college and career planning was a strength, limited participation in academic progress monitoring remains a challenge—only 41 of 139 students completed i-Ready Diagnostic 1—highlighting a need to better integrate ongoing academic diagnostics into the counseling process.
Together, these strategies demonstrate the powerful impact of a comprehensive counseling model that integrates academic support, postsecondary planning, and social-emotional care. The consistently high graduation outcomes and improved student stability affirm that expanding counselor roles is a meaningful and effective equity strategy for advancing student success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Throughout the year, we made several adjustments to our initial goals based on available resources and insights gained by our Instructional Specialist (IS) and Teacher on Special Assignment (TOSA). While we had originally planned to implement most interventions directly with students through a Tier 2 and Tier 3 approach led by an academic interventionist, we ultimately shifted our strategy. Instead, we focused on strengthening Tier 1 instruction by hiring an IS and a TOSA. This decision was influenced by the fact that the majority of students placed at Greenwood already arrive with pre-identified Tier 2 and 3 needs.

As a result, our academic approach has become highly scaffolded and intentionally designed to meet the diverse needs of all students. Looking ahead to the 2025–2026 school year, we plan to further enhance our instructional and engagement strategies by hiring an Assistant Principal of Teaching and Learning and an Assistant Principal of Culture and Climate. These roles will support our continued efforts to improve academic outcomes and foster a positive, inclusive school environment.

7.1 - 1.0 Assistant Principal Teaching & Learning
Strategy 1 - Targeted support via coaching and modeling
To improve outcomes in math and English Language (EL) achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we are implementing a targeted support strategy grounded in instructional coaching and in-class modeling. This approach focuses on building teacher capacity through sustained, job-embedded professional development that is responsive to student data and aligned with high-leverage instructional practices. Key components of this strategy include: Instructional Coaching Cycles, Modeling Effective Practices, Data-Driven Support, Collaborative Planning, Capacity Building.
Strategy 2 - Professional development for teachers
To address persistent red indicators in math and EL achievement for socioeconomically disadvantaged (SED) students and students with disabilities, we are committed to delivering high-quality professional development (PD) that is sustained, collaborative, and aligned to both student needs and instructional priorities. This professional development strategy is designed to deepen teacher knowledge, shift instructional practice, and create equitable learning environments across all classrooms.
Key components of this strategy include: Equity-Focused Pedagogy, Content-Specific Learning, Ongoing and Job-Embedded, Data-Informed Practice, & Universal Design for Learning (UDL) and Differentiation

7.2 1.0 FTE Assistant Principal Culture & Climate
Strategy 1 - Increase the current outcomes of the Culture and Climate Team. Increased student connectedness and engagement during the school day., Improved staff-student relationships and climate data scores.. Early identification and intervention for students needing additional support.
Strategy 2 - Launch Family Engagement Nights and Cultural Events to strengthen school-home partnerships, student-to-school connectedness, and celebrate the diversity of the school community. Increased family participation in school life. Stronger sense of belonging and trust between families, students, and the school. Greater visibility and support for students
Strategy 3- Provide a more robust parent orientation and student-specific orientation to introduce families and students to the Greenwood way.
Increased family engagement and understanding of school culture families will develop a clearer understanding of Greenwood Academy's expectations, values, academic programs, and support structures. This early connection will foster trust, build relational capacity, and encourage families to take a more active role in their child's education throughout the school year.
Higher attendance at school events, PAC/ELAC meetings, and improved two-way communication between school and home.
Improved Student Connectedness and Readiness for Learning. Students will feel more prepared, welcomed, and connected to the school community. Through orientation activities, they'll be introduced to key staff, peer mentors, behavioral expectations, and available supports—building a foundation for strong academic and social-emotional engagement.
Reduced behavioral incidents, stronger classroom participation, and improved attendance among new students.
Smoother Transitions and Reduced Non-Stability Rates. By clearly outlining routines, academic expectations, and support systems, orientation will help students and families acclimate more quickly—especially those who are new to the school or coming in with identified needs.

7.3 Clerk Extra Hours
Tracking attendance and identifying trends, communicating with families to ensure appropriate supports are provided, and the SGA attendance policy to meet school-wide attendance goals.
Strategy 1 - To ensure consistent and proactive attendance monitoring, we will implement a tiered system of support that identifies students at risk of chronic absenteeism and provides timely, targeted interventions. This includes: Daily Attendance Tracking, Trend Analysis, Tiered Interventions& Cross-Team Collaboration.
Strategy 2 - To build trust and ensure families are partners in improving student attendance, we will strengthen communication practices and provide tailored supports, including: Early, Consistent Outreach, Culturally Responsive Communication, Support Services and Referrals, Clear Communication of Policies

7.4 Study Trips
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 them to experience the world beyond their neighborhood.
Strategy 1: Field trips are popular among our student body and offer a valuable learning opportunity outside traditional classroom structures. This opportunity for experiential learning provides students with a more hands-on and immersive approach to learning 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 offering more study trips, our students will have the opportunity for real-world learning, which in turn leads to improved academic performance and increased school engagement. The leadership students of Greenwood Academy will plan our trips.

Destinations will include academic and career institutions, as well as locations that offer exposure to diverse cultural and life experiences. These opportunities will be provided to all students, with an emphasis on recruiting students with special needs and our SED student groups.

7.5 Professional conferences
Model School: Strengthening Instructional Practices Through Collaboration and Professional Learning
To build a strong foundation for instructional excellence and inclusive school culture, we will invest in targeted professional learning that connects directly to the needs of our students and aligns with the Model School framework.
Strategy 1: Deepen Expertise Through Purposeful Conference Participation
We will prioritize staff attendance at high-impact conferences focused on family engagement, equity, multilingual learner support, and inclusive instructional practices. By selecting conferences that align with our schoolwide goals, educators will return with research-based strategies that enhance classroom instruction and improve outcomes for socioeconomically disadvantaged students, English learners, and students with disabilities. This professional learning investment ensures that our instructional practices remain responsive, culturally relevant, and inclusive.
Strategy 2: Learn from Peer Model Schools
As part of our commitment to the California Continuation Education Association (CCEA) vision, staff will visit other Model Continuation Schools to observe and learn from effective practices in similar settings. These site visits will provide real-world insights into how other schools are addressing shared challenges, innovating around student engagement, and improving academic and social-emotional outcomes. These learning exchanges will inform our continuous improvement efforts and contribute to a broader culture of professional growth and collaboration.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	1.0 Assistant Principal Teaching & Learning	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 instructional support and offering strong professional development to teachers. Strategy 1 - Targeted support via coaching and modeling To improve outcomes in math and English Language (EL) achievement among socioeconomically disadvantaged (SED) students and students with disabilities, we are implementing a targeted support strategy grounded in instructional coaching and in-class modeling. This approach focuses on building teacher capacity through sustained, job-embedded professional	$190,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development that is responsive to student data and aligned with high-leverage instructional practices. Key components of this strategy include: Instructional Coaching Cycles, Modeling Effective Practices, Data-Driven Support, Collaborative Planning, Capacity Building. Strategy 2 - Professional development for teachers To address persistent red indicators in math and EL achievement for socioeconomically disadvantaged (SED) students and students with disabilities, we are committed to delivering high-quality professional development (PD) that is sustained, collaborative, and aligned to both student needs and instructional priorities. This professional development strategy is designed to deepen teacher knowledge, shift instructional practice, and create equitable learning environments across all classrooms. Key components of this strategy include: Equity-Focused Pedagogy, Content-Specific Learning, Ongoing and Job-Embedded, Data-Informed Practice, & Universal Design for Learning (UDL) and Differentiation		
7.2	1.0 FTE Assistant Principal Culture & Climate	In order to increase student engagement, connectedness and family engagement and support the AP of Culture and Climate will work to provide systematic processes and procedures to increase overall family engagement in addition to increasing the number of family events to increase school connectedness. Strategy 1 - Increase the current outcomes of the Culture and Climate Team. Increased student connectedness and engagement during the school day., Improved staff-student relationships and climate data scores.. Early identification and intervention for students needing additional support. Strategy 2 - Launch Family Engagement Nights and Cultural Events to strengthen school-home partnerships, student-to-school connectedness, and celebrate the diversity of the school community. Increased family participation in school life. Stronger sense of belonging and trust between	$190,000.00	No

Action #	Title	Description	Total Funds	Contributing
		families, students, and the school. Greater visibility and support for students Strategy 3- Provide a more robust parent orientation and student-specific orientation to introduce families and students to the Greenwood way. Increased family engagement and understanding of school culture families will develop a clearer understanding of Greenwood Academy's expectations, values, academic programs, and support structures. This early connection will foster trust, build relational capacity, and encourage families to take a more active role in their child's education throughout the school year. Higher attendance at school events, PAC/ELAC meetings, and improved two-way communication between school and home. Improved Student Connectedness and Readiness for Learning. Students will feel more prepared, welcomed, and connected to the school community. Through orientation activities, they'll be introduced to key staff, peer mentors, behavioral expectations, and available supports—building a foundation for strong academic and social-emotional engagement. Reduced behavioral incidents, stronger classroom participation, and improved attendance among new students. Smoother Transitions and Reduced Non-Stability Rates. By clearly outlining routines, academic expectations, and support systems, orientation will help students and families acclimate more quickly—especially those who are new to the school or coming in with identified needs.		
7.3	Clerk Extra Hours	Tracking attendance and identifying trends, communicating with families to ensure appropriate supports are provided, and the SGA attendance policy to meet school-wide attendance goals. Strategy 1 - To ensure consistent and proactive attendance monitoring, we will implement a tiered system of support that identifies students at risk of	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism and provides timely, targeted interventions. This includes: Daily Attendance Tracking, Trend Analysis, Tiered Interventions& Cross-Team Collaboration. Strategy 2 - To build trust and ensure families are partners in improving student attendance, we will strengthen communication practices and provide tailored supports, including: Early, Consistent Outreach, Culturally Responsive Communication, Support Services and Referrals, Clear Communication of Policies		
7.4	Study Trips	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 them to experience the world beyond their neighborhood. Strategy 1: Field trips are popular among our student body and offer a valuable learning opportunity outside traditional classroom structures. This opportunity for experiential learning provides students with a more hands-on and immersive approach to learning 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 offering more study trips, our students will have the opportunity for real-world learning, which in turn leads to improved academic performance and increased school engagement. The leadership students of Greenwood Academy will plan our trips. Destinations will include academic and career institutions, as well as locations that offer exposure to diverse cultural and life experiences. These opportunities will be provided to all students, with an emphasis on recruiting students with special needs and our SED student groups.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.5	Professional Conferences	Model School: Strengthening Instructional Practices Through Collaboration and Professional Learning To build a strong foundation for instructional excellence and inclusive school culture, we will invest in targeted professional learning that connects directly to the needs of our students and aligns with the Model School framework. Strategy 1: Deepen Expertise Through Purposeful Conference Participation We will prioritize staff attendance at high-impact conferences focused on family engagement, equity, multilingual learner support, and inclusive instructional practices. By selecting conferences that align with our schoolwide goals, educators will return with research-based strategies that enhance classroom instruction and improve outcomes for socioeconomically disadvantaged students, English learners, and students with disabilities. This professional learning investment ensures that our instructional practices remain responsive, culturally relevant, and inclusive. Strategy 2: Learn from Peer Model Schools As part of our commitment to the California Continuation Education Association (CCEA) vision, staff will visit other Model Continuation Schools to observe and learn from effective practices in similar settings. These site visits will provide real-world insights into how other schools are addressing shared challenges, innovating around student engagement, and improving academic and social-emotional outcomes. These learning exchanges will inform our continuous improvement efforts and contribute to a broader culture of professional growth and collaboration.	$5,000.00	No
7.6	Extra Classified Hours	Provide support at out-of-school-hours events targeting family support and building community. Classified staff are leveraged to provide translation services to ensure all families can be welcomed and engaged in their home language. Additionally, support staff provide safety and operational support for all after-hour events.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Strategy 1: Translation Services Classified staff are strategically leveraged to provide translation and interpretation services at all out-of-school-hours events. This ensures that families can fully access information, participate in activities, and engage in meaningful dialogue in their home language, fostering a more inclusive and welcoming environment. Strategy 2: Safety and Operational Support Support staff play a vital role in maintaining a safe, well-organized environment during after-hour events. Their presence ensures smooth operations, supports event logistics, and allows families to participate with confidence, knowing that the school is prepared to meet their needs.		
7.7	Material & Supplies	Observation data collected in the 2024-25 school year indicate that most of our students spend the majority of their day in front of a screen. To more effectively engage our students and staff in different learning styles, we've adopted several analogue instructional practices Bringing paper books into our classrooms, PLCs, and professional collaboration is an even greater priority in the coming school year Funding for materials such as classroom libraries, PLC books, and individual whiteboards will be guided by site instructional goals and equity priorities. Strategy 1: Align Purchases with Instructional Goals and Equity Priorities We will ensure that resources are culturally responsive, grade-level appropriate, and aligned with curriculum standards to support student engagement, language development, and differentiated instruction, especially for socioeconomically disadvantaged students and students with disabilities. Strategy 2: Integrate Resources into Professional Learning and Daily Practice We will select materials that directly support teacher collaboration and instructional improvement. Professional learning texts and Professional Learning Community (PLC) resources will be utilized during staff development sessions and coaching cycles. At the same time, classroom materials such as chart paper, whiteboards, and manipulatives will be integrated into lesson planning and student-centered instructional routines to promote active learning and formative assessment.	$15,962.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Recent California School Dashboard results reveal a significant and urgent need for targeted academic intervention. The school experienced a decline of 120.7 points in English Language Arts and 122.3 points in Math, placing it in the red performance band for both academic indicators. In addition, only 30.2% of English Learners demonstrated growth of one or more levels on the English Learner Progress Indicator (ELPI), signaling limited progress in language development for a substantial portion of this population.
These results point to deep and persistent equity gaps, particularly among unduplicated student groups. English Learners, African American students, Hispanic students, and socioeconomically disadvantaged students have been disproportionately impacted by these academic declines. The data calls for immediate and strategic action to address these disparities.
To improve student outcomes, the school must implement a comprehensive approach that includes targeted academic supports, culturally responsive teaching practices, and strong systems of tiered intervention. This work is essential to ensure that all students, especially those most affected by systemic inequities, have access to high-quality instruction and the resources they need to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Learner Progress Indicator Source: CA Dashboard	2024-25 English Learner Progress Indicator (ELPI) Level 21% of EL students are making progress			The percentage of students progressing at least one ELPI level will increase by 10% by the Spring of 2028	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English Language proficiency Summative ELPAC Results 30.2% Progressed at least one level 46.5% Maintained EL Level 1, 2L, 2H, 3L, 3H 30.2% Decreased at least one EL Level				
8.2	SBAC, ELA. Source: CA Dashboard Priority 4A	2024-25 All Students: 233.8 points below standard AA: 224.6 points below standard Hispanic: 248.8 points below standard SWD: 215.6 points below standard UPC Student Group: EL: 251.9 points below standard SED: 232.2 points below standard			Increase DFS on the academic indicators as measured by the smarter balanced/SBAC state assessments by 5.0 points or more.	
8.3	SBAC, Math Source: CA Dashboard	2024-25 All students: 230.7 points below standard			Increase DFS on the academic indicators as measured by the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 223.3 points below standard Hispanic: 229.3 points below standard SWD: 127.6 points below standard UPC Student Group: EL: 245.5 points below standard SED: 231.9 points below standard			Smarter Balanced/SBAC state assessments by 5.0 points or more.	
8.4	Chronic Absenteeism Source: CA Dashboard Priority 5B	2024-25 All Students: 52.5% Chronically Absent AA: 60.6% Asian: 30.4% Hispanic: 46.8% SWD:64.7% UPC Student Group EL: 46.4% Homeless: 68.8%, SED: 56.2%			Reduce chronic absenteeism by 10%	
8.5	Non-Stability Rate Source: Data Quest, CDE Priority 5B	[2023-2024] All - 29.3% AA - 24.85 Asian - 19.2% Hispanic - 36.4% White - 25%			Decrease Non-Stability Rate by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races - 22.2%				
8.6	Suspension Rate Source: CA Dashboard Priority 6A	2024-25 All Students: 1.6% suspended at least one day AA: 11% Hispanic: 3.3% SWD: 17.1% UPC Student Group EL: 1.7% Homeless: 5.9% SED: 7.8%			Decrease the percentage of students who are suspended at least one day by 2 percentage points	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Dropout Prevention and Chronic Absenteeism Intervention	Dropout Prevention and Chronic Absenteeism Intervention To improve student attendance and reduce dropout rates, the Dropout Prevention Specialist—housed within the Community Engagement and Student Support Services Department—provides direct, data-informed support to students at risk of chronic absenteeism and disengagement. This role is centered on early intervention, family engagement, and cross-department collaboration. Core Responsibilities Include: Daily Outreach: The specialist makes consistent contact with families through phone calls, home visits, and in-person or virtual meetings to reinforce the importance of regular attendance and address barriers in real time. Data Analysis & Monitoring: By gathering and analyzing attendance data, the specialist identifies trends and early warning indicators to guide intervention strategies and support school teams in their attendance improvement planning. Student & Family Support: Working directly with students, families, and staff, the specialist creates and facilitates individualized and group attendance recovery plans. They support student motivation, conflict	$78,055.00	No

Action #	Title	Description	Total Funds	Contributing
		resolution, and school re-engagement using restorative approaches and positive relationship-building. Collaboration with Site Teams: As an active member of the school's CARE team, the specialist collaborates with teachers, administrators, and mental health professionals to ensure that supports are holistic and coordinated. This strategy promotes a school culture that values connection, accountability, and inclusion. By addressing both academic and non-academic factors that affect student attendance, the Dropout Prevention Specialist plays a key role in reducing truancy, supporting re-engagement, and improving overall student outcomes.		
8.2	Targeted English Language Development Support	Targeted English Language Development Support To accelerate language acquisition and promote academic success for English Learners, the site-based English Language (EL) Teacher provides specialized, standards-aligned instruction tailored to students' language proficiency levels. This support includes both designated and integrated ELD, ensuring that English Learners develop the academic vocabulary, language structures, and literacy skills needed to fully access grade-level content. In collaboration with classroom teachers, the EL Teacher monitors student progress, provides targeted interventions, and contributes to instructional planning that meets the diverse needs of multilingual learners. This role is critical to reducing language-based barriers to achievement and supporting reclassification and long-term academic growth.	$35,896.00	No
8.3	Class Size Reduction and Early Learning Personalization	Class Size Reduction and Early Learning Personalization	$122,661.00	No

Action #	Title	Description	Total Funds	Contributing
		To improve foundational academic outcomes and support the whole-child development of our youngest learners, an additional Kindergarten teacher is strategically assigned to reduce class size and enhance instructional quality. This investment ensures that students receive more individualized attention during this critical stage of their educational journey. Smaller student-to-teacher ratios allow for: More frequent and focused small-group instruction Increased student engagement through active participation Targeted support for diverse learners, including English Learners and students requiring early intervention More equitable access to high-quality, developmentally appropriate instruction This strategy strengthens both academic and social-emotional outcomes by creating a nurturing and responsive classroom environment where every student can thrive. The additional teacher plays a key role in personalizing learning, fostering early literacy and numeracy skills, and laying the groundwork for long-term success.		
8.4	Roving Substitute for Instructional Continuity and Flexibility	Roving Substitute for Instructional Continuity and Flexibility To ensure uninterrupted instruction and maintain stable learning environments, a Roving Substitute is assigned to provide immediate, daily coverage across the school site. This proactive staffing approach strengthens instructional continuity, supports school operations, and reduces the impact of staff absences on student learning. Key Benefits of the Roving Substitute Strategy: Immediate, On-Site Coverage	$54,677.00	No

Action #	Title	Description	Total Funds	Contributing
		Ensures timely coverage for teacher and staff absences, minimizing lost instructional time. Prevents the disruption of splitting classes or canceling lessons, preserving consistency for students. Flexible Support Across Roles and Grade Levels Can be deployed to cover general education classrooms, intervention groups, specialists, or support staff as needed. Adapts to the evolving needs of the school day, offering responsive, site-based support. By investing in a Roving Substitute, schools gain the flexibility to maintain quality instruction regardless of daily staffing fluctuations, ensuring students continue to receive the support they need to meet academic and social-emotional goals.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$65,499,671	$6,411,554

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.416%	0.000%	$0.00	24.416%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Positive School Culture & Climate **Need:** Chronic absenteeism rates among UPC groups have declined notably since the 2022–2023 school year. English Learners, who had a chronic absenteeism rate of 38.5% in 2022–2023, have improved significantly, with a midyear rate of 32.4% as of December 31,	We expect these actions to decrease the chronic absenteeism and suspension rates for our English Learners, Foster Youth, and Socio-economic Disadvantaged students. To maximize the impact of these actions in reducing chronic absenteeism, suspensions, and dropout rates throughout the district, these actions are being provided on a district-wide basis with central support to school sites.	Decrease Drop out Rates MS Decrease Drop out Rates HS Decrease Expulsion Rate Increase Attendance Rate Decrease Suspension Rate Increase student feeling of connectedness (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024. Similarly, socioeconomically disadvantaged students saw a meaningful decrease, falling from 40.9% in 2022–2023 to 31.7% midyear. Foster Youth, who had previously experienced the most dramatic decline in absenteeism—dropping more than 30 percentage points in 2022–2023—are anticipated to maintain this positive trend, although midyear data is still being finalized. These results reflect the impact of focused strategies, including expanded wraparound services, strengthened family outreach, and an emphasis on authentic engagement to increase student belonging and connection to school. While Students with Disabilities are not classified within the UPC metric, they remain a critical focus. Their chronic absenteeism has decreased from 43.7% in 2022–2023 to 39.3% midyear, signaling improvement but also highlighting the need for continued targeted supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to just 2.5% midyear in 2024–2025. English Learners experienced a significant reduction, moving from 4.8% to 3.2%. Foster Youth, while still facing disproportionately high suspension rates compared to other groups, have seen a slight improvement, with rates declining from 14.2% to 13.4%. Continued investment in restorative practices, re-engagement planning, and trauma-informed	The actions outlined in this plan are tiered. There are actions that are provided to all schools and all students. Additionally, there are processes that support both site and district teams in using data to identify student groups with targeted needs. By creating district wide processes and expectations we can generate the local data to help us to create targeted actions to meet student needs in a timely manner. There are staff and resources funded through the LCAP and through additional grant funding to meet these needs, which ensures that we are taking a "whole child" approach.In addition, the program utilizes the “whole child”.	Increase student perception of meaningful participation (CHKS) Increase student perception of social emotional learning (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interventions is expected to support further reductions. **Scope:** LEA-wide		
1.2	**Action:** Parent Engagement & Volunteer Outreach **Need:** Chronic absenteeism rates among UPC groups have declined notably since the 2022–2023 school year. English Learners, who had a chronic absenteeism rate of 38.5% in 2022–2023, have improved significantly, with a midyear rate of 32.4% as of December 31, 2024. Similarly, socioeconomically disadvantaged students saw a meaningful decrease, falling from 40.9% in 2022–2023 to 31.7% midyear. Foster Youth, who had previously experienced the most dramatic decline in absenteeism—dropping more than 30 percentage points in 2022–2023—are anticipated to maintain this positive trend, although midyear data is still being finalized. These results reflect the impact of focused strategies, including expanded wraparound services, strengthened family outreach, and an emphasis on authentic engagement to increase student belonging and connection to school. While Students with Disabilities are not classified within the UPC metric, they remain a critical focus. Their chronic absenteeism has	To address these needs, the Parent Engagement and Volunteer Outreach program ensures that all parents have regular communication from both the district and their individual schools. Parents who are interested can participate in parent capacity building workshops supported by the Family and Community Engagement Department. And, all Title 1 elementary schools will have Outreach workers who both support with parent capacity building, help parents to navigate the school system, and in turn support the engagement of students. We expect these actions to decrease the chronic absenteeism and suspension rates for our EL, Foster Youth, and SED students. To maximize the impact of these actions in reducing chronic absenteeism, suspensions, and dropout rates throughout the district, these actions are being provided on a district-wide basis.	Decrease Drop out Rates MS Decrease Drop out Rates HS Decrease Expulsion Rate Increase Attendance Rate Decrease Suspension Rate Increase student feeling of connectedness (CHKS) Increase student perception of meaningful participation (CHKS) Increase student perception of social emotional learning(CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	decreased from 43.7% in 2022–2023 to 39.3% midyear, signaling improvement but also highlighting the need for continued targeted supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to just 2.5% midyear in 2024–2025. English Learners experienced a significant reduction, moving from 4.8% to 3.2%. Foster Youth, while still facing disproportionately high suspension rates compared to other groups, have seen a slight improvement, with rates declining from 14.2% to 13.4%. Continued investment in restorative practices, re-engagement planning, and trauma-informed interventions is expected to support further reductions. **Scope:** LEA-wide		
1.3	**Action:** Whole Child Education **Need:** Chronic absenteeism rates among UPC groups have declined notably since the 2022–2023 school year. English Learners, who had a chronic absenteeism rate of 38.5% in 2022–2023, have improved significantly, with a midyear rate of 32.4% as of December 31, 2024. Similarly, socioeconomically disadvantaged students saw a meaningful	In order to engage and support students we have utilized this program to provide both SEL support and Enrichment. Staff for our VAPA programing ensure that students have creative outlets, and that the district can provide first class spaces in which community can gather and celebrate students. And, our wellness centers are staffed and the LCAP expenditures compliment grant funding to ensure that all secondary sites have wellness centers with coordinated services that allow them to access individual or group support.	Decrease Drop out Rates MS Decrease Drop out Rates HS Decrease Expulsion Rate Increase Attendance Rate Decrease Suspension Rate Increase student feeling of connectedness (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	decrease, falling from 40.9% in 2022–2023 to 31.7% midyear. Foster Youth, who had previously experienced the most dramatic decline in absenteeism—dropping more than 30 percentage points in 2022–2023—are anticipated to maintain this positive trend, although midyear data is still being finalized. These results reflect the impact of focused strategies, including expanded wraparound services, strengthened family outreach, and an emphasis on authentic engagement to increase student belonging and connection to school. While Students with Disabilities are not classified within the UPC metric, they remain a critical focus. Their chronic absenteeism has decreased from 43.7% in 2022–2023 to 39.3% midyear, signaling improvement but also highlighting the need for continued targeted supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to just 2.5% midyear in 2024–2025. English Learners experienced a significant reduction, moving from 4.8% to 3.2%. Foster Youth, while still facing disproportionately high suspension rates compared to other groups, have seen a slight improvement, with rates declining from 14.2% to 13.4%. Continued investment in restorative practices, re-engagement planning, and trauma-informed interventions is expected to support further reductions.	We expect these actions to decrease the chronic absenteeism and suspension rates for our EL, Foster Youth, and SED students. To maximize the impact of these actions in reducing chronic absenteeism, suspensions, and dropout rates throughout the district, these actions are being provided on a district-wide basis with central support to school sites.	Increase student perception of meaningful participation (CHKS) Increase student perception of social emotional learning (CHKS)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Additional Staff for Identified schools with high % UPC **Need:** A review of 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a mixed picture of stabilization, growth, and continued need for targeted support. Foster Youth (FY): Demonstrated the most significant gains across all indicators, with a 17.7-point increase in ELA DFS (to -127.1), an 8.3-point increase in Math DFS (to -180.4), and a 10-percentage point increase in graduation rate, reaching 70%. Students with Disabilities (SWD): Saw a 9.2-point increase in graduation rate (to 66.1%) and a 9.1-point increase for youth experiencing homelessness (FIT) (to 83.3%). However, both ELA and Math performance declined, with a 7.5-point drop in ELA DFS (to -136.7) and a 2.9-point decline in Math DFS (to -162.7), indicating a continued need for focused academic intervention. English Learners (EL): Maintained performance in Math (DFS: -128.5) with a	To address these needs, additional staff for identified schools with a high % of UPC. Additional staff allows for targeted interventions and strategies are used to re-engage our disengaged students through academic standard-based instruction. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	slight 1-point improvement, but experienced a 3.3-point decline in ELA DFS (to -110.7) and a 1.1-percentage point drop in graduation rate (to 69.6%). Socioeconomically Disadvantaged Students (SED): Maintained overall performance with a slight 0.3-point decline in Math DFS (to -113.8), a 2.5-point decline in ELA DFS (to -85.3), and a 1.4-percentage point increase in graduation rate, reaching 82.7%. These trends highlight meaningful progress for Foster Youth and Students with Disabilities in graduation outcomes, while reinforcing the need for deeper academic supports, particularly in ELA for English Learners and Students with Disabilities. **Scope:** LEA-wide		
2.2	**Action:** Employee Recruitment & Retention **Need:** A review of 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a mixed picture of stabilization, growth, and continued need for targeted support. Foster Youth (FY): Demonstrated the most significant gains across all indicators, with a	To address these needs, the district will strive to recruit and retain highly qualified staff that provide high-quality, standards-based instruction. We know that if we can both train and retain a high quality teaching staff students will benefit. There is a concerted effort to place the teachers that we recruit in the schools with the highest UPP. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to	Increase Teacher Attendance Rate Increase Credential/Qualification Rate Increase Increase Teacher Years of Service/Experience Increase Maintain Competitive Compensation with surrounding districts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	17.7-point increase in ELA DFS (to -127.1), an 8.3-point increase in Math DFS (to -180.4), and a 10-percentage point increase in graduation rate, reaching 70%. Students with Disabilities (SWD): Saw a 9.2-point increase in graduation rate (to 66.1%) and a 9.1-point increase for youth experiencing homelessness (FIT) (to 83.3%). However, both ELA and Math performance declined, with a 7.5-point drop in ELA DFS (to -136.7) and a 2.9-point decline in Math DFS (to -162.7), indicating a continued need for focused academic intervention. English Learners (EL): Maintained performance in Math (DFS: -128.5) with a slight 1-point improvement, but experienced a 3.3-point decline in ELA DFS (to -110.7) and a 1.1-percentage point drop in graduation rate (to 69.6%). Socioeconomically Disadvantaged Students (SED): Maintained overall performance with a slight 0.3-point decline in Math DFS (to -113.8), a 2.5-point decline in ELA DFS (to -85.3), and a 1.4-percentage point increase in graduation rate, reaching 82.7%. These trends highlight meaningful progress for Foster Youth and Students with Disabilities in graduation outcomes, while reinforcing the need for deeper academic supports, particularly in ELA for English Learners and Students with Disabilities.	maximize their impact on improving student performance.	Increase Credentialed Teachers for each classroom

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	**Action:** Allocations to Schools **Need:** In 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a nuanced picture of progress, stability, and continued need for targeted academic support. The data, measured through average Distance from Standard (DFS) and graduation percentages, highlight both areas of growth and persistent challenges across key student groups. Foster Youth (FY): Demonstrated the most substantial gains across all indicators. ELA performance improved by 17.7 points (to -127.1 DFS), and Math increased by 8.3 points (to -180.4 DFS). Graduation rates also rose significantly, increasing by 10 percentage points to 70%. These gains suggest that targeted interventions for this group are yielding promising results, even as overall scores remain below standard. Students with Disabilities (SWD): Graduation rates increased by 9.2 percentage points, reaching 66.1%, while youth experiencing homelessness (FIT) also saw a 9.1-point increase, reaching 83.3%. However, academic performance declined, with a 7.5-point drop in	To address these identified UPC needs, each site will develop their SPSA goals through data analysis, identifying and prioritizing needs, setting goals, planning actions, and leveraging resources to meet those goals and improve student outcomes. We expect these actions to improve our academic performance for all students, but specially our UPS student groups as targeted actions are created in alignment. Similarly, secondary schools are all required to created targeted graduation rate growth goals with a focus among making significant growth with out EL, Foster Youth, and SED students. We align data analysis, goal setting, and action planning district wide and our UPC students and we expect this will maximize on impact on improving student performance.	Increase by both CTE & A-G Requirements Increase by 1 ELPI Level Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage Increase Graduation Rate Increase college/career preparedness Increase AP exam passage rate Increase EL Reclassification rate Increase A-G eligibility rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA Increase percentage of Grade 11 students on SBAC Math Increase percentage of CTE Pathway Completer

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA (to -136.7 DFS) and a 2.9-point decline in Math (to -162.7 DFS), indicating a continued need for intensive instructional support. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point decline in ELA (to -110.7 DFS) and a 1.1-percentage point drop in graduation rate (to 69.6%). These patterns point to the need for enhanced literacy strategies aligned to language development. Socioeconomically Disadvantaged Students (SED): Displayed relative stability, with a 2.5-point decline in ELA (to -85.3 DFS), a minimal 0.3-point decline in Math (to -113.8 DFS), and a 1.4-percentage point increase in graduation rate, rising to 82.7%. While scores remained steady, they underscore the ongoing need for differentiated supports. These outcomes highlight encouraging momentum in graduation rates—particularly for Foster Youth and Students with Disabilities—while reinforcing the need for focused academic investments, especially in ELA for English Learners and Students with Disabilities. Continued emphasis on instructional quality, culturally responsive teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Elementary School Support **Need:** In 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a nuanced picture of progress, stability, and continued need for targeted academic support. The data, measured through average Distance from Standard (DFS) and graduation percentages, highlight both areas of growth and persistent challenges across key student groups. Foster Youth (FY): Demonstrated the most substantial gains across all indicators. ELA performance improved by 17.7 points (to -127.1 DFS), and Math increased by 8.3 points (to -180.4 DFS). Graduation rates also rose significantly, increasing by 10 percentage points to 70%. These gains suggest that targeted interventions for this group are yielding promising results, even as overall scores remain below standard. Students with Disabilities (SWD): Graduation rates increased by 9.2 percentage points, reaching 66.1%, while youth experiencing homelessness (FIT) also saw a 9.1-point increase, reaching 83.3%. However, academic performance declined, with a 7.5-point drop in ELA (to -136.7 DFS) and a 2.9-point decline in	To address these needs, additional staff are provided to support the implementation of instructional programs at the elementary level. The desired outcomes include interventions to support increased learning opportunities and improved academic performance. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math (to -162.7 DFS), indicating a continued need for intensive instructional support. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point decline in ELA (to -110.7 DFS) and a 1.1-percentage point drop in graduation rate (to 69.6%). These patterns point to the need for enhanced literacy strategies aligned to language development. Socioeconomically Disadvantaged Students (SED): Displayed relative stability, with a 2.5-point decline in ELA (to -85.3 DFS), a minimal 0.3-point decline in Math (to -113.8 DFS), and a 1.4-percentage point increase in graduation rate, rising to 82.7%. While scores remained steady, they underscore the ongoing need for differentiated supports. These outcomes highlight encouraging momentum in graduation rates—particularly for Foster Youth and Students with Disabilities—while reinforcing the need for focused academic investments, especially in ELA for English Learners and Students with Disabilities. Continued emphasis on instructional quality, culturally responsive teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Secondary School Support **Need:** West Contra Costa Unified School District continues to prioritize equitable access to college and career readiness opportunities for English Learners (EL), Foster Youth (FY), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). As part of the district's long-term goal to increase preparedness by 9% by 2026–27, mid-year data from 2023–24 shows promising momentum and identifies key areas for targeted support. Foster Youth demonstrated the most significant gains, with College/Career readiness increasing from 5.9% to 11.1%, nearly doubling in one year and positioning the district well ahead of pace toward its 2026–27 goal. Their A–G eligibility also doubled, from 5% to 10%, reflecting growing access to college-preparatory coursework. However, the percentage of Foster Youth meeting both CTE and A–G completion remained static at 5%, signaling an opportunity to strengthen dual pathway integration. English Learners made incremental progress in College/Career readiness, rising slightly from 12.9% to 13%. Notably, ELs showed substantial growth in CTE and A–G dual completion, increasing from 6.8% to 12.5%, an	To address these needs, additional staff are provided to support the secondary level. The desired outcomes include interventions to support increased learning opportunities and improved academic performance. The International Baccalaureate program's actions and services are intended to support the growth and development of enhanced learning opportunities for all students. We expect these actions to increase the percentage of students with UC/CSU eligible a-g credits, increase the percentage of students who complete CTE/a-g courses, and increase the percentage of students who meet the college preparedness indicator. Measures of College Readiness include SBAC ELA & Math, AP Exams, A - G completion rate, and reclassification rates. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase by both CTE & A-G Requirements Increase by 1 ELPI Level Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage Increase Graduation Rate Increase college/career preparedness Increase AP exam passage rate Increase EL Reclassification rate Increase A-G eligibility rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA Increase percentage of Grade 11 students on SBAC Math Increase percentage of CTE Pathway Completer Increase student access to courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicator of increased pathway access. However, A–G eligibility declined from 16.3% to 14.3%, suggesting a need for strengthened academic supports aligned with college entrance requirements. Socioeconomically Disadvantaged (SED) students continue to show consistent growth in College/Career readiness, with a gain from 27.9% to 30.1%. While A–G eligibility held relatively steady (from 31.9% to 31.1%), a slight decline was observed in CTE and A–G dual completion, decreasing from 13.3% to 11.9%, pointing to a need for re-alignment of career technical education pathways with college readiness coursework. Students with Disabilities (SWD) also saw a modest improvement in College/Career readiness, increasing from 9.1% to 9.8%. A–G eligibility declined slightly from 11.7% to 11.5%, and CTE and A–G completion dipped from 5% to 4.8%, suggesting that more targeted academic and pathway supports are needed to ensure access and completion for this group. These mid-year results indicate that while the district is on track toward meeting its long-term College and Career Readiness goals for some groups—particularly Foster Youth—there remains a critical need to deepen supports for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, particularly in A–G and dual pathway alignment. Continued investment in		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	counseling, credit recovery, academic intervention, and expanded pathway access will be essential to closing readiness gaps by 2026–27. **Scope:** LEA-wide		
3.4	**Action:** Supplemental Instructional Program **Need:** In 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a nuanced picture of progress, stability, and continued need for targeted academic support. The data, measured through average Distance from Standard (DFS) and graduation percentages, highlight both areas of growth and persistent challenges across key student groups. Foster Youth (FY): Demonstrated the most substantial gains across all indicators. ELA performance improved by 17.7 points (to -127.1 DFS), and Math increased by 8.3 points (to -180.4 DFS). Graduation rates also rose significantly, increasing by 10 percentage points to 70%. These gains suggest that targeted interventions for this group are yielding promising results, even as overall scores remain below standard.	To address these student needs, supplemental Instructional supports will be added to the core programs such as technology-based learning instruments, Science, Technology, Engineering, Arts, and Math (STEAM), credit recovery, and learning platforms for students in reading, language arts, and math. These supports include Professional Development and support for teachers and coaches. The educational technology actions and services include adding educational technology-certified staff, subscriptions for supplementary online instructional support, curriculum, training, an instructional support team for the integration of technology, stipends for teachers and facilitators to lead this work at the site program will allow for teachers to have the tools to differentiate to the tailor needs of the UPC students. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates for EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase by both CTE & A-G Requirements Increase by 1 ELPI Level Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage Increase Graduation Rate Increase college/career preparedness Increase AP exam passage rate Increase EL Reclassification rate Increase A-G eligibility rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities (SWD): Graduation rates increased by 9.2 percentage points, reaching 66.1%, while youth experiencing homelessness (FIT) also saw a 9.1-point increase, reaching 83.3%. However, academic performance declined, with a 7.5-point drop in ELA (to -136.7 DFS) and a 2.9-point decline in Math (to -162.7 DFS), indicating a continued need for intensive instructional support. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point decline in ELA (to -110.7 DFS) and a 1.1-percentage point drop in graduation rate (to 69.6%). These patterns point to the need for enhanced literacy strategies aligned to language development. Socioeconomically Disadvantaged Students (SED): Displayed relative stability, with a 2.5-point decline in ELA (to -85.3 DFS), a minimal 0.3-point decline in Math (to -113.8 DFS), and a 1.4-percentage point increase in graduation rate, rising to 82.7%. While scores remained steady, they underscore the ongoing need for differentiated supports. These outcomes highlight encouraging momentum in graduation rates—particularly for Foster Youth and Students with Disabilities—while reinforcing the need for focused academic investments, especially in ELA for English Learners and Students with Disabilities. Continued emphasis on instructional quality, culturally responsive		Increase percentage of Grade 11 students on SBAC Math Increase percentage of CTE Pathway Completer

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:** LEA-wide		
3.5	**Action:** Multilingual Program Support **Need:** WCCUSD continues to prioritize the academic growth and language development of English Learners (ELs) through focused efforts on language acquisition, reclassification, and reducing the number of Long-Term English Learners (LTELs). Mid-year 2024–25 data reflects areas of progress alongside persistent challenges that require continued strategic attention. Based on the English Learner Progress Indicator (ELPI), 39.8% of English Learners advanced at least one ELPI level, remaining consistent with the prior year (40%). While the overall percentage remained stable, shifts in student distribution across ELPI levels offer important insights: the percentage of students at Level 1 increased to 36.5% (from 33.0%), while Level 2 and 3 declined slightly. Encouragingly, the percentage of students at Level 4 increased from 9.6% to 11.1%, indicating that more students are reaching higher levels of English proficiency, though a larger proportion remain at the earliest stage.	To address these needs for UPC our multilingual Dual Language program aims to offer a rich bilingual experience for learners in WCCUSD. Ten schools offered Dual language (DL) program options throughout the district, primarily in Spanish/English and one in Mandarin/English. Two schools are full DLI (Washington and West County Mandarin). Washington Elementary completed its first cohort of teacher training using the Sobrato Early Academic Language (SEAL) program and West County Mandarin implemented the International Baccalaureate (IB) program. The focus was developing and nurturing bilingual English, Spanish, and Mandarin classroom settings. This program's funds provided stipends to compensate our DLI teachers who hold a Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) credential, which allows them to provide specialized instruction for students learning English as a second language. BCLAD is an authorization added to a teaching credential as an emphasis and benefits the instructional experience of our teachers supporting this program. The focus of these actions and services was explicitly designed	Increase by 1 ELPI Level Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase Graduation Rate Increase EL Reclassification rate Increase A-G eligibility rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA Increase percentage of Grade 11 students on SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Progress in reducing the number of Long-Term English Learners (LTELs) was also mixed. While the total number of LTELs (6+ years as English Learners) decreased from 2,152 to 1,682, the percentage of "At-Risk" LTELs increased slightly from 15.3% to 15.8%, reflecting that more focused interventions are needed for students struggling to meet reclassification benchmarks despite years in EL programs. The reclassification rate also demonstrated fluctuation. After a promising increase to 10.8% in 2023–24, the mid-year 2024–25 reclassification rate is 7% and below the district's target of increasing by 3 percentage points annually. This dip may be attributed to changes in assessment timing, EL population shifts, or post-pandemic recovery patterns. Together, these indicators suggest that while a cohort of English Learners is making meaningful progress—particularly at the highest ELPI levels—more intensive supports are needed for students at the early stages of language development and those at risk of becoming or remaining LTELs. Continued focus on differentiated language instruction, culturally responsive pedagogy, and proactive monitoring of reclassification readiness will be critical to meeting the district's 2026–27 goals for English Learner success. **Scope:**	to recruit and maintain DLI teachers who meet the needs of dual immersion programs. The program budget included teachers to specifically support English Learners and stipends to support the retention of these highly qualified teachers. For 2025-2026, we will begin district alignment of best dual language practices by continuing our work with SEAL, by expanding the bilingual pathway program at each grade level in elementary, by having common ela/spanish english and spanish curriculum as a foundation (CKLA), and by implementing a holistic assessments , including mClass lectura and amplify caminos.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.6	**Action:** Evaluation & Program Monitoring **Need:** In 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a nuanced picture of progress, stability, and continued need for targeted academic support. The data, measured through average Distance from Standard (DFS) and graduation percentages, highlight both areas of growth and persistent challenges across key student groups. Foster Youth (FY): Demonstrated the most substantial gains across all indicators. ELA performance improved by 17.7 points (to -127.1 DFS), and Math increased by 8.3 points (to -180.4 DFS). Graduation rates also rose significantly, increasing by 10 percentage points to 70%. These gains suggest that targeted interventions for this group are yielding promising results, even as overall scores remain below standard. Students with Disabilities (SWD): Graduation rates increased by 9.2 percentage points, reaching 66.1%, while youth experiencing homelessness (FIT) also saw a 9.1-point increase, reaching 83.3%. However, academic performance declined, with a 7.5-point drop in ELA (to -136.7 DFS) and a 2.9-point decline in	To address these needs, the evaluation and monitoring program provides site-based/central program training and continuous support to program directors, school administration, and administrative assistants. Focusing central and site to effectively utilize our funds to target our UPC students is key to success and achievement of these metric. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase by both CTE & A-G Requirements Increase by 1 ELPI Level Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage Increase Graduation Rate Increase college/career preparedness Increase AP exam passage rate Increase EL Reclassification rate Increase A-G eligibility rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA Increase percentage of Grade 11 students on SBAC Math Increase percentage of CTE Pathway Completer

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math (to -162.7 DFS), indicating a continued need for intensive instructional support. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point decline in ELA (to -110.7 DFS) and a 1.1-percentage point drop in graduation rate (to 69.6%). These patterns point to the need for enhanced literacy strategies aligned to language development. Socioeconomically Disadvantaged Students (SED): Displayed relative stability, with a 2.5-point decline in ELA (to -85.3 DFS), a minimal 0.3-point decline in Math (to -113.8 DFS), and a 1.4-percentage point increase in graduation rate, rising to 82.7%. While scores remained steady, they underscore the ongoing need for differentiated supports. These outcomes highlight encouraging momentum in graduation rates—particularly for Foster Youth and Students with Disabilities—while reinforcing the need for focused academic investments, especially in ELA for English Learners and Students with Disabilities. Continued emphasis on instructional quality, culturally responsive teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	**Action:** Professional Development & Collaboration **Need:** In 2023–2024, student group outcomes across SBAC English Language Arts (ELA), SBAC Mathematics, and graduation rates reflected a nuanced picture of progress, stability, and continued need for targeted academic support. The data, measured through average Distance from Standard (DFS) and graduation percentages, highlight both areas of growth and persistent challenges across key student groups. Foster Youth (FY): Demonstrated the most substantial gains across all indicators. ELA performance improved by 17.7 points (to -127.1 DFS), and Math increased by 8.3 points (to -180.4 DFS). Graduation rates also rose significantly, increasing by 10 percentage points to 70%. These gains suggest that targeted interventions for this group are yielding promising results, even as overall scores remain below standard. Students with Disabilities (SWD): Graduation rates increased by 9.2 percentage points, reaching 66.1%, while youth experiencing homelessness (FIT) also saw a 9.1-point increase, reaching 83.3%. However, academic performance declined, with a 7.5-point drop in ELA (to -136.7 DFS) and a 2.9-point decline in	To address these needs, the program will implement professional development for teachers through a tiered support system to ensure a data-driven, student-centered focus on improving student achievement in all grade spans and at every school site. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.	Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase Graduation Rate Increase EL Reclassification rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above Increase percentage of Grade 11 students on SBAC ELA Increase percentage of Grade 11 students on SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math (to -162.7 DFS), indicating a continued need for intensive instructional support. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point decline in ELA (to -110.7 DFS) and a 1.1-percentage point drop in graduation rate (to 69.6%). These patterns point to the need for enhanced literacy strategies aligned to language development. Socioeconomically Disadvantaged Students (SED): Displayed relative stability, with a 2.5-point decline in ELA (to -85.3 DFS), a minimal 0.3-point decline in Math (to -113.8 DFS), and a 1.4-percentage point increase in graduation rate, rising to 82.7%. While scores remained steady, they underscore the ongoing need for differentiated supports. These outcomes highlight encouraging momentum in graduation rates—particularly for Foster Youth and Students with Disabilities—while reinforcing the need for focused academic investments, especially in ELA for English Learners and Students with Disabilities. Continued emphasis on instructional quality, culturally responsive teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** Multitiered System of Supports (MTSS) **Need:** A review of our student academic performance data measured by the CA dashboard shows a need to focus on the student achievement of our unduplicated pupils, particularly our English Learners (EL), Socioeconomically Disadvantaged students (SED) and Foster Youth (FY). Students with disabilities are largely represented in our UPC and are an area of growing concern for WCCUSD. Suspension rates for our students with disabilities are disproportionate, with 8.6% suspension, when compared to the all rate of 4.8%. Most alarmingly while our graduation rates for all students have maintained at 83.80%, SWD are only graduation with a rate of 56.9%, which is a declined of 5.1%. Adding to concern are rates of chronic absenteeism among SWD which are at 43.7%, a declined 7.8%. 40% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level and our current reclassification Rate for English language learners is 28.8%. 14.8% of our EL student group is "At-Risk" and Long-Term English Learners (LTEL). The Distance from Standard (DFS) for our EL student ELA achievement is -107.5,	To address these needs, the Special Education program provides additional instructional support for students with disabilities, as well as the teachers serving them, through staffing for speech, language, and psychology support. Adding this support will equip educators to be better prepared to serve the need of UPC students and students with disabilities. The tools provided through the Adaptive curriculum programs will benefit all students that need tailoring of instruction and individualized supports. The systems and interventions provided by this action will support the ultimate goal of graduating our SWD college and career ready. The actions provided are also being provided district-wide to maximize their impact on improving student performance, particularly in our UPC student groups which are highly represented within out special education population.	Increase CTE Pathway course completion and A-G Increase DFS on ELA SBAC Increase DFS on ELA Math Increase A-G requirements Increase CTE Pathway Completer Increase Graduation Rate Reduce Chronic Absenteeism Increase UC/CSU eligible A-G Eligibility Reduce Suspension Rate Increase iReady Math early on grade level and above Increase iReady Reading early on grade level and above

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experiencing a declined of 10 points. EL DFS in math is -129.5 DFS, a declined of 6.3 points. Graduation rate for our EL students is 70.75% graduation rate. DFS for our socioeconomically disadvantaged students in ELA are performing -84.2 DFS, and that is a declined by 3.7 points and is -113.5 DFS in mathematics, with an increase of 6.2 points. Graduation rate for this student group is 81.3%. Our foster youth student group is performing -188.7 DFS in ELA having maintained with a 1.8 point increase. They also increased in math achievement by 6.2 points, but have significant gaps with -113.5 DFS. This student student group has a 60.1% graduation rate. **Scope:** LEA-wide		
5.1	**Action:** English Language Learner Support **Need:** English Learner support to demonstrate an increase in English LAngauge proficiacy and to reclassify within 6 years of being enrolled in district.	To address these needs we will sustain current central office staff and add two additional Instructional specialists (total of 3) will support long term and newcomer programs K-12. An additional bil paraprofessional (total of 4) will also support the newcomer model for elementary. Furthermore, the Ellevation data and strategies platform will monitor ELL student achievement and provide best practices for teachers to support and intervene instructionally. For the 25-26 school year, this program will be adapted to include the actions, interventions, and	ELPAC overall score

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	strategies from Program 1024: English Learners (Long Term ELs and Newcomers) in order to strategically align services into a single program that supports preventing Long Term English Learners. This restructured program will be contained under goal 5, Targeted Interventions as it aligns with the supports, resources, interventions, and metrics for this goal. Targeted actions will be added to specifically address English Learners achievement in mathematics and English Language Arts	
5.2	**Action:** African American Student Support **Need:** A review of our African American student academic performance data measured by the CA dashboard shows that our efforts are supporting this student group to grow in several area, yet there is still a need to intensify our efforts on their student achievement. Our African American student group is performing -89.2 DFS in ELA having increased by 13.6 points. They also increased in math achievement by 12.2 points, but have significant gaps with -113.6 DFS. This student student group has a 82.1% graduation rate, which has maintained from the year prior. Chronic Absenteeism has experienced a decline of 10.5% which is promising, but is still significantly higher than the Absenteeism rates for all students, 34.2%.	To address these specified needs, the African American Student Support Services intends to maximize each student academic growth, responsibility, and achievement by cultivating social-emotional well-being, creating a safe/engaging environment, and engaging parents and families to support student success. Measurable Metrics include literacy, academic performance, attendance, discipline, and Parent Engagement. We expect these actions to improve our academic performance in meeting ELA and math standards and chronic absenteeism among our African American students. In addition, these efforts will support the reduction of suspensions. These actions are designed to support African American Students LEA-wide.	Increase ELA Performance on SBAC Increase Math Performance on SBAC Decrease Chronic Absenteeism Decrease Suspension Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	**Action:** English Language Learner Support **Need:** A review of our student academic performance data measured by the CA dashboard shows a need to focus on the student achievement of our unduplicated pupils, particularly our English Learners (EL), Socioeconomically Disadvantaged students (SED) and Foster Youth (FY). 40% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level and our current reclassification Rate for English language learners is 28.8%. 14.8% of our EL student group is "At-Risk" and Long-Term English Learners (LTEL).	To address the needs of our English Learners this program will provide centralized administrative and instructional support to focus the district efforts on English language Learners and newcomer students at school sites. We expect these actions to improve our academic performance in meeting student achievement and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving the UPC student performance. Actions include Director and three Instructional Specialists to create cohesive district instructional priorities and professional development focused on English Learners with an additional focus on long term english learners, newcomers, and dual language student participants. Staffing 4 bil paraprofessionals that would support the newcomer elementary model in elementary schools. And lastly staffing 4 bil assessments	Decrease "At-Risk" LTEL Increase EL Reclassification rate Increase by both CTE & A-G Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage Increase Graduation Rate Decrease Chronic Absenteeism Increase A-G Eligibility Rate Increase iReady Math early on grade level and above Increase iReady ELA early on grade level and above

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The Distance from Standard (DFS) for our EL student ELA achievement is -107.5, experiencing a declined of 10 points. EL DFS in math is -129.5 DFS, a declined of 6.3 points. Graduation rate for our EL students is 70.75% graduation rate. DFS for our socioeconomically disadvantaged students in ELA are performing -84.2 DFS, and that is a declined by 3.7 points and is -113.5 DFS in mathematics, with an increase of 6.2 points. Graduation rate for this student group is 81.3%. Our foster youth student group is performing -188.7 DFS in ELA having maintained with a 1.8 point increase. They also increased in math achievement by 6.2 points, but have significant gaps with -113.5 DFS. This student student group has a 60.1% graduation rate. **Scope:** Limited to Unduplicated Student Group(s)	technicians, a lead assessment technician and a chief interpreter to support with all ELPAC language assessments, parent communication and interpretation support services. Furthermore, a contract with ellevation that would support and monitor English learner data and growth metrics with best practices professional development opportunities.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Per EC Section 42238.2: The program intends to provide an additional # 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. Increase the academic achievement of all subgroups in the orange and red levels as identified by CA dashboard data. Increase the % of highly qualified teachers at school sites with concentrations of UPP higher than 55%

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:712	1:251
Staff-to-student ratio of certificated staff providing direct services to students	1:27	1:26

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$268,269,862	65,499,671	24.416%	0.000%	24.416%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$65,499,671.00	$11,204,990.00	$1,663,280.00	$9,551,124.00	$87,919,065.00	$74,849,652.00	$13,069,413.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Positive School Culture & Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$13,177,224.00	$435,300.00	$8,429,724.00	$5,182,800.00	$0.00	$0.00	$13,612,524.00	0.0
1	1.2	Parent Engagement & Volunteer Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,993,179.00	$551,854.00	$848,259.00		$0.00	$2,696,774.00	$3,545,033.00	0.0
1	1.3	Whole Child Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,846,054.00	$1,206,540.00	$3,052,594.00	$0.00	$0.00	$0.00	$3,052,594.00	0.0
2	2.1	Additional Staff for Identified schools with high % UPC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,411,554.00	$0.00	$6,411,554.00	$0.00	$0.00	$0.00	$6,411,554.00	0.0
2	2.2	Employee Recruitment & Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$18,664,657.00	$2,251,180.00	$18,123,706.00	$0.00	$1,620,200.00	$1,171,931.00	$20,915,837.00	0.0
3	3.1	Allocations to Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,250,000.00	$5,050,000.00	$3,800,000.00	$0.00	$0.00	$4,500,000.00	$8,300,000.00	0.0
3	3.2	Elementary School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$9,630,900.00	$222,825.00	$7,461,147.00	$2,392,578.00	$0.00	$0.00	$9,853,725.00	0.0
3	3.3	Secondary School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,953,222.00	$205,114.00	$7,158,336.00	$0.00	$0.00	$0.00	$7,158,336.00	0.0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Supplemental Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,160,525.00	$1,210,050.00	$1,917,245.00	$453,330.00			$2,370,575.00	0.0
3	3.5	Multilingual Program Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Dover, Grant, WCM, Downer, Chavez, Lincoln, Washington, Coronado, Lake, Ford, Stewart		$398,712.00	$88,000.00	$398,712.00	$88,000.00			$486,712.00	0.0
3	3.6	Evaluation & Program Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$675,656.00	$1,035,608.00	$1,528,845.00	$0.00	$0.00	$182,419.00	$1,711,264.00	0.0
3	3.7	Professional Development & Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,247,303.00	$20,250.00	$618,714.00	$1,648,839.00	$0.00	$0.00	$2,267,553.00	0.0
4	4.1	Multitiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,885,453.00	$43,080.00	$3,885,453.00	$0.00	$43,080.00	$0.00	$3,928,533.00	0.0
5	5.1	English Language Learner Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,546,269.00	$313,400.00	$1,561,269.00	$298,400.00	$0.00	$0.00	$1,859,669.00	0.0
5	5.2	African American Student Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,079,558.00	$224,555.00	$304,113.00			$1,000,000.00	$1,304,113.00	0.0
5	5.3															0.0
6	6.1	Elementary Vice Principal	All Students with Disabilities	No			Specific Schools: Lincoln Elementa		$0.00	$185,695.00		$185,695.00			$185,695.00	0.0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
6	6.2	Instructional Specialist - Culture/Climate	All	No			Specific Schools: Lincoln Elementary		$183,868.00	$0.00		$183,868.00			$183,868.00	0.0
6	6.3	Instruction Support/Coach - Math	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		$34,229.00	$0.00		$34,229.00			$34,229.00	0.0
6	6.4															0.0
6	6.5															0.0
6	6.6															0.0
7	7.1	1.0 Assistant Principal Teaching & Learning	All	No			Specific Schools: Sylvester Greenwood Academy		$190,000.00	$0.00		$190,000.00			$190,000.00	0.0
7	7.2	1.0 FTE Assistant Principal Culture & Climate	All	No			Specific Schools: Sylvester Greenwood Academy		$190,000.00	$0.00		$190,000.00			$190,000.00	0.0
7	7.3	Clerk Extra Hours	All	No			Specific Schools: Sylvester Greenwood Academy		$35,000.00	$0.00		$35,000.00			$35,000.00	0.0
7	7.4	Study Trips	All	No			Specific Schools: Sylvester Greenwood Academy		$0.00	$5,000.00		$5,000.00			$5,000.00	0.0
7	7.5	Professional Conferences	All	No			Specific Schools: Sylvester Greenwood Academy		$0.00	$5,000.00		$5,000.00			$5,000.00	0.0
7	7.6	Extra Classified Hours	All	No			Specific Schools: Sylvester		$5,000.00	$0.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Greenwood Academy									
7	7.7	Material & Supplies	All	No			All Schools Specific Schools: Sylvester Greenwood Academcy		$0.00	$15,962.00		$15,962.00			$15,962.00	
8	8.1	Dropout Prevention and Chronic Absenteeism Intervention	All	No			Specific Schools: STEGE		$78,055.00	$0.00		$78,055.00			$78,055.00	
8	8.2	Targeted English Language Development Support	All EL STUDENTS	No			Specific Schools: STEGE ELEMENTARY		$35,896.00	$0.00		$35,896.00			$35,896.00	
8	8.3	Class Size Reduction and Early Learning Personalization	All	No			Specific Schools: STEGE		$122,661.00	$0.00		$122,661.00			$122,661.00	
8	8.4	Roving Substitute for Instructional Continuity and Flexibility	All	No			Specific Schools: STEGE		$54,677.00	$0.00		$54,677.00			$54,677.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$268,269,862	65,499,671	24.416%	0.000%	24.416%	$65,499,671.00	0.000%	24.416 %	**Total:**	$65,499,671.00
								LEA-wide Total:	$65,100,959.00
								Limited Total:	$1,561,269.00
								Schoolwide Total:	$1,959,981.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Positive School Culture & Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,429,724.00	0.0
1	1.2	Parent Engagement & Volunteer Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$848,259.00	0.0
1	1.3	Whole Child Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,052,594.00	0.0
2	2.1	Additional Staff for Identified schools with high % UPC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,411,554.00	0.0
2	2.2	Employee Recruitment & Retention	Yes	LEA-wide	English Learners Foster Youth Low Income		$18,123,706.00	0.0
3	3.1	Allocations to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,800,000.00	0.0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Elementary School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,461,147.00	0.0
3	3.3	Secondary School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,158,336.00	0.0
3	3.4	Supplemental Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,917,245.00	0.0
3	3.5	Multilingual Program Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dover, Grant, WCM, Downer, Chavez, Lincoln, Washington, Coronado, Lake, Ford, Stewart	$398,712.00	0.0
3	3.6	Evaluation & Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,528,845.00	0.0
3	3.7	Professional Development & Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$618,714.00	0.0
4	4.1	Multitiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,885,453.00	0.0
5	5.1	English Language Learner Support	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,561,269.00	0.0
5	5.2	African American Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$304,113.00	0.0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$77,838,537.00	$77,838,537.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Positive School Culture & Climate	Yes	4,998,689.00	4,998,689.00
1	**1.2**	Parent Engagement & Volunteer Outreach	Yes	664,025.00	664,025.00
1	**1.3**	Whole Child Education	Yes	3,209,675.00	3,209,675.00
2	**2.1**	Additional Staff for Identified schools with high % UPC	Yes	6,281,867.00	6,281,867.00
2	**2.2**	Employee Recruitment & Retention	Yes	18,876,593.00	18,876,593.00
3	**3.1**	Allocations to Schools	Yes	8,900,000.00	8,900,000.00
3	**3.2**	Elementary School Support	Yes	6,976,852.00	6,976,852.00
3	**3.3**	Secondary School Support	Yes	11,715,863.00	11,715,863.00
3	**3.4**	Supplemental Instructional Program	Yes	2,315,112.00	2,315,112.00
3	**3.5**	Multilingual Program Support	Yes	2,089,056.00	2,089,056.00
3	**3.6**	Evaluation & Program Monitoring	Yes	2,179,086.00	2,179,086.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Professional Development & Collaboration	Yes	1,352,508.00	1,352,508.00
3	3.8				
4	4.1	Multitiered System of Supports (MTSS)	Yes	3,897,917.00	3,897,917.00
5	5.1	English Language Learner Support	Yes	1,838,487.00	1,838,487.00
5	5.2	African American Student Support	Yes	1,214,204.00	1,214,204.00
5	5.3	Long-Term English Learners Intervention & Support	Yes	500,000	500,000
6	6.1	Instructional Specialist	No	185,695.00	185,695.00
6	6.2	Instructional Aide: Bilingual Paraprofessional	No	81,858.00	81,858.00
6	6.3	School Climate Support Coach	No	61,000.00	61,000.00
6	6.4	Instruction Support/Coach - Math	No	29,000.00	29,000.00
6	6.5	Teacher Release Time for PD	No	23,850.00	23,850.00
6	6.6	Instruction Support/Coach - Literacy	No	29,000.00	29,000.00
7	7.1	Increase Course Offerings	No	5,000.00	5,000.00
7	7.2	Instructional Support Coach	No	150,000.00	150,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	**7.3**	Instructional Specialist - Secondary	No	200,000.00	200,000.00
7	**7.4**	Study Trips	No	5,000.00	5,000.00
7	**7.5**	Counselor Secondary, Student Support	No	58,200.00	58,200.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
65,445,351	$66,954,529.00	$66,954,529.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Positive School Culture & Climate	Yes	$4,998,689	4,998,689	0.0	
1	1.2	Parent Engagement & Volunteer Outreach	Yes	$364,025	364,025	0.0	
1	1.3	Whole Child Education	Yes	$3,059,675	3,059,675	0.0	
2	2.1	Additional Staff for Identified schools with high % UPC	Yes	$6,281,867	6,281,867	0.0	
2	2.2	Employee Recruitment & Retention	Yes	$18,276,593	18,276,593	0.0	
3	3.1	Allocations to Schools	Yes	$3,815,982	3,815,982	0.0	
3	3.2	Elementary School Support	Yes	$6,201,228	6,201,228	0.0	
3	3.3	Secondary School Support	Yes	$11,715,863	11,715,863	0.0	
3	3.4	Supplemental Instructional Program	Yes	$1,492,192	1,492,192	0.0	
3	3.5	Multilingual Program Support	Yes	$1,760,001	1,760,001	0.0	
3	3.6	Evaluation & Program Monitoring	Yes	$1,679,086	1,679,086	0.0	
3	3.7	Professional Development & Collaboration	Yes	$1,352,508	1,352,508	0.0	
4	4.1	Multitiered System of Supports (MTSS)	Yes	$3,777,917	3,777,917	0.0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.1**	English Language Learner Support	Yes	$1,338,487	1,338,487	0.0	
5	**5.2**	African American Student Support	Yes	$238,636	238,636	0.0	
5	**5.3**	Long-Term English Learners Intervention & Support	Yes	$601,780	601,780	0.0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
267,130,743	65,445,351	0.547%	25.046%	$66,954,529.00	0.000%	25.064%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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