WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

LCAP

LOCAL CONTROL & ACCOUNTABILITY PLAN

2026–2027

Board Approved 6/24/26

- Authentic Engagement
- Universal Systems & Accessible Support
- Relentless Attention to Achievement
- Students with Disabilities
- Targeted Intervention & Support









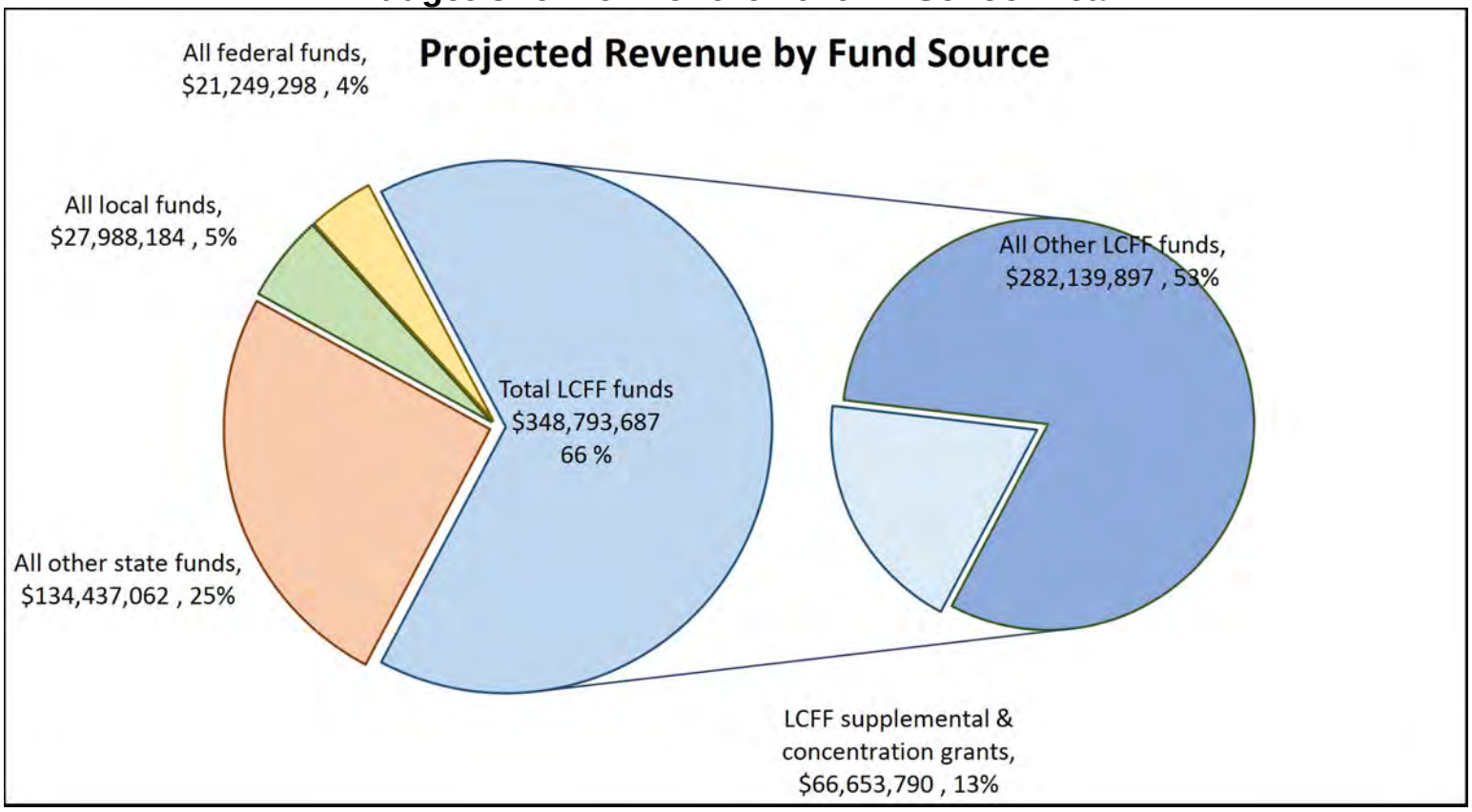
We are One West Contra Costa

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Contra Costa Unified School District
CDS Code: 07617960000000
School Year: 2026-27
LEA contact information:
Cheryl Cotton
Superintendent
ccotton@wccusd.net
510-231-1101

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 2026-27 School Year

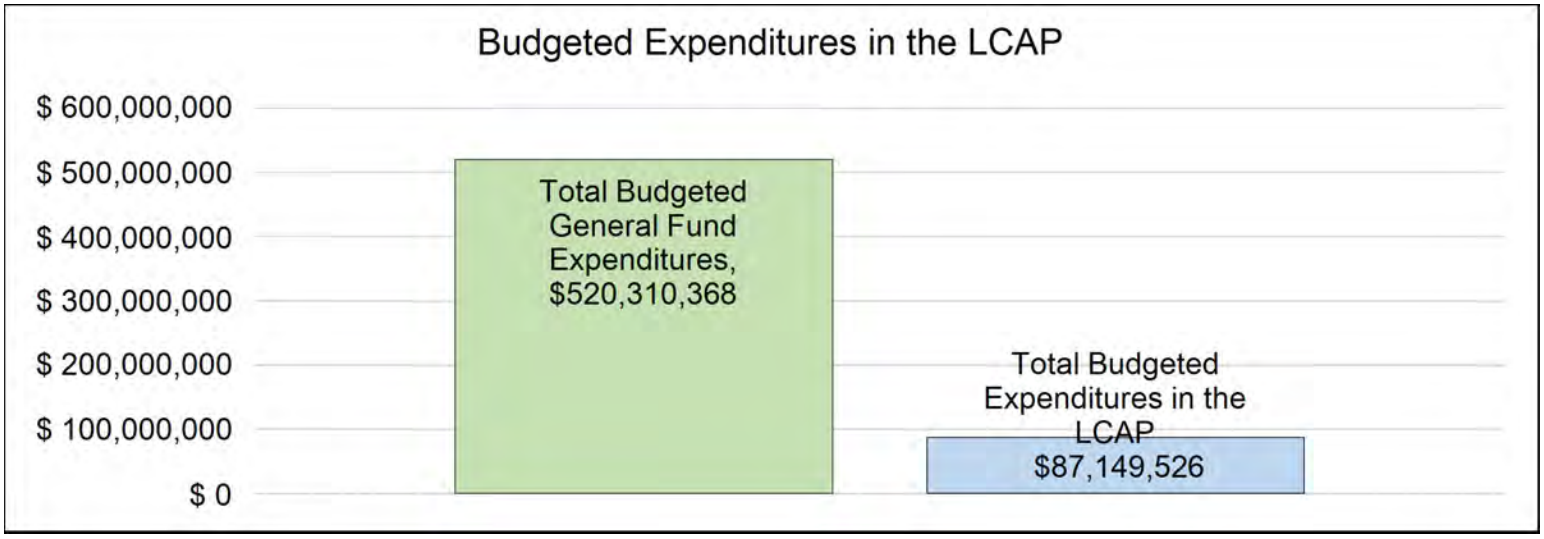


This chart shows the total general purpose revenue West Contra Costa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Contra Costa Unified School District is $532,468,231, of which $348,793,687 is Local Control Funding Formula (LCFF), $134,437,062 is other state funds, $27,988,184 is local funds, and $21,249,298 is federal funds. Of the $348,793,687 in LCFF Funds, $66,653,790 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 2026-27. 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 $520,310,368 for the 2026-27 school year. Of that amount, $87,149,526 is tied to actions/services in the LCAP and $433,160,842 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

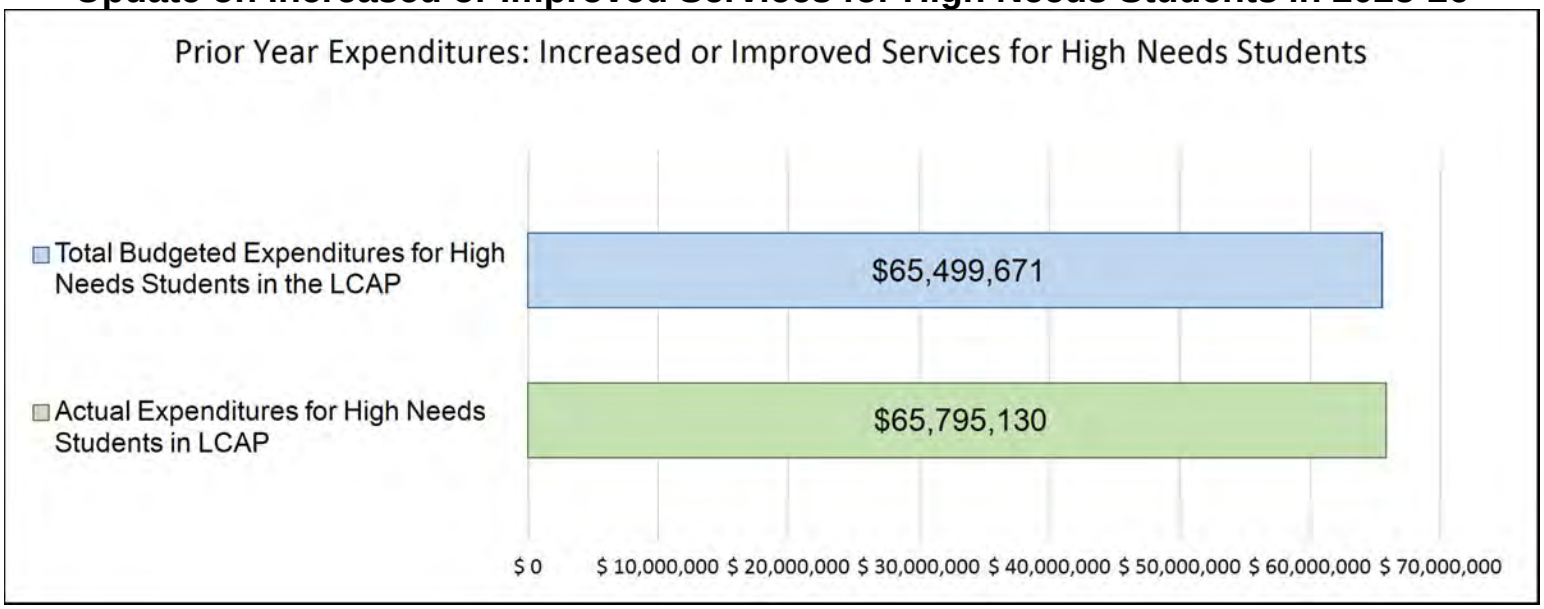
The budget expenditures not included in the LCAP will be used for the following:
-Teachers of our base program
-General Administrative such as Cabinet, Curriculum and Instruction
-Personnel
-Business and Facilities Planning Departments
-General overhead
-Transportation
-Utilities
-Maintenance and operations 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 2026-27 School Year

In 2026-27, West Contra Costa Unified School District is projecting it will receive $66,653,790 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 $66,653,790 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 2025-26



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 2025-26, West Contra Costa Unified School District's LCAP budgeted $65,499,671 for planned actions to increase or improve services for high needs students. West Contra Costa Unified School District actually spent $65,795,130 for actions to increase or improve services for high needs students in 2025-26.

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	Cheryl Cotton Superintendent	ccotton@wccusd.net 510-231-1101

Plan Summary [2026-27]

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 western Contra Costa County. Located along the I-80 corridor, the district stretches from the San Francisco Bay to the Carquinez Strait and includes the cities of El Cerrito, Richmond, San Pablo, Pinole, and Hercules, along with the unincorporated communities of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills.

WCCUSD operates 56 schools, including six comprehensive high schools, six middle schools, six K–8 schools, 31 elementary schools, three alternative high schools, one virtual school, and an extensive network of early learning and special education programs. These include 11 state preschool sites, 14 special education preschool programs, and a dedicated assessment center.

During the 2025–2026 school year, WCCUSD served approximately 24,000 students. About 65% of students are classified as socioeconomically disadvantaged, 31.7% are English Learners, and nearly 15% are students with disabilities. Less than 1% of students are in foster care, while just over 2% are identified as youth experiencing homelessness. The district'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.

For the 2026-2027school year, Greenwood Academy qualified for California's new LCFF Equity Multiplier funding, which provides additional resources to schools serving high percentages of socioeconomically disadvantaged students and experiencing significant student mobility.

Strategic Vision and Equity Commitment
WCCUSD's 2024–2027 Strategic Plan, "Brave Minds, Bold Leaders, Big Dreams," reflects the district's commitment to educational equity, academic excellence, and student agency. Grounded in a learner-centered vision, the district aspires to ensure every student leads a passion-driven life and graduates prepared to thrive in college, career, and community.
The district's mission is to provide the highest quality education so all students can make positive life choices, strengthen their communities, and successfully participate in a diverse and global society. WCCUSD is committed to delivering excellent learning experiences, safe and student-centered environments, and meaningful support for students and staff through strong partnerships and collective accountability.
WCCUSD's Board-adopted Equity Statement affirms the belief that all students can achieve at high levels and that the impacts of institutionalized racism must be actively addressed. This commitment is reinforced through the district's Anti-Racism Resolution, which calls for dismantling systemic inequities in partnership with students, families, staff, and the broader community.

Graduate Profile: Our North Star
WCCUSD's Graduate Profile serves as the foundation for the district's strategic initiatives and instructional priorities. The district is committed to ensuring graduates are:
Literate and effective communicators in a multilingual and technological world
Self-reliant and data-literate decision-makers prepared for a competitive global economy
Empathetic, civically engaged leaders who contribute positively to a diverse multicultural society

Theory of Action
WCCUSD's Theory of Action is grounded in the belief that authentic engagement, inclusive dialogue, data-informed decision-making, and research-aligned instructional practices lead to transformational outcomes for students. By centering the voices closest to the classroom and maintaining a relentless focus on equity and continuous improvement, the district is building systems that prepare students to thrive as the next generation of local and global leaders.

Commitment to Continuous Improvement
WCCUSD's strategic goals are interconnected and designed to drive both innovation and foundational excellence across the system. Through the collaborative work of educators, site leaders, classified staff, families, and community partners, the district continues to strengthen instructional coherence, student support systems, and equitable access to opportunity.
As the demands of a rapidly evolving world continue to shift, WCCUSD remains committed to expanding future-focused academic pathways that empower students to pursue their aspirations with confidence, purpose, and agency. Guided by its Graduate Profile, mission, vision, and core beliefs, the district continues building a strong and inclusive educational community that interrupts inequity and cultivates leaders who reflect and uplift the diversity of the communities they serve.

Reflections: Annual Performance

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

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

The 2023 California School Dashboard data serving as this LCAPs baseline highlights persistent disparities across multiple student groups and performance indicators within West Contra Costa Unified School District. Several student groups are identified in the Red performance level across academic, engagement, and college and career readiness indicators, signaling areas requiring intensified support and continuous improvement efforts. English Learners are identified in the Red level for both English Language Arts and Mathematics, reflecting the continued need for targeted language development and academic intervention supports. Hispanic students are also identified in Red for ELA and Mathematics, while Socioeconomically Disadvantaged students are identified in Red for ELA performance. Foster Youth demonstrate some of the most significant areas of need, with Red indicators in Mathematics, Suspension Rate, Graduation Rate, and College and Career Readiness. Similarly, Students with Disabilities are identified in Red for Suspension Rate, Graduation Rate, and College and Career Readiness, highlighting the need for strengthened inclusive practices, intervention systems, and postsecondary preparation supports. The Dashboard data also reflects disproportionately high suspension rates for several student groups. African American students, American Indian/Alaska Native students, Students with Disabilities, Foster Youth, Homeless students, and students identifying as Two or More Races are all represented in Red within suspension-related indicators. These trends underscore the importance of restorative practices, relationship-centered school environments, behavioral supports, and equitable discipline systems.

2025-2026 Year 2 LCAP Annual Reflections

Graduation and College Readiness
During the 2025–2026 school year, WCCUSD continued to demonstrate measurable progress in graduation outcomes for several student groups while also identifying areas requiring continued targeted intervention and support. The district's overall graduation rate increased to 85.3%, reflecting a 1.6 percentage point increase from the previous year. African American students demonstrated one of the most significant gains, with graduation rates increasing 3.3 percentage points to 89%. White students also experienced strong growth, increasing 4.6 percentage points to 92.6%, while students identifying as Two or More Races increased 7.4 percentage points to 92.6%. English Learners increased 3.2 percentage points to 72.8%, and Students with Disabilities increased 1.2 percentage points to 67.3%, reflecting continued progress tied to expanded academic counseling, intervention systems, credit recovery opportunities, and targeted student supports.

At the same time, the district continues to confront persistent inequities for several focal student groups. Foster Youth graduation rates declined significantly to 43.8%, reinforcing the need for intensified wraparound supports, case management, and stability interventions. Hispanic/Latino student graduation rates increased modestly to 80%, while Asian and Filipino student groups maintained high graduation outcomes above 95%. These trends continue to guide district investments in student engagement, re-engagement strategies, and culturally responsive support systems designed to ensure all students graduate prepared for college, career, and life.

WCCUSD also continued to focus on dropout prevention and student persistence strategies during the 2025–2026 school year. The district recorded 16 student dropouts, with the majority identifying as Hispanic/Latino students (12). Three students identified as African American and one identified as Asian. Ten of the students who dropped out were English Learners, while two were Students with Disabilities. No foster youth were represented within the reported dropout data. These patterns reinforce the district's continued emphasis on early warning indicators, attendance intervention, multilingual learner supports, personalized counseling, and wraparound services aimed at keeping students connected and engaged in school.

Academic Achievement and Growth based on State Indicators
The 2025–2026 school year reflected encouraging academic growth across several student groups on the California Dashboard indicators, particularly in mathematics. In English Language Arts, the district's overall average Distance from Standard (DFS) improved by 3.5 points to -52.4 DFS. African American students demonstrated particularly strong gains, improving by 11.7 points, while Hispanic/Latino students improved by 3.8 points. Students identifying as Two or More Races increased by 1.6 points, and Students with Disabilities improved by 1.7 points. Socioeconomically Disadvantaged students improved by 5.1 points. Although English Learners remained significantly below standard at -108.2 DFS, the group maintained modest improvement. Long-Term English Learners were introduced as a new accountability student group in 2025 and recorded a DFS of -144.7, reinforcing the need for intensified literacy supports and intervention.

Mathematics outcomes demonstrated even stronger districtwide growth. Overall math DFS improved by 7.9 points to -77.9 DFS. African American students improved by 14.6 points, Filipino students improved by 6.1 points, Hispanic/Latino students improved by 7.8 points, and White students improved by 4.9 points. Students identifying as Two or More Races improved by 5.5 points. Socioeconomically Disadvantaged students improved by 8.6 points, while English Learners improved by 5.1 points. Long-Term English Learners also demonstrated improvement, increasing 5.9 points. While Foster Youth outcomes remain an area of significant concern, with continued declines in mathematics performance, the overall trends suggest that districtwide investments in instructional coherence, intervention systems, and standards-aligned curriculum implementation are beginning to positively impact student achievement.

Academic Achievement and Growth based on local indicators
The 2025–2026 school year reflected encouraging academic growth across multiple student groups in both mathematics and literacy, while also reinforcing the need for continued targeted intervention and acceleration for focal student populations. Local assessment data demonstrated notable midyear growth from Fall 2025 to Winter 2026 across grades 2–11, suggesting that district investments in instructional coherence, standards-aligned curriculum, intervention systems, relationship-centered instructional practices, and culturally responsive teaching are beginning to positively impact student outcomes.

These outcomes align closely with WCCUSD's broader strategic vision and Graduate Profile, which prioritize literacy, critical thinking, communication, empathy, and student agency as essential outcomes for all learners. Throughout the 2025–2026 school year, the district continued emphasizing discussion-based learning, collaborative instructional practices, authentic student engagement, and culturally relevant learning experiences designed to ensure students feel known, heard, represented, and academically supported across all schools. These efforts were further strengthened through expanded Tier I and Tier II instructional supports, implementation of high-quality instructional materials, targeted literacy interventions, and professional learning focused on instructional rigor and relationship-centered teaching practices.
In mathematics, students in grades 2–8 increased overall proficiency from 17% in Fall 2025 to 29% by Winter 2026. African American students demonstrated substantial growth, increasing from 7% to 16%, while Hispanic/Latino students increased from 8% to 17%. Asian students increased from 33% to 52%, students identifying as Two or More Races increased from 24% to 47%, and White students increased from 39% to 55%. English Learners increased from 2% to 8%, and Students with Disabilities increased from 6% to 11%, reflecting continued progress across historically underserved student groups.

At the secondary level, mathematics outcomes also demonstrated strong growth. Students in grades 9–11 increased overall proficiency from

17% to 33% between Fall and Winter. African American students demonstrated particularly notable growth, increasing from 12% to 30%, while Hispanic/Latino students increased from 12% to 24%. Asian students increased from 38% to 52%, students identifying as Two or More Races increased from 34% to 44%, and White students increased from 41% to 46%. English Learners increased from 4% to 16%, while Students with Disabilities increased from 4% to 10%, reflecting encouraging acceleration among student groups that have historically experienced lower academic outcomes.

In literacy, grades 3–8 students increased overall proficiency from 25% in Fall 2025 to 28% by Winter 2026. African American students demonstrated strong literacy growth, increasing from 17% to 28%, while Hispanic/Latino students increased from 14% to 23%. Asian students increased from 44% to 54%, students identifying as Two or More Races increased from 48% to 57%, and White students increased from 51% to 62%. English Learners increased from 3% to 8%, while Students with Disabilities increased from 8% to 14%. The district also transitioned K–2 literacy measurement from i-Ready to mCLASS DIBELS during the 2025–2026 school year to strengthen foundational literacy assessment practices aligned to early literacy instruction and intervention.

At the secondary level, literacy outcomes reflected continued improvement across nearly all student groups. Grades 9–11 overall proficiency increased from 22% to 32% between Fall and Winter. African American students increased from 18% to 31%, Hispanic/Latino students increased from 12% to 23%, and Asian students increased from 35% to 45%. White students increased from 48% to 56%, while students identifying as Two or More Races increased from 38% to 45%. English Learners increased from 3% to 13%, and Students with Disabilities increased from 6% to 11%.

These improvements reflect the district’s continued focus on equity-centered instructional systems, culturally responsive literacy practices, and expanded intervention supports intended to accelerate achievement for all students, including African American students, English Learners, Students with Disabilities, and other focal student groups. Educational partners consistently emphasized the importance of rigorous and culturally relevant instructional materials, stronger literacy interventions, and ensuring students receive support from highly trained and appropriately credentialed staff capable of meeting diverse academic and social-emotional needs.

While these outcomes reflect meaningful academic growth and signs of improving instructional impact, the data also reinforces the need for continued acceleration and targeted support, particularly for English Learners, Students with Disabilities, and African American and Hispanic/Latino students whose proficiency levels remain below districtwide averages despite strong growth trends. Moving forward, WCCUSD will continue prioritizing evidence-based literacy instruction, culturally responsive curriculum and pedagogy, authentic student engagement, relationship-centered teaching practices, and expanded academic intervention systems to ensure all students have access to rigorous, engaging, affirming, and future-focused learning experiences aligned to the district’s mission, Graduate Profile, and commitment to educational equity.

Attendance and Engagement
During the 2025–2026 school year, WCCUSD continued to focus on improving attendance and reducing chronic absenteeism, particularly among historically underserved student groups. Districtwide chronic absenteeism declined to 27%, representing continued improvement from prior years. African American students experienced a 1.6 percentage point decline in chronic absenteeism, while Hispanic/Latino students declined by 0.8 points. Filipino students demonstrated one of the strongest improvements, declining by 3.2 points to 10.5%. English Learners declined by 0.8 points to 31.4%, while Foster Youth showed a substantial 13.1 point decline. Students with Disabilities maintained a slight improvement, declining by 0.1 points.

Despite these gains, chronic absenteeism rates remain disproportionately high for several student groups, including African American students (37.1%), Foster Youth (31.7%), Students with Disabilities (37.9%), and Long-Term English Learners (30.4%). These trends continue to reinforce the district's emphasis on attendance recovery efforts, wraparound services, family engagement strategies, and expanded intervention supports aimed at reconnecting students to school and reducing barriers to consistent attendance.

School Climate and Suspension
WCCUSD also continued efforts to strengthen school climate and reduce exclusionary discipline practices during the 2025–2026 school year. The overall suspension rate declined to 4.5%, reflecting a reduction from the previous year. African American student suspension rates declined by 1.3 percentage points to 10.6%, demonstrating progress while also highlighting continued disproportionality. White students declined to 2%, and students identifying as Two or More Races declined to 3%.

At the same time, disproportionality remains evident across several focal student groups. Hispanic/Latino student suspension rates increased slightly to 4.9%, and Foster Youth continued to experience disproportionately high suspension rates. These patterns reinforce the district's continued focus on restorative practices, trauma-informed approaches, CARE team interventions, re-engagement planning, and early warning systems designed to reduce exclusionary discipline and strengthen student belonging and connection to school.

Learning Recovery and Emergency Block Grant:
WCCUSD has $9,118,837.87 of unexpected LREBG funds for the period ending June 30, 2026. LREBG funded actions may be found in Goal 1, Action 1 and Goal 3, Action 2. All remaining funds will be used to help sustain smaller class sizes, strengthen literacy intervention systems, and expand relationship-centered instructional environments across schools.

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 better serve all students, with a focused emphasis on foster youth, students with disabilities, African American students, and Long-Term English Learners (LTELs). These student groups have experienced persistent performance disparities across multiple indicators on the California School Dashboard, including English Language Arts, Mathematics, Graduation Rate, Suspension Rate, and College and Career Readiness. In response, WCCUSD has strengthened its partnership with the Contra Costa County Office of Education (CCCOE) to identify and implement high-leverage strategies that improve outcomes for historically underserved student populations.

Additionally, WCCUSD recognizes the importance of including Long-Term English Learners within its differentiated assistance and continuous improvement efforts. LTEL student outcomes and reclassification trends continue to inform districtwide planning, particularly as the district works to strengthen integrated language development, academic achievement, and long-term student success. The inclusion of LTELs within this work supports WCCUSD's ongoing focus on eligibility criteria connected to Differentiated Assistance and equity-centered improvement planning.

Through this partnership, WCCUSD actively participates in a robust professional learning community, engaging in a series of Network sessions alongside other districts facing similar challenges. This technical assistance has played a critical role in grounding our improvement

efforts in research-based practices, systems thinking, collaborative inquiry, and continuous improvement methodologies.

Key components of this support include:

- Structured data analysis using established protocols to conduct in-depth reviews of both local and state data to prioritize areas of need
- Problem of practice identification and root cause analysis to uncover systems-level barriers, alongside Dashboard analysis to inform strategic planning, monitor progress, and apply methodologies that make qualitative data measurable
- Empathy interviews, followed by qualitative data coding and analysis, to elevate student and family voice and strengthen inclusive decision-making processes
- Application of implementation science and improvement science practices, including stages of implementation, fidelity measures, and continuous improvement cycles to guide sustainable systems change
- Use of driver diagrams to support differentiated assistance efforts focused on African American student achievement, helping the district clearly define improvement aims, identify contributing systems, and align strategic actions to measurable outcomes

This ongoing technical support has strengthened WCCUSD's efforts to improve outcomes for foster youth, students with disabilities, African American students, and Long-Term English Learners, while also informing broader system improvement initiatives, including Comprehensive Support and Improvement (CSI) schools and the continued development of WCCUSD's Community Schools framework.

Actions influenced by technical assistance are embedded throughout all LCAP goals, though they are most prominently reflected within Goal 3. For example, Action 3.1, allocations to schools, includes strategies centered on data analysis and prioritization to ensure resources are aligned to identified student needs. Action 3.4, Supplementary Instruction Programs, incorporates strategies focused on equitable data and assessment collection and review to strengthen targeted academic interventions and monitor student progress. Additionally, Action 3.6, Evaluation and Program Monitoring, emphasizes data analysis and needs assessment practices to support continuous improvement, evaluate implementation effectiveness, and guide responsive decision-making across programs and schools.

The professional learning community model established through this partnership has proven to be an effective structure for supporting school and district improvement efforts. WCCUSD will continue leveraging this collaborative approach to strengthen systemwide coherence, sustain equity-centered improvement practices, and build organizational capacity across multiple initiatives.

WCCUSD remains deeply committed to leveraging this partnership to deepen data-driven and human-centered practices, strengthen continuous improvement systems, and ensure that all students, especially those furthest from opportunity, receive the equitable support, resources, 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 latest California School Dashboard data, no West Contra Costa Unified School District (WCCUSD) schools are currently identified for Comprehensive Support and Improvement (CSI). This reflects important progress in the district's ongoing efforts to strengthen academic achievement, improve student outcomes, and build coherent systems of support across schools.
Notably, Stege Elementary successfully exited CSI status, representing a significant milestone in the district's continuous improvement work.

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 continued its monthly principal professional learning community (PPLC) model as a districtwide strategy to strengthen continuous improvement, leadership capacity, and instructional coherence, even though no schools were newly identified for Comprehensive Support and Improvement (CSI). This sustained structure reflects the district's commitment to leveraging successful improvement systems to support all schools through focused, data-driven leadership development.
The PPLC was intentionally designed to provide principals and school leadership teams with meaningful collaboration centered on the strategic use of data, site-based problems of practice, and the implementation of rigorous, high-quality instruction. Through this model, school leaders engage in deep professional learning and cross-site collaboration focused on strengthening instructional systems in both mathematics and literacy.
A major focus of the PPLC has been supporting leaders in:

- Using local and state data to identify trends, prioritize needs, and guide strategic instructional decision-making
- Strengthening mathematics instruction through the implementation of rigorous teaching practices aligned to high-quality instructional materials
- Conducting classroom observations and providing actionable feedback using the district's Instructional Practice Guide (IPG) to ensure consistent implementation of effective instructional practices
- Advancing literacy achievement through the implementation of the Reading Difficulties Risk Screener (RDRS) and strengthening foundational literacy systems aligned to state expectations and the science of reading
- Building coherent schoolwide systems that align curriculum, assessment, instructional leadership, and continuous improvement practices

This professional learning structure is jointly facilitated by leaders from WCCUSD's Educational Services Department and supported through strategic partnerships, ensuring school leaders receive targeted support to drive measurable improvements in teaching and learning.
Through this work, principals are challenged to lead with greater precision, using evidence-based practices and implementation science to strengthen both adult systems and student outcomes. The district's emphasis on observation, feedback, and instructional integrity has reinforced the expectation that strong Tier 1 instruction, aligned curriculum implementation, and responsive leadership are essential to improving outcomes for all students.
At the district and school levels, this work has supported:

- Increased use of data analysis to inform school improvement priorities

- Stronger implementation of standards-aligned mathematics curriculum and rigorous instructional practices
- Enhanced classroom observation and feedback systems through consistent use of the Instructional Practice Guide
- Strengthened literacy systems through implementation of the RDRS and science of reading-aligned practices
- Greater coherence between school site plans, district strategic priorities, and LCAP goals
- Improved leadership capacity to sustain continuous improvement efforts

Through this continued investment in principal professional learning, WCCUSD is fostering a culture of instructional excellence, equity-driven leadership, and continuous improvement. The PPLC model remains an essential strategy for ensuring that leaders are equipped to support high-quality teaching and learning systems, ultimately expanding access to rigorous and meaningful educational opportunities for every student.

Monitoring and Evaluating Effectiveness

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

WCCUSD will monitor and evaluate its plan to support student and school improvement through Executive Directors in partnership with the Directors of Educational Services, using continuous data analysis, principal professional learning, and annual review processes to ensure accountability, responsiveness, and sustained progress.

Executive Directors and Directors of Educational Services directly support and supervise principals to ensure deep engagement in the School Plan for Student Achievement (SPSA) cycle, including Annual Data Review, Strategic Visioning, and resource alignment. Through site visits, classroom observations, professional development, and community engagement meetings, district leaders provide ongoing guidance, monitoring, and accountability.

Monitoring and evaluation occur through regular review of local and state academic data, California School Dashboard indicators, school climate measures, engagement metrics, and qualitative stakeholder feedback. Through principal professional learning communities (PPLC), district leaders support principals in analyzing data, addressing site-based challenges, strengthening instructional leadership, and refining improvement strategies. Annual needs assessments and performance evaluations are used to assess progress toward school goals, evaluate implementation effectiveness, identify strengths and barriers, provide formative feedback, and refine SPSAs in alignment with LCAP priorities.

Schools provide local progress updates to Parent Advisory Committees (PACs), ensuring site-level transparency and family engagement. Districtwide and school-level data are also presented to the community and Board of Education three times annually, reinforcing public transparency, shared accountability, and alignment around continuous improvement priorities.

Through this integrated system of leadership oversight, data analysis, school-based monitoring, and community reporting, WCCUSD ensures that school improvement efforts remain equity-centered, data-driven, and focused on improving outcomes for all students.

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, 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 at least 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: Tuesday, October 14, 2025 Thursday, October 30, 2025 November 13, 2025 Tuesday, January 13, 2026 Thursday, January 29, 2026 Tuesday, February 10, 2026 Tuesday, March 7th, 2026 Saturday, March 17th, 2026 Tuesday, April 14th, 2026 Thursday, April 28th, 2026

Educational Partner(s)	Process for Engagement
	Tuesday, May 12, 2026 Tuesday, May 26, 2026 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: Friday, Nov 5, 2025 Friday, Dec. 3, 2025 Friday, January 23, 2026 Friday, February 27, 2026 Friday, April 17, 2026 Meeting schedules and agendas can be found here: https://docs.google.com/document/d/1w-xTGaDieSGmQ5Gk8JAOxxxPCAopPDNB2A-GOGK3PPg/edit?usp=sharing
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: October 21, 2025 November 18, 2025 January 20, 2026 March 17, 2026 April 30, 2026
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

Educational Partner(s)	Process for Engagement
	partner engagement. Site administrators were tasked with engaging 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 2026.
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). April 27, 2026
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: LCAP Town Hall Meeting: March 7, 2026

Educational Partner(s)	Process for Engagement
School Administrators	School administrators participated in a dedicated Local Control and Accountability Plan (LCAP) development survey, providing critical feedback on district priorities, as well as the effectiveness of current goals and strategies. Their input played an important role in informing the ongoing development, refinement, and alignment of the district's LCAP to better meet the needs of students, staff, and school communities. Additionally a meeting was held for all central and principals to collaborate and provide feedback and input towards effectiveness of LCAP action held on 5/12/26
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 are regularly held in the superintendent cabinet meetings.
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: November 7 2025 February 26 2026 March 12 2026 April 16 2026 Meeting schedules and agendas can be found here: https://docs.google.com/document/d/1W-KoEBQ9KdmZLV8Y7RgW22yUsdvFaPyoMkMIIbCtkR0/edit?tab=t.0
Local Bargaining Leaders	Labor leaders participated in a dedicated Local Control and Accountability Plan (LCAP) development survey, providing critical feedback on district priorities, as well as the effectiveness of current goals and strategies. Their input played an important role in informing the ongoing development, refinement, and alignment of the district's

Educational Partner(s)	Process for Engagement
	LCAP to better meet the needs of students, staff, and school communities.

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

During the 2026–2027 LCAP development process, West Contra Costa Unified School District engaged a broad range of educational partners to gather meaningful input that helped shape the district's priorities and final plan. Feedback from educational partners consistently emphasized the importance of strengthening accountability systems, improving transparency, and ensuring that district resources and strategies are aligned to measurable student outcomes.

Across engagement opportunities, several key themes emerged, including the need to strengthen metrics and effectiveness measures, increase access to transparent student achievement data, and ensure resources are strategically allocated to expand direct supports at school sites. Educational partners emphasized the importance of prioritizing safe, supportive learning environments that address students' social-emotional well-being and basic needs as foundational to academic success.

Educational partners also identified the need for more focused and actionable assessment systems that better support instructional decision-making and intervention planning. Feedback highlighted concerns regarding inconsistent buy-in and implementation of the current i-Ready assessment system, alongside requests for assessment practices that are more meaningful, targeted, and directly connected to classroom instruction and student growth. Educational partners emphasized the importance of ensuring that students receive intervention and instructional support from the most highly trained and appropriately credentialed staff possible, particularly for students requiring intensive academic, language, behavioral, or special education supports.

Additional themes included expanding staff capacity for family and community engagement, strengthening site-based leadership structures, and improving systems that support meaningful parent and community participation. Educational partners also called for increased support and partnership for school site leaders from central office departments, including State and Federal Programs and Business Services, to improve coherence, operational support, budgeting alignment, and implementation of school improvement efforts.

Educational partners further prioritized strengthening instructional effectiveness through professional learning, expanding targeted academic interventions, improving progress monitoring systems for focal student groups, and increasing access to college and career readiness opportunities. Educational partners also reinforced the importance of investing in workforce diversity, recruitment, and retention to ensure students are supported by highly qualified staff who reflect and understand the communities they serve.

Collectively, this feedback informed the refinement of WCCUSD's LCAP by reinforcing the district's commitment to equity, data-informed decision-making, stronger student supports, instructional coherence, and continuous improvement in service of improved outcomes for all students.

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	2024-2025 3/5	Increase to 4/5 on perception rubric	Increased by 1
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 EL: 3 Foster Youth: 0 SED: 6 SWD: 0	2024-2025 Total # of recorded Dropouts: 16 African American: 3 Asian: 1 Filipino:0 Hispanic: 12 White:0 EL: 10 Foster Youth:0 SED: 0 SWD: 2	Decrease Total # of Recorded Middle Schools by 75%	Total # of Recorded Dropouts: Increased by 8 AA: Increased by 1 Asian: Increased by 1 Filipino: Decreased by 1 Hispanic: Increased by 9 White: Decreased by 2 EL: Increased by 7 Foster Youth: No Change SED: Decreased by 5 SWD: Increased by 2
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%	2023-2024 Total Recorded Dropouts: 10.8% AA: 7.3% Asian: 2.3% Filipino: 2.8%	2024-2025: Total # of dropouts: 5.9% AA: 2.5% Asian: 0.9% Filipino: 0.8%	Decrease Recorded High School dropouts by 30%	Changes in percentage points: Total # Recorded Dropouts: Decreased by 4.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Hispanic: 12.2% More than two: 14% White: 8.3% EL: 18.3% FY: 15.8% SED: 10.1 SWD: 11.3%	Hispanic: 5.1% Two or more races: .1% White: .2% EL: 11.3% FY: 26.7% SED: 6.2% SWD: 3.5%		AA: Decreased by 9.7 Asian: Decreased by 1.3 Filipino: Increased by 0.8 percentage points Hispanic: Decreased by 6.4 Two or More Races: Decreased by 8.4 White: Decreased by 6.7 EL: Decreased by 6.8 FY: Decreased by 10.8 SED: Decreased by 5.5 SWD: Decreased by 13.7
1.4	Expulsion Rate DataQuest, CDE Priority 6B - School Climate	2022-2023 Total # of Students: 5 African American: 1 Hispanic: 4	2023-2024 Total # of students: 3 African American: 1 Hispanic: 2	2024-2025 Total # of students: 5 African American: 3 Hispanic: 2	Decrease expulsion rate will by 15%.	Total # of students: No change AA: Increased by 2 Hispanic: Decreased by 2
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%	2024-2025: Elementary + Secondary = 91.96% Continuation = 79.09%	Increase attendance rate by 6%	Changes in percentage points: Elementary + Secondary: Increased by 0.99

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Continuation: Decreased by 11.86
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%, decreased 6% AA: 38.7%, decreased 5.4% Asian: 15.5%, decreased 1.7% Filipino:13.7%, decreased 2.2% Hispanic: 32.6%, decreased 7.5% Two or More: 20.6%, decreased 5.9% White: 16%, decreased 5.2% EL: 32.2%, decreased 6.3% FY: 44.8%, increased 9.7% SED: 33.4%, decreased 7.5% SWD: 38%, decreased 5.7%	2024-2025 All: 27%, declined 1.3% AA: 37.1%. declined 1.6% Asian: 13.2%, declined 2.3% Filipino: 10.5%, declined 3.2% Hispanic: 31.8%, declined 0.8% Two or More: 20.8%, increased 0.2% White: 16.2%, increased, 0.2% EL: 31.4%, declined, 0.8% LTEL: 30.4%, FY: 31.7%, declined 13.1% SED: 32.3%, declined 0.9% SWD: 37.9%, declined 0.1%	Decrease Chronic Absenteeism by 15%	Changes in percentage points: All: Decreased by 7.2 AA: Decreased by 7.0 Asian: Decreased by 4.0 Filipino: Decreased by 11.4 Hispanic: Decreased by 8.4 Two or More: Decreased by 5.7 White: Decreased by 4.9 EL: Decreased by 7.1 LTEL: N/A FY: Decreased by 3.4 SED: Decreased by 8.6 SWD: Decreased by 5.8
1.7	Suspension Rate CA Dashboard. Priority 6A - School Climate	2022-2023 ALL: 4.8%, increased 0.7% AA: 11.9%, increased 1.3%	2023-2024 ALL: 5.1%, increased by 0.3% AA: 12.2%, increased by 0.3%	2024-2025 ALL: 4.5 AA: 10.6 Asian: 1.7 Filipino: 1.2 Hispanic: 4.9	Decrease suspension rate by 1% annually with a 2% annual reduction for AA students	Changes in percentage points: All: Decreased by 0.3 AA: Decreased by 1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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% 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% SWD: 7.4% decreased by 1.2%	Two or More: 3 White: 2 ELL: 5.3%, increased .5%: SED: 5.5%, declined .7% FY: 17.6%, increased 1% SWD: 7%, declined.6% LTEL: 10.9%, increased		Asian: Increased by 0.1 Filipino: Decreased by 0.6 Hispanic: Increased by 0.4 Two or More: Decreased by 0.7 White: Decreased by 1.0 EL: Increased by 0.5 FY: Increased by 3.4 SED: Decreased by 0.4 SWD: Decreased by 1.6
1.8	Communication with parents Source: California Survey System (CalSCHLS) Parent Survey Priority 3A: Parental Involvement Priority 3B: Participation of UPP	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%	2024-2025 Percent of respondents reporting "Strongly Agree" All: 30% ES: 35% MS: 27% HS: 21% NT: 48%	Increase by 5% from baseline	Changes in percentage points: All: Decreased by 10 Elementary School: Decreased by 11 Middle School: Decreased by 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3C: Participation of Exceptional Needs Students		2022-2023 Percent of respondents reporting "Agree" or "Strongly Agree" All: 40% ES: 46% MS:30% HS: 27% NT: 55%			High School: Decreased by 6 Non-Traditional: Decreased by 7
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% 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%	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% 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	2024-2025 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 71% Grade 4: 67% Grade 5: 65% Grade 6: 60% Grade 7: Grade 8: Grade 9: 48 Grade 10: 48 Grade 11:49 Grade 12: 57 Race/Ethnicity, 3-12 Average: AA: 58.8% Asian: 62.5% Hispanic: 51.25% Native Hawaiian/PI: N/A	Student perception of school connectedness results will improve to the following percent responding “Agree/Strongly Agree”: Grade 3: 83% Grade 4: 77% Grade 5: 72% Grade 6: 71% Grade 7: 64% Grade 8: 59% Grade 9: 61% Grade 10: 58% Grade 11: 60% Grade 12: 60% Race/Ethnicity, 3-12 Average: AA: 61.33% Asian: 67.22%	Changes in percentage points: Grade 3: Increased by 3 Grade 4: Increased by 5 Grade 5: Increased by 8 Grade 6: Increased by 4 Grade 7: Not Available Grade 8: Not Available Grade 9: Increased by 2 Grade 10: Increased by 5 Grade 11: Increased by 4 Grade 12: Increased by 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 56.5% American Indian/Alaska Native: 59.5%	Hispanic: 54.1% 2 or More Races: 54.7% White: 57.1% American Indian/Alaska Native: 68%	White: 54.6% American Indian/Alaska Native: 66% Two or more races: 57.6%	Native Hawaiian/PI: Not enough data Hispanic: 54.1% 2 or More Races: 64.7% White: 67.1% American Indian/Alaska Native:78% %	Race/Ethnicity, Grades 3–12 Average — Changes in percentage points: AA: Increased by 12.9 Asian: Increased by 7.3 Native Hawaiian/Pacific Islander: Not Available Hispanic: Increased by 0.45 White: Decreased by 1.9 American Indian/Alaska Native: Increased by 6.5 Two or More Races: Increased by 4.7
1.10	Student perception of meaningful participation at school Source: California Survey System (CalSCHLS) Student Survey Priority 6C: School Climate	2022-2023 Percent of respondents reporting “Agree” or “Strongly Agree” Grade 3: 48% Grade 4: 38% Grade 5: 31% Grade 6: 32% Grade 7: 24% Grade 8: 20% Grade 9: 24%	2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 45% Grade 4: 40% Grade 5: 34% Grade 6: Not enough data Grade 7: 26%	2024 - 2025 Percent of respondents reporting "Yes, most of the time" or Yes, all of the time" Grade 3: 45% Grade 4: 41% Grade 5: 39% Grade 6: 36%	Student meaningful participation results will improve to the following percent responding “Agree/Strongly Agree”: Grade 3: 58% Grade 4: 46% Grade 5: 41%	Changes in percentage points: Grade 3: Decreased by 3 Grade 4: Increased by 3 Grade 5: Increased by 8 Grade 6: Increased by 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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%	Grade 7: 27% Grade 8: 28% Grade 9: 25% Grade 10: 25% Grade 11: 27% Grade 12: 33% Race/Ethnicity, 3-12 Average: AA: 34% Asian: 30% Native Hawaiian/PI: not available Hispanic: 26% White: 25% American Indian/Alaska Native:not available	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 7: Increased by 3 Grade 8: Increased by 8 Grade 9: Increased by 1 Grade 10: Increased by 3 Grade 11: Increased by 3 Grade 12: Not avalable Race/Ethnicity, Grades 3–12 Average — Changes in percentage points: AA: Increased by 2.7 Asian: Increased by 1.9 Native Hawaiian/Pacific Islander: Not Available Hispanic: Decreased by 2.2 White: Decreased by 2.1 American Indian/Alaska Native: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Two or More Races: Not Available
1.11	Student perception of social and emotional learning supports at school. Source: California Survey System (CalSCHLS) Student Survey Priority 6C: School Climate	2022-2023 Percent of respondents reporting “Agree” or “Strongly Agree" Grade 3: 70% Grade 4: 65% Grade 5: 59% Grade 6: 56% Grade 7: 68% Grade 8: 67% Grade 9: 24% Grade 10: 22% Grade 11: 24% Grade 12: 25% Race/Ethnicity, 3-12 Average: AA: 60% Asian: 69% Native Hawaiian/PI: n/a Hispanic: 56% White: 60% American Indian/Alaska Native: n/a	2023-2024 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 70% 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%	2024-2025 Percent of respondents reporting “Yes, most of the time” or “Yes, all of the time” Grade 3: 73% Grade 4: 66% Grade 5: 65% Grade 6:59% Grade 7: 69% Grade 8: 67% Grade 9: 61% Grade 10: 64% Grade 11: 65% Grade 12: 64% Race/Ethnicity, 3-12 Average: AA: 55% Asian: 56% Native Hawaiian/PI: not enough data Hispanic: 51% White: 54% American Indian/Alaska Native:not available	Student social and emotional learning support results will improve to the following percent responding “Agree/Strongly Agree”: Grade 3: 85% Grade 4: 80% Grade 5: 74% Grade 6: 71% Grade 7: 83% Grade 8: 82% Grade 9: 39% Grade 10: 37% Grade 11: 39% 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%	Changes in percentage points: Grade 3: Increased by 3 Grade 4: Increased by 1 Grade 5: Increased by 6 Grade 6: Increased by 3 Grade 7: Increased by 1 Grade 8: Increased by13 Grade 9: Increased by 37 Grade 10: Increased by 42 Grade 11: Increased by 41 Grade 12: Increased by 39 Race/Ethnicity, Grades 3–12 Average — Changes in percentage points: AA: Decreased by 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian: Decreased by 13 Native Hawaiian/Pacific Islander: Not Available Hispanic: Decreased by 5 White: Decreased by 6 American Indian/Alaska Native: Not Available
1.12	Graduation Rate CA Dashboard Priority 5E - Graduation Rate	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% Hispanic: 80.3%, Increased 1.3% Two or More: 86.5%, declined 4.9% White 88.5%, maintained -0.3% UPC Student Group: EL: 70.7%, Maintained -0.3% SED: 81.3%,Maintained -0.6% FY: Declined 6.7%	2023-2024 ALL: 83.7%, decreased 0.1% AA: 85.7%, increased 3.6% Asian: 95.6%, increased 2.3% Filipino: 95.3%, maintained .2% Hispanic: 78.5%, decreased 1.8% Two or More: 85.2%,decreased 1.3% White 88.1%, decreased 0.4% EL: 69.6%, decreased 1.1% SED: 82.7%, increased 1.4%	2024-2025 ALL: 85.3%, increased 1.6% AA: 89%, increased 3.3% Asian: 95.7%, maintained .1% Filipino: 95.9%, maintained .7% Hispanic: 80%, increased 1.5% Two or More: 92.6%, increased 7.4% White: 92.6%, increased 4.6% ELL:72.8%, increased 3.2% SED: 84.1%, increased 1.4%	Increase Graduation Rate by 6%	Changes in percentage points: All: Increased by 1.5 African American: Increased by 6.9 Asian: Increased by 2.4 Filipino: Increased by 0.4 Hispanic: Decreased by 0.3 Two or More: Increased by 6.1 White: Increased by 4.1 EL: Increased by 2.1 SED: Increased by 2.8 FY: Increased 37.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 56.9%, Declined 5.1%	FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	FY: 43.8%, declined 26.3% SWD: 67.3%, increased 1.2% *correction 2022-2023 FY60%, Declined 6.7%		SWD: Increased by 10.4
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	2025-2026: As of April 28 2026 there have 93 performances and 131 are planned to be completed by June 12th.	Increase the number of public facing student performances across the district annually by 6%	Increase of 23 performances, a gain of 21.3%
1.14	Increase parent attendance at the district sponsored parent empowerment workshops Source:Local Measure	2024-2025 Collect baseline data	2024-2025 72 parent attendees at Parent Empowerment Workshop	2025-2026 0 attendees at district sponsored parent empowerment workshop	Increase parent attendance at the district sponsored parent empowerment workshops by 6%	Decreased by 72
1.15	Kelvin Wellness Screener Source: Local Measure	NA	2024-2025 Baseline District-wide favorable response rate on the Fall Student Wellness Screener 69%	2025-2026 Baseline District-wide favorable response on the Spring Wellness Screener: 74% (Student Connectedness)	Increase the district-wide favorable response rate on the Fall Student Wellness Screener by 6% in 2024 to at least 75% by Spring 2025.	Increased 5 percentage points
1.16	Family participation at Title I schools	NA	NA	NA	Increase authentic family engagement	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SCOW monthly logs				and equitable access to school communication and participation opportunities by 10% across Title I elementary schools.	

Goal Analysis [2025-26]

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 1.1 -
Strategy 1 – Student and Family Feedback- District staff continued efforts to strengthen communication systems and improve family engagement through the use of district communication platforms, outreach systems, and administration of the California Healthy Kids Survey (CHKS). Schools monitored communication frequency and worked to update family contact information to ensure equitable access to district and site communications. Educational partners emphasized the importance of stronger transparency, clearer communication, and more meaningful engagement opportunities for families and community members. Student perception data reflected continued opportunities for growth in school connectedness and meaningful participation, particularly at the secondary level, reinforcing the need to continue expanding authentic engagement efforts across school communities.

Strategy 2 – Social Emotional Learning - The Office of School Climate continued implementation of evidence-based social-emotional learning (SEL) supports and professional development opportunities for school sites. School Climate Teams utilized SPSA data, Tiered Fidelity Inventory (TFI) walkthroughs, and local climate indicators to guide improvement efforts. Student perception survey data demonstrated positive trends in several grade levels regarding access to social-emotional supports at school. Third grade students reported 73% positive perception rates regarding social-emotional supports, while fifth grade students increased to 65%. African American students reported a 73% positive perception rate, and Asian students reported 74%, indicating that targeted climate and relationship-centered efforts are positively impacting student experiences. However, upper grade levels continue to reflect lower rates of student connection and belonging, reinforcing the need for continued investment in school climate and wellness supports.

Strategy 3 – Tiered Support-Tiered Fidelity Inventory walkthroughs continued to support school sites in analyzing the effectiveness of systems such as CARE/COST teams and Climate Teams. School sites utilized these structures to identify students in need of behavioral, attendance, and academic intervention. Program 3110 and grant-funded supports continued to expand site capacity through clinicians, social workers, and climate support personnel. Educational partners also emphasized the importance of ensuring that students receive support from the most highly trained and appropriately credentialed staff possible, particularly for students requiring intensive behavioral, academic,

or social-emotional intervention. While CARE/COST and Climate Teams remained a standing topic within principal meetings and leadership supports, educational partners identified the need for additional focused training and operational coherence around intervention systems and implementation expectations.

Strategy 4 – Climate Coaching-TFI walkthroughs were conducted in partnership with Community Schools Directors and Climate Coaches to strengthen implementation of restorative practices, school climate systems, and prevention-based interventions. Principals and Assistant Principals continued receiving professional development focused on reducing suspensions, utilizing prevention data, and strengthening restorative responses to student behavior. During the 2025–2026 school year, implementation timelines and meeting schedules continued to be impacted by labor actions and broader socio-political disruptions, limiting opportunities for consistent districtwide calibration and timely data review. Despite these challenges, districtwide suspension rates declined to 4.5%, with African American student suspension rates declining by 1.3 percentage points. However, disproportionality remains evident, particularly among African American students, Foster Youth, and Hispanic/Latino students, reinforcing the continued need for targeted climate coaching and prevention-focused systems.

Strategy 5 – Attendance & Enrollment -To improve attendance outcomes, the district continued implementation of tiered attendance outreach systems, revised SART processes, and coordinated attendance recovery strategies. Attendance technicians and school staff conducted ongoing outreach to students and families experiencing chronic absenteeism. Incentive and recognition systems were implemented to support improved attendance and student engagement. The district also continued participation in the RAISE network to analyze attendance data and strengthen intervention practices. Six focal school sites participated in targeted attendance improvement work, and principals shared successful attendance strategies and SART practices during principal meetings. Districtwide chronic absenteeism declined to 27% during the 2025–2026 school year. Foster Youth demonstrated one of the most significant improvements, declining 13.1 percentage points. Filipino students declined by 3.2 percentage points, and African American students declined by 1.6 points. English Learners declined modestly to 31.4%, while Students with Disabilities declined slightly to 37.9%. Although overall trends reflect improvement, disproportionality in attendance outcomes remains a significant concern and continues to guide district intervention priorities.

Strategy 6 – Reducing Disproportionality- Principals and Assistant Principals participated in professional learning communities focused on reviewing suspension, attendance, and school experience data, with particular emphasis on reducing disproportionality for African American students and other focal student groups. Assistant Principal PLCs continued with stronger consistency and fidelity throughout the school year, while principal meeting time dedicated to this work was reduced due to districtwide operational impacts during 2025–2026. School sites continued utilizing early warning indicators and CARE team referral processes to identify students requiring intervention and support. Student connectedness data showed improvement in several grade levels, including increases in Grade 3 (71%), Grade 4 (67%), and Grade 5 (65%) student reports of school connectedness. African American student connectedness increased to 58.8%, while Asian students reported 62.5%. However, meaningful participation data at the secondary level remained significantly lower, with Grade 10 students reporting only 25% positive responses regarding meaningful participation at school. These trends reinforce the district's continued focus on strengthening student voice, belonging, culturally responsive practices, and inclusive school environments as critical components of reducing disproportionality and improving student outcomes.

Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building
During the 2025–2026 school year, WCCUSD continued implementation efforts focused on strengthening authentic student engagement through relationship-centered instructional practices and increased teacher capacity. The district prioritized learning environments that foster meaningful relationships, student voice, collaboration, culturally responsive instruction, and responsive teaching practices across classrooms

and schools. Implementation efforts included sustaining smaller class sizes and expanding literacy intervention systems through Learning Recovery Emergency Block Grant (LREBG) funds totaling $7,100,000. These investments supported schools in providing more individualized academic and social-emotional support while increasing opportunities for teachers to build stronger connections with students and families. Schools continued emphasizing instructional strategies that promote discussion-based learning, collaborative problem-solving, academic discourse, critical thinking, and real-world relevance within classroom instruction. Implementation challenges included balancing staffing and scheduling needs while sustaining reduced class sizes amid ongoing fiscal pressures and fluctuating enrollment patterns. Additionally, schools continued working to strengthen consistency in the implementation of relationship-centered instructional practices across classrooms and grade spans. Despite these challenges, the district successfully maintained a strong focus on literacy intervention, student engagement, and supportive classroom environments as key components of its broader instructional improvement efforts.

Strategy 8: Safety Support Staff
WCCUSD continued implementation of safety support staffing structures designed to strengthen safe and supportive learning environments across elementary and secondary schools. Resources were allocated to support supervision, campus safety, and student well-being through both yard duty staff at elementary schools and Campus Safety and Security Specialists at secondary schools. At the elementary level, yard duty staff supported student supervision during recess, lunch, and other unstructured times to help maintain safe playground and campus environments. At the secondary level, Campus Safety and Security Specialists monitored school grounds, responded to safety concerns, and supported schools in maintaining secure and orderly campus environments that promote positive student interactions and engagement. Implementation efforts also focused on strengthening proactive and relationship-centered approaches to school safety by supporting visibility, supervision, and positive student-adult interactions throughout campuses. Schools utilized these staff members to help reinforce expectations, support de-escalation efforts, and maintain environments conducive to learning. Challenges included staffing shortages and recruitment difficulties that impacted the ability to fully staff all positions consistently throughout the year. In some cases, schools adjusted supervision plans or redistributed responsibilities to maintain adequate coverage. Despite these challenges, the district continued prioritizing investments in student safety and campus support structures as part of its commitment to creating safe, welcoming, and supportive learning environments for all students.

Action 1.2 –
Strategy 1 – Communication & Software Support - The district continued transitioning from the previously utilized Be A Mentor volunteer management system to Verkada for volunteer clearance and visitor management processes. While all volunteers continued to be screened and processed through the new platform, implementation challenges impacted the overall efficiency of volunteer onboarding during the transition year. The district is continuing to refine procedures and streamline access heading into the 2026–2027 school year. ParentSquare remained the district’s primary communication platform for two-way communication with families in their preferred languages. Interpretation and translation services continued to be provided during district and site meetings to support equitable family access and participation. Despite these efforts, California Healthy Kids Survey parent data reflected continued challenges regarding family perceptions of communication

Strategy 2 – Parent Capacity Building -Parent University and site-based family capacity-building opportunities continued throughout the 2025–2026 school year. In an effort to increase participation, the district combined the annual Parent Empowerment event with the district Schools Fair. While the Schools Fair itself was well attended, participation in district-led informational workshops significantly declined, as

families largely remained engaged with school booths and activities rather than transitioning into workshop sessions. Attendance at district-sponsored parent empowerment workshops declined from 72 participants during the prior year to no recorded workshop attendance during 2025–2026. Based on this experience and educational partner feedback, the district identified the need to return Parent Empowerment programming to a standalone event structure during the 2026–2027 school year to better support focused family participation and engagement.

Strategy 3 – School Community Outreach Workers (SCOWs) - School Community Outreach Workers (SCOWs) at Title I elementary schools continued managing family outreach efforts, coordinating Family-Led Conferences, supporting parent access to PowerSchool and ParentSquare, and organizing school-based family engagement opportunities. SCOWs also supported equitable family participation in advisory structures including SSC, ELAC, AAPAC, and district parent committees. SCOWs received ongoing support through monthly meetings, weekly office hours, and site-based technical assistance funded through Community Schools resources. LCAP funding continued supporting SCOW positions at Title I elementary schools, along with the Coordinator of Family and Community Engagement, who oversaw districtwide family engagement efforts and implementation. This work directly supported the Community Schools pillars of collaborative leadership and family and community engagement. The district's Parent and Family Engagement Questionnaire maintained a 3 out of 5 rating during the 2025–2026 school year, reflecting improvement from the original 2 out of 5 baseline. While progress has been made, educational partners continued emphasizing the need for deeper family partnerships, stronger site-level engagement systems, and increased opportunities for authentic parent voice and leadership.

Strategy 4 – LCAP Program Monitoring -Monthly DLCAP meetings continued to review progress monitoring data aligned to LCAP goals and actions. Program directors shared implementation updates, student outcome data, and strategy progress throughout the year. Educational partners continued emphasizing the importance of stronger accountability structures, transparent metrics, and clearer communication regarding district investments and outcomes. The DLCAP process supported ongoing evaluation of strategies to determine which actions should be sustained, adjusted, or phased out based on evidence of effectiveness and alignment to district priorities.

Strategy 5 – Parent Bill of Rights -The Parent Bill of Rights Task Force continued refining and advancing the district's Parent Bill of Rights during the 2025–2026 school year. While the document remains active and available, educational partners identified the need for broader dissemination, increased administrator training, and stronger implementation practices to ensure families are consistently informed of their rights and opportunities for engagement. To strengthen participation in Parent Advisory Committees (PACs) and district advisory groups, school sites received outreach materials, recruitment templates, communication support, and technical assistance designed to increase parent involvement and leadership participation. Principals also received support in developing and strengthening site-based PAC structures and promoting opportunities for families to participate in district committees and advisory groups.

Strategy 6: Increase PAC Engagement
During the 2025–2026 school year, WCCUSD continued implementation efforts focused on strengthening authentic family involvement and expanding educational partner engagement through Parent Advisory Committees (PACs), district committees, and school-based leadership structures. The district continued leveraging principals, site administrators, ParentSquare communication, family events, newsletters, and targeted outreach efforts to increase participation and awareness of PAC opportunities across schools and communities. Implementation efforts included strengthening site-level advisory participation and increasing alignment between school and district engagement structures. School sites continued supporting School Site Councils (SSC), English Learner Advisory Committees (ELAC), and African American Parent Advisory Councils (AAPAC), while district staff provided technical assistance, communication supports, and interpretation services to

increase equitable access and participation opportunities for families. Participation outcomes reflected strong implementation, including 98% participation for SSC structures and 80% participation rates for both ELAC and AAPAC committees. Successes included increased districtwide advisory participation, stronger alignment between school and district engagement structures, and expanded educational partner engagement opportunities. Challenges included variability in site-level implementation, sustaining consistent participation across all school communities, and balancing engagement efforts amid ongoing staffing and fiscal constraints. Moving forward, WCCUSD will continue strengthening leadership development opportunities, standardizing engagement practices, and expanding authentic family partnership structures districtwide.

Strategy 7: Strategic Communications
During the 2025–2026 school year, WCCUSD continued implementation of a districtwide communications plan designed to strengthen equitable access to information, increase educational partner engagement, and improve awareness of academic opportunities and graduation pathways for students and families. The district expanded the use of ParentSquare as its primary two-way communication platform and increased digital outreach efforts through social media campaigns, videos, websites, family communication tools, and community-based engagement strategies. Implementation efforts included multilingual communication outreach, increased visibility of district programs and initiatives, and coordination between school sites and district departments to strengthen communication consistency. ParentSquare continued serving as the primary communication tool used to share school and district information, while schools and departments utilized digital media, newsletters, family nights, and outreach events to strengthen family awareness and engagement. The district also identified a need to strengthen communication related to A-G requirements, graduation pathways, and college readiness supports, particularly for Black/African American students and families. While aspects of this work were implemented through outreach events, counseling communication, and digital messaging, the full multi-media communication campaign originally envisioned was not fully developed during the school year. Planned staff training related to ParentSquare implementation and relationship-centered communication practices was also not fully carried out districtwide, resulting in inconsistent implementation across schools and departments. In addition, planned enhancements to Dual Language webpages and multilingual communication materials were only partially completed during the implementation period. Despite these challenges, the district successfully expanded digital communication efforts, increased community visibility through videos and social media outreach, and strengthened multilingual communication access for families. Challenges included staffing transitions, varying implementation capacity across sites, and balancing communication priorities during a year impacted by fiscal constraints and organizational restructuring.

Action 1.3
Strategy 1 – Visual and Performing Arts (VAPA) - The Visual and Performing Arts (VAPA) program continued expanding access to arts education opportunities across all grade spans and disciplines. The LCAP-funded VAPA Coordinator oversaw staffing, budgets, instrument maintenance, professional development, and districtwide implementation of arts programming. Prop 28 funding further expanded student access to arts education and aligned with the Community Schools pillars of engagement and expanded learning opportunities. During the 2025–2026 school year, the district significantly increased public-facing student performances and celebrations of student learning. As of April 28, 2026, 93 performances had already taken place, with an additional 131 performances planned by June 12, representing all five VAPA disciplines across district schools. This reflected an increase of 23 public-facing performances compared to the prior year and demonstrated the district’s commitment to student engagement, creativity, and community connection through the arts. Educational partners continued emphasizing the importance of maintaining arts opportunities that foster creativity, self-expression, collaboration, and critical thinking skills for all students.

Strategy 2 – Performing Arts - Theater Managers - The district's four theaters continued operating at professional performance standards under the leadership of Theater Managers who supported both student and community programming. Theater Managers provided technical support for performances, managed theater operations and bookings, and trained students in technical theater skills, including lighting, sound, and stage production. These roles continued advancing the Community Schools pillars of expanded learning and student engagement by creating authentic student leadership and performance opportunities connected to the arts.

Strategy 3 – Access to Wellness Services - Wellness centers continued operating across all comprehensive high schools and remained aligned with Program 3110 and the district's broader whole child support systems. LCAP funding supported Community School Directors and Wellness Coordinators across elementary, middle, and high school sites, in addition to ongoing wellness and behavioral health supports for students and families. Student perception data reflected both areas of growth and continued need related to school connectedness and social-emotional support. During the 2025–2026 school year, 71% of Grade 3 students, 67% of Grade 4 students, and 65% of Grade 5 students reported positive feelings of school connectedness. African American student connectedness increased to 58.8%, while Asian students reported 62.5%. Student perception of social-emotional supports also remained relatively strong in elementary grades, with 73% of Grade 3 students reporting positive perceptions of social-emotional support at school. However, secondary student connectedness and meaningful participation data continued to indicate significant opportunities for growth. Only 25% of Grade 10 students reported positive perceptions regarding meaningful participation at school, reinforcing the need to continue strengthening student voice, belonging, relationship-centered practices, and access to wellness supports across secondary schools. This work directly aligned with the Community Schools pillars of integrated student supports, collaborative leadership, and family and community engagement.

Strategy 4 – Student, Family, and Community Engagement - Central office engagement staff continued supporting districtwide implementation of community engagement and whole child strategies during the 2025–2026 school year. The Director and Coordinator of Community Engagement supported schools in aligning engagement efforts to evidence-based practices connected to student success, school climate, and family partnership development. As part of district restructuring and budget reductions, these positions were reduced and will not continue into the 2026–2027 school year. Under the district's revised organizational structure, responsibility for oversight and implementation of LCAP strategies connected to Programs 4240 and 3120 will transition to an Assistant Superintendent role to ensure continuity, coherence, and fidelity of implementation moving forward.

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 1.1
Strategy 1 – Student and Family Feedback – Partially Effective
Chronic absenteeism remains a significant concern, with 43.2% of African American students, 37.9% of Students with Disabilities, and 30.4% of Long-Term English Learners identified as chronically absent. These outcomes indicate that current communication and outreach strategies have not yet been sufficient in consistently reaching and supporting the district's highest-need families. While the district expanded

communication platforms and targeted outreach efforts, implementation delays limited overall effectiveness. In addition, the December work stoppage and ongoing socio-political disruptions created additional barriers to attendance improvement efforts. During months without major disruptions, focal sites demonstrated a 1% increase in ADA and attendance gains of up to 7%, reinforcing the importance of sustained wraparound supports and intentional outreach. Moving into the 2026–2027 school year, the district will prioritize significantly expanding attendance recovery opportunities and intervention systems.

Strategy 2 – Social Emotional Learning – Effective
The Fall 2024 Student Wellness Screener reflected a 69% favorable response rate, increasing to 75% in Fall 2025, indicating stronger student perceptions of emotional well-being and school connectedness. This positive climate aligns with declining chronic absenteeism among English Learners, Socioeconomically Disadvantaged students, and African American students, suggesting that current strategies are contributing to improved outcomes. The district implemented two evidence-based SEL programs supported by professional development, helping staff strengthen student-centered and relationship-based practices. School Climate Teams used SEL data, SPSA goals, and Tiered Fidelity Inventory walkthroughs to align supports with site needs. In addition, all grade levels demonstrated growth in school connectedness indicators, reflecting progress toward more responsive and supportive school environments.

Strategy 3 – Tiered Support – Effective
Chronic absenteeism improved across multiple student groups, with the All Student rate at 27%. Positive trends were also observed among African American students at 37.1%, Asian students at 13.2%, Filipino students at 10.5%, Hispanic students at 31.8%, and English Learners at 31.4%, all demonstrating continued reductions in chronic absenteeism. Students with Disabilities also showed improvement, declining to 37.9%. Suspension outcomes similarly reflected positive progress, with the overall district suspension rate at 4.5%. African American students demonstrated a reduction in suspension rates to 10.6%, while Students with Disabilities declined to 7%. These trends suggest that expanded mental health supports, intervention systems, and school climate strategies are positively impacting student engagement and school connectedness. TFI walkthroughs were completed across all 56 school sites to strengthen CARE and Climate Team structures and reinforce prevention-focused practices. The district also expanded mental health staffing through the addition of six clinicians to the existing team of four social workers, targeting supports to the highest-need campuses. Together, these investments strengthened schools' capacity to address the root causes of absenteeism, disengagement, and suspension while supporting safer and more inclusive learning environments.

Strategy 4 – Climate Coaching – Partially Effective
While several student groups demonstrated improvements in suspension and attendance outcomes, disproportionately high rates persist for some of the district's most vulnerable student populations. Foster Youth continued to experience elevated suspension rates at 17.6%, while chronic absenteeism among Foster Youth remained high at 31.7%. Students with Disabilities also continued to experience disproportionately high chronic absenteeism at 37.9%. English Learner suspension rates remained elevated at 5.3%, indicating inconsistent progress across focal student groups. These patterns indicate that while climate and intervention supports have contributed to some positive outcomes, current strategies have not yet been sufficient in fully addressing the needs of the district's highest-need students. TFI walkthroughs and professional learning focused on suspension reduction and data-informed intervention practices were implemented collaboratively by Community School Directors and Climate Coaches. However, the original vision of broader CARE team training was not fully realized. The narrower focus on administrators limited broader site-level implementation and reduced opportunities for team wide consistency in restorative and prevention-focused practices. Moving forward, expanded coaching, stronger implementation supports, and more inclusive training structures will be necessary to ensure school teams can consistently implement prevention and intervention practices with fidelity and better address disproportionality in student outcomes.

Strategy 5 – Attendance & Enrollment – Effective
Attendance outcomes continued improving across several focal student groups, particularly among English Learners and Socioeconomically Disadvantaged students. Chronic absenteeism among English Learners declined from 38.5% to 31.4%, while rates for Socioeconomically Disadvantaged students improved from 40.9% to 32.2%. As of midyear, the districtwide chronic absenteeism rate stood at 35%. These gains reflect stronger attendance systems and closer alignment between attendance interventions and broader school climate efforts. Site staff received training in tiered attendance outreach, and the revised SART manual helped establish more consistent districtwide practices. Attendance technicians conducted targeted outreach and follow-up, while schools implemented attendance recognition programs to reinforce positive engagement. Although Foster Youth data remains pending for the current year, the significant prior decline to 30.1% demonstrates the potential impact of sustained and relationship-centered intervention strategies.

Strategy 6 – Reducing Disproportionality – Partially Effective
While some progress has been made, disproportionality remains a significant concern for African American students, Foster Youth, and Students with Disabilities. The African American suspension rate declined from 11.9% at baseline to 10.3% in 2025. However, Foster Youth suspension rates increased from 14.2% to 17.6%, and both student groups continue to experience disproportionately high rates of exclusionary discipline. Chronic absenteeism among Students with Disabilities improved by six percentage points from baseline but remained largely stagnant between 2024 and 2025. School administrators participated in PLCs focused on analyzing disaggregated attendance and suspension data and exploring restorative and non-punitive approaches to discipline, with particular emphasis on supports for African American students and Foster Youth. However, inconsistent implementation of CARE team referral systems and limited tracking of interventions reduced the overall effectiveness of these efforts. Moving forward, the district must strengthen early intervention systems, improve consistency of implementation across sites, and expand targeted supports to ensure all students remain connected, engaged, and supported in school.

Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building - Partially Effective
This strategy was partially effective in improving student connectedness, student engagement, and overall school climate during the 2025–2026 school year. Investments in reduced class sizes, literacy intervention systems, and relationship-centered instructional practices contributed to positive gains across several California Healthy Kids Survey (CalSCHLS) indicators related to school connectedness and meaningful participation. Student perception of school connectedness improved across most grade spans. Compared to the prior year, Grade 3 increased by 3 percentage points, Grade 4 increased by 5 points, Grade 5 increased by 8 points, Grade 6 increased by 4 points, Grade 9 increased by 2 points, Grade 10 increased by 5 points, Grade 11 increased by 4 points, and Grade 12 increased by 12 points. Significant subgroup gains were also observed, including African American students increasing by 12.9 percentage points, Asian students increasing by 7.3 points, American Indian/Alaska Native students increasing by 6.5 points, and students identifying as Two or More Races increasing by 4.7 points. Hispanic students demonstrated a slight increase of 0.45 points. Student perception of meaningful participation also improved across many grade levels. Grade 4 increased by 3 percentage points, Grade 5 increased by 8 points, Grade 6 increased by 4 points, Grade 7 increased by 3 points, Grade 8 increased by 8 points, Grade 9 increased by 1 point, Grade 10 increased by 3 points, and Grade 11 increased by 3 points. African American students increased by 2.7 percentage points, and Asian students increased by 1.9 points. These improvements suggest that instructional strategies emphasizing collaboration, student voice, discussion-based learning, and relationship-building contributed positively to student engagement and participation experiences.
High school dropout rates also improved significantly, declining from 10.1% in 2022–2023 to 5.7% in 2024–2025. African American student dropout rates declined from 12.2% to 2.5%, Hispanic students declined from 12.5% to 8.1%, White students declined from 6.9% to 2.4%, and

students identifying as More Than Two Races declined from 8.5% to 2.1%. These trends suggest that strengthened relationship-centered practices and increased engagement efforts may have positively contributed to improved student persistence and connection to school.Despite these gains, implementation results were mixed across student groups and grade spans. Hispanic student perceptions of meaningful participation decreased by 2.2 percentage points, and White students decreased by 2.1 points. Additionally, several grade spans continue to report relatively low overall participation and connectedness rates, particularly in secondary grades, indicating the need for continued focus on engagement, belonging, and culturally responsive instructional practices. Suspension rates for Foster Youth increased by 3.4 percentage points and English Learners increased by 0.5 percentage points, demonstrating that additional targeted behavioral and relationship-centered supports remain necessary for some student groups. Middle school recorded dropouts also increased from 8 students in 2022–2023 to 16 students in 2024–2025, with Hispanic middle school dropouts increasing from 3 to 12 students and English Learner middle school dropouts increasing from 3 to 10 students. Overall, the strategy demonstrated positive progress toward strengthening authentic engagement and student connectedness, particularly among African American students and several elementary grade spans. WCCUSD will continue refining implementation practices to ensure greater consistency and stronger outcomes across all schools and student groups.

Strategy 8: Safety Support Staff - Partially Effective
This strategy was partially effective in supporting safe and supportive school environments during the 2025–2026 school year, as reflected in improvements in overall suspension rates and several student subgroup outcomes. Investments in yard duty supervision and Campus Safety and Security Specialists contributed to maintaining campus visibility, improving supervision during unstructured times, and supporting proactive responses to student safety concerns. Districtwide suspension rates decreased from 5.1% in 2023–2024 to 4.5% in 2024–2025, representing a reduction of 0.3 percentage points. African American student suspension rates decreased by 1.3 percentage points, Students with Disabilities decreased by 1.6 percentage points, Socioeconomically Disadvantaged students decreased by 0.4 percentage points, Filipino students decreased by 0.6 percentage points, White students decreased by 1.0 percentage point, and students identifying as Two or More Races decreased by 0.7 percentage points. These reductions indicate positive progress in strengthening school climate, supervision systems, and relationship-centered approaches to student behavior and support. Student perception data also reflected improvements in school connectedness, particularly among African American students, whose connectedness rates increased by 12.9 percentage points. Overall increases across multiple grade spans suggest that investments in supportive campus environments and adult visibility contributed positively to students' sense of safety and belonging. High school dropout rates also decreased from 10.1% in 2022–2023 to 5.7% in 2024–2025, reflecting improved student persistence and engagement outcomes across multiple student groups.However, the strategy was not equally effective across all student groups. Suspension rates for Foster Youth increased by 3.4 percentage points, Hispanic students increased by 0.4 percentage points, Asian students increased slightly by 0.1 percentage points, and English Learners increased by 0.5 percentage points. Long-Term English Learners reported a suspension rate of 10.9%, indicating a continued need for targeted interventions and relationship-centered behavioral supports for specific student populations. Middle school recorded dropouts increased from 8 students in 2022–2023 to 16 students in 2024–2025, while expulsion totals remained unchanged at five students districtwide. African American student expulsions increased from one student to three students, indicating that disproportionality in exclusionary discipline remains a concern requiring additional targeted supports and intervention systems. Implementation challenges included staffing shortages and recruitment difficulties that impacted consistent coverage at some school sites. Despite these challenges, the district maintained its commitment to investing in student safety, supervision, and supportive campus environments. Moving forward, WCCUSD will continue refining behavioral support systems, strengthening restorative practices, and expanding relationship-centered approaches to improve outcomes for student groups experiencing disproportionate discipline rates.

Action 1.2
Strategy 1 – Family Engagement and Communication – Effective
WCCUSD continued strengthening family engagement through expanded communication systems, multilingual outreach, parent education opportunities, and increased access to information regarding student learning, school programs, and district initiatives. Schools utilized ParentSquare, community meetings, advisory committees, and family workshops to strengthen two-way communication and increase family participation in school decision-making.These efforts contributed to improved student engagement and school climate outcomes. Districtwide attendance improved as chronic absenteeism declined across multiple student groups. High school dropout rates also decreased substantially from 10.1% to 5.9%, representing a 4.2 percentage point improvement since baseline. Student perceptions of school connectedness improved across nearly every grade level, including increases from 68% to 71% in Grade 3, 62% to 67% in Grade 4, 57% to 65% in Grade 5, and 45% to 57% in Grade 12. These outcomes suggest that strengthening family-school partnerships supported increased student engagement, persistence, and positive school climate.

Strategy 2 – Attendance and Student Engagement Supports – Effective
The district implemented coordinated attendance improvement strategies through school attendance teams, Student Attendance Review Teams (SART), case management, family outreach, and partnerships with community agencies. Schools monitored attendance data regularly and implemented targeted interventions for students identified as chronically absent or at risk of disengagement. These efforts contributed to measurable improvements in attendance, graduation, and school climate. High school dropout rates declined from 10.1% to 5.9%, while middle school dropouts decreased from 16 students to 8 students. Overall suspension rates also declined from 5.1% to 4.5%, reflecting continued progress toward creating more supportive learning environments. Student perceptions of meaningful participation increased across most grade levels, including Grade 4 (38% to 41%), Grade 5 (31% to 39%), Grade 6 (32% to 36%), Grade 8 (20% to 28%), Grade 10 (22% to 25%), and Grade 11 (24% to 27%). Student perceptions of social and emotional learning supports also improved, including Grade 3 (70% to 73%), Grade 5 (59% to 65%), Grade 10 (22% to 64%), Grade 11 (24% to 65%), and Grade 12 (25% to 64%). These findings suggest that coordinated attendance systems and school climate initiatives strengthened student engagement, relationships, and overall school experience.

Strategy 3 – Educational Partner Engagement – Effective
The district continued engaging families, students, staff, bargaining units, and community organizations through advisory committees, public meetings, surveys, and LCAP engagement opportunities. Educational partner feedback informed district priorities, resource allocation, and continuous improvement efforts while strengthening transparency and shared decision making. Student outcome data reflected continued improvement in school climate and engagement. Student connectedness increased across elementary, middle, and high school grade levels, with particularly strong gains among African American students, whose average connectedness increased by 12.9 percentage points, and students identifying as Two or More Races, who increased by 4.7 percentage points. Student perceptions of meaningful participation also improved across multiple grade levels, demonstrating increased opportunities for students to contribute to school decision making and classroom learning experiences.

Strategy 4 – School Climate and Wellness Supports – Effective
The district continued expanding comprehensive school climate and wellness initiatives through Positive Behavioral Interventions and Supports (PBIS), restorative practices, Wellness Centers, student leadership opportunities, and coordinated social-emotional learning supports. Schools implemented evidence-based strategies designed to strengthen belonging, improve behavior, and foster positive

relationships between students and staff. These efforts contributed to continued reductions in suspension rates and improvements in student perceptions of school climate. While the district recorded five expulsions during the 2024–2025 school year, consistent with the baseline year, Hispanic student expulsions decreased from four students to two students. Student perceptions of social and emotional learning supports improved substantially across upper grade levels, including increases of 42 percentage points in Grade 10, 41 percentage points in Grade 11, and 39 percentage points in Grade 12 compared with baseline. These outcomes indicate that district investments in relationship-centered practices and social-emotional supports strengthened students' sense of belonging and overall school climate while reinforcing the continued need to reduce exclusionary discipline practices for all student groups.

Strategy 5 – Continuous Improvement Through Educational Partner Feedback – Effective
WCCUSD utilized California School Climate, Health, and Learning Survey (CalSCHLS) data, attendance information, discipline metrics, and educational partner feedback to evaluate program effectiveness and guide continuous improvement efforts. Schools incorporated survey findings into School Plans for Student Achievement, school climate initiatives, and student support planning. Results demonstrated continued progress across multiple LCAP outcome measures. Attendance improved through reductions in chronic absenteeism, suspension rates declined, high school dropout rates decreased from 10.1% to 5.9%, and middle school dropouts were reduced by half. Student connectedness, meaningful participation, and perceptions of social-emotional learning supports all increased across multiple grade levels, reflecting stronger student engagement and improved school climate. While overall expulsions remained unchanged at five students districtwide, continued implementation of restorative practices, PBIS, and relationship-centered supports provides a strong foundation for further reductions in exclusionary discipline. Collectively, these outcomes demonstrate that meaningful educational partner engagement, continuous improvement processes, and coordinated school climate initiatives positively contributed to safer, more supportive, and more engaging learning environments for students.

Action 1.3
Strategy 1 – Visual and Performing Arts (VAPA) – Effective
More than 1,627 students in grades 4–6 participated in Elementary Music during the 2025–2026 school year, reflecting the district's continued commitment to expanding access to arts education and whole child learning opportunities. Visual and Performing Arts programming continued supporting student creativity, engagement, self-expression, and connection to school through opportunities in music, theater, digital media, and performance-based learning. Educational partners consistently identified arts programming as an important contributor to student engagement, belonging, and school climate. Public-facing performances and arts events continued serving as meaningful opportunities for students to showcase learning while strengthening family and community connections to schools. Student engagement and persistence data reflected positive trends aligned with the goals of expanded arts access. High school dropout rates declined significantly from 10.1% in 2022–2023 to 5.9% in 2024–2025, while middle school dropouts decreased from 16 students to 8 students. Student perceptions of school connectedness improved across multiple grade levels, including increases from 68% to 71% in Grade 3, 57% to 65% in Grade 5, and 45% to 57% in Grade 12. Student perceptions of meaningful participation also improved across several grade levels, including Grade 5 (31% to 39%) and Grade 8 (20% to 28%). Student perceptions of social and emotional learning supports increased substantially, including Grade 10 (22% to 64%), Grade 11 (24% to 65%), and Grade 12 (25% to 64%). These outcomes suggest that opportunities for self-expression, performance, and participation contributed positively to student belonging, engagement, and persistence in school. As part of districtwide Reductions in Force associated with balancing the 2026–2027 budget, portions of the VAPA program were reduced. Responsibilities previously overseen by the VAPA Coordinator will be redistributed among Educational Services coordinators, while school sites will increasingly rely on Proposition 28 funding to sustain arts enrichment opportunities moving forward.

Strategy 2 – Performing Arts Theater Managers – Effective
District theaters hosted hundreds of student performances and community events throughout the 2025–2026 school year, with facilities operating at approximately 85% capacity. These spaces continued serving as vibrant hubs for student creativity, artistic expression, and community engagement while supporting the Community Schools pillars of engagement and expanded learning opportunities. Theater Managers played a critical role in supporting performances and developing student leadership and technical theater skills, including lighting, sound engineering, backstage production, and event operations. These experiences expanded access to authentic, real-world learning opportunities and strengthened student participation in arts-based pathways. Student engagement data reflected positive outcomes aligned with these expanded learning opportunities. High school dropout rates declined from 10.1% to 5.9%, while middle school dropouts were reduced by half. Student connectedness improved across elementary, middle, and high school grade levels, and meaningful participation increased across multiple grades. These improvements suggest that participation in performance-based learning opportunities and increased access to extracurricular experiences contributed positively to student connection, belonging, and persistence in school. These theater spaces also strengthened school-community partnerships by increasing opportunities for family participation, public performances, and collaborative community events that reinforced positive school culture and student engagement.

Strategy 3 – Access to Wellness Services – Effective
More than half of Community School Directors facilitated Hopes and Dreams assessments during the 2025–2026 school year, gathering feedback from 1,514 students, 830 parents, and 364 staff members. Feedback consistently emphasized the importance of creating safer, more engaging, and culturally responsive learning environments, particularly for English Learners and Students with Disabilities. Empathy Interviews conducted across Community Schools reinforced these findings, identifying school culture, student belonging, and relationship-centered practices as critical factors influencing staff retention, family engagement, and demand for culturally responsive programming and supports. In addition to coordinating referrals and student support systems, Community School Directors and Wellness Managers supported PBIS implementation, professional learning, family workshops, and Student Attendance Review Team (SART) processes. Student outcome data reflected positive trends associated with these supports. Chronic absenteeism among English Learners declined from 38.5% to 31.4%, while Socioeconomically Disadvantaged students improved from 40.9% to 32.2%, reflecting stronger student attendance. Suspension rates for Students with Disabilities declined by 1.6 percentage points, and middle school dropout rates decreased by 40% from baseline levels. Student perceptions of social and emotional learning supports also improved substantially across upper grade levels, while student connectedness increased across multiple grade spans. Although overall expulsions remained stable at five students districtwide, continued implementation of restorative practices and wellness supports contributed to maintaining low rates of exclusionary discipline while strengthening school climate. These improvements suggest that expanded wellness services, coordinated interventions, and relationship-centered supports positively contributed to improved attendance, school climate, student engagement, and overall student success. Quarterly evaluations reflected continued growth in shared decision-making practices and collaborative school structures. However, sustaining comprehensive student wellness and integrated support systems will require continued investment and prioritization, particularly within the context of ongoing fiscal constraints.

Strategy 4 – Student, Family, and Community Engagement – Effective
Central office engagement staff continued leading districtwide engagement strategies grounded in research-based practices designed to strengthen authentic family and community involvement. The Director and Coordinator of Community Engagement supported implementation of consistent and inclusive engagement practices across schools and district programs. The effectiveness of this work was reflected in increased parent advisory participation, stronger educational partner engagement, and improved indicators of student connection and involvement identified through Community School self-assessments and wellness surveys. Additional participation data reflected strong

implementation across district advisory structures, including 98% participation for School Site Councils and 80% participation rates for both English Learner Advisory Committees and African American Parent Advisory Councils. Student outcome data demonstrated continued positive trends aligned with this work. High school dropout rates declined from 10.1% to 5.9%, while middle school dropouts decreased from 16 students to 8 students. Attendance improved through reductions in chronic absenteeism, suspension rates continued to decline, and student perceptions of school connectedness, meaningful participation, and social and emotional learning supports improved across multiple grade levels. While overall expulsions remained unchanged at five students, Hispanic student expulsions declined from four students to two students, reflecting continued progress toward more equitable disciplinary practices. These outcomes suggest that strengthened engagement systems, family partnerships, collaborative school structures, and wellness-focused practices positively contributed to improved attendance, student engagement, school climate, and persistence. As part of the district's organizational restructuring for the 2026–2027 school year, these positions were redesigned, and oversight of this work will transition to the Assistant Superintendent of Communication and Family Engagement to ensure continuity and alignment of engagement efforts moving forward.

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.

All strategies include (As measured by metric ___) to support alignment to effectiveness and accountability.

Action 1.1
Strategy 1: Student and Family Feedback
Strategy 2 – Social Emotional Learning
Strategy 4 – Climate Coaching
Strategy 5: Attendance & Engagement
Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building
Strategy 9: Student Safety, Belonging, and Accountability Reporting System (New Strategy)
Strategy 10: Transportation Access to Support Attendance Support (New Strategy)

Action 1.2
Strategy 3 – School Community Outreach Workers (SCOW)
Strategy 5: Parent Bill of Rights
Strategy 6: Increase PAC Engagement
Strategy 7: Strategic Communications
Strategy 8: Allocation of Classified Staff to Support Family Needs

Action 1.3
Strategy 1 – Visual and Performing Arts Programs (VAPA)

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 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 To institutionalize the ongoing collection, analysis, and responsiveness to student and family voice, WCCUSD will continue leveraging the California Healthy Kids Survey (CHKS) as a primary tool for gathering feedback from students, families, and staff to inform continuous improvement efforts across the district. In addition, the district will expand opportunities for student engagement through forums, talk-back sessions, workshops, listening sessions, and other student-centered engagement structures designed to better understand student experiences, identify barriers to engagement, and gather input regarding the types of safe spaces, supports, and activities students believe strengthen school connectedness and belonging. The district will implement strategic outreach efforts to increase participation rates among historically underrepresented student groups and families, particularly focal student populations, to ensure feedback systems reflect the experiences and needs of the broader WCCUSD community. Data collected through CHKS and other engagement structures will be used to identify trends related to school	$13,863,666.87	Yes

Action #	Title	Description	Total Funds	Contributing
		climate, safety, connectedness, engagement, wellness, and belonging, while informing districtwide planning, intervention systems, and resource allocation. Staff and school leaders will receive training and support in analyzing and responding to student and family feedback data to strengthen data-informed decision-making and improve responsiveness to educational partner needs. Follow-up outreach and targeted engagement efforts will also be conducted with underrepresented groups to ensure inclusive participation and equitable access to district decision-making processes. Through these efforts, the district aims to strengthen authentic student and family voice, improve school climate and connectedness, and ensure district systems remain responsive to the lived experiences, needs, and priorities of WCCUSD students and families. (As measured by Metric 1.6, 1.15, 1.8, 1.9, 1.10, 1.11) Strategy 2 – Social Emotional Learning Through Program 3110 and Community Schools, WCCUSD will continue strengthening social-emotional learning practices designed to create responsive, engaging, inclusive, and supportive school environments where students feel connected, valued, and emotionally safe.Schools will be encouraged to incorporate short, structured brain breaks, wellness activities, community circles, and Fun Fridays to support student engagement, motivation, focus, and overall well-being throughout the school day. These strategies are intended to strengthen positive school culture, reduce stress, improve classroom climate, and increase student connectedness and readiness to learn.In addition, the district will expand the visibility and accessibility of trusted adults and student support staff across school campuses to ensure students are aware of and connected to available supports. Schools will implement intentional relationship-building practices designed to ensure every student has access to at least one supportive adult and safe spaces on campus where they can seek support, build connection, and feel a sense of belonging. Relationship-centered strategies may include advisory structures, restorative circles, student affinity spaces, check-in/check-out systems, peer leadership opportunities, mentoring programs, and targeted wellness supports aligned to student needs. School staff will continue receiving support and professional learning focused on social-emotional learning, relationship-building, trauma-informed practices, and culturally responsive engagement strategies to strengthen positive interactions and supportive school		

Action #	Title	Description	Total Funds	Contributing
		climates.Together, these efforts are intended to improve student wellness, increase school connectedness and engagement, strengthen students' sense of belonging, and create learning environments where all students feel emotionally and physically safe, supported, and ready to learn. (As measured by Metric 1.6, 1.9, 1.15) 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. (As measured by Metric 1.3, 1.6, 1.7) Strategy 4 – Climate Coaching To reduce suspension disproportionality, strengthen school safety, and build more inclusive and culturally responsive learning environments, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs in partnership with Community Schools Directors while continuing to strengthen the capacity of school climate teams through site-based coaching, professional development, and ongoing technical assistance. Each school will receive support from a dedicated Climate Coach who will collaborate with principals, assistant principals, teacher leaders, and student support teams to strengthen implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and school wide universal supports. Coaching will focus on evidence-based strategies including trauma-informed practices, restorative approaches, culturally responsive behavior interventions, de-escalation strategies, and proactive classroom management aligned to Multi-Tiered System of Support (MTSS) frameworks. A district behaviorist will provide additional tiered coaching and intervention support for schools requiring		

Action #	Title	Description	Total Funds	Contributing
		more intensive behavioral systems development. As part of this work, WCCUSD will require annual districtwide anti-racism and cultural competency training for all staff to strengthen consistent, informed, and restorative responses to racism, discrimination, bias, and student harm. Professional learning will include modules focused on implicit bias, culturally responsive practices, restorative interventions, anti-racist educational practices, conflict de-escalation, and effective responses when incidents of harm occur involving students or staff. Training will also support staff in recognizing and interrupting patterns of disproportionality and exclusionary discipline impacting focal student groups.Schools will develop actionable discipline and school climate plans, regularly analyze disproportionality and school experience data, and implement Tier 1 and Tier 2 behavioral supports with fidelity. Behavior expectations will continue to be reinforced through the district behavior matrix, school wide lessons, and professional learning focused on addressing disrespectful behavior, including slurs, hate-based language, harassment, and bias-related incidents. Key actions include: Expectation-based assemblies and classroom lessons Teacher workshops focused on addressing harmful language and bias Flyers, signage, and awareness campaigns posted throughout schools Implementation of a districtwide anti-slur and anti-hate response protocol Access to guest speakers, restorative circles, affinity spaces, and community-building activities Ongoing data review and consultation focused on suspension disproportionality, school climate, and student belonging Principals and school leadership teams will receive regular touch points, walkthrough debriefs, coaching cycles, and data consultations to ensure alignment with district priorities related to equity, inclusion, belonging, and school safety.This strategy is funded through Community Schools and Educator Effectiveness grants and is intended to strengthen respectful, inclusive, and emotionally safe learning environments where all students feel connected, valued, and supported. (As measured by Metric 1.7, 1.6) Strategy 5: Attendance & Engagement To improve overall attendance rates by 2%, West Contra Costa Unified School District will implement a multi-tiered attendance and engagement campaign grounded in data analysis, early intervention, relationship-		

Action #	Title	Description	Total Funds	Contributing
		centered practices, and school climate supports. The Office of Positive School Climate will train site staff to implement tiered outreach strategies, with a focused emphasis on schools experiencing high rates of chronic absenteeism. A revised SART manual will support greater consistency in attendance intervention practices across the district. Positive School Climate Attendance Technicians will provide daily, weekly, and monthly outreach to students and families to strengthen re-engagement efforts and reduce barriers to attendance. In addition, classified staff across school sites, including attendance clerks, School Community Outreach Workers, campus supervisors, and student support staff, will play a critical role in supporting attendance improvement efforts through direct outreach, relationship-building, family communication, monitoring attendance trends, and connecting students and families to appropriate supports and interventions. A districtwide attendance data system will support school teams in monitoring trends, identifying root causes, tracking interventions, and guiding targeted outreach efforts. Direct training and data analysis sessions will also be provided to attendance clerks and school site staff to strengthen data accuracy, improve early identification of attendance concerns, and ensure effective use of attendance intervention systems. To reinforce positive attendance habits, schools will implement student recognition and incentive programs designed to celebrate attendance growth, improvement, and consistency. The district will also implement Attendance Recovery programs across all schools to provide students with additional opportunities to recover instructional time, remain connected to school, and reduce the long-term impacts of chronic absenteeism on academic outcomes. The central office team will continue providing training, technical assistance, and collaboration opportunities to support implementation of best practices aligned to attendance improvement and student engagement. In addition, secondary-specific engagement strategies will be expanded to address patterns of class skipping and disengagement at the high school level. School site leaders will partner with student leadership groups, including student councils, all student congress, and other student voice structures, to conduct root cause analysis related to class-cutting behaviors, identify barriers to engagement, and co-develop potential solutions that strengthen student ownership and connection to school. Student feedback gathered through these engagement structures will also help inform decisions related to curriculum and lesson design, particularly as students identify factors that contribute		

Action #	Title	Description	Total Funds	Contributing
		to disengagement and class skipping behaviors. The district will act on student voice data to strengthen instructional relevance, increase engagement, and improve student connection to classroom learning experiences. Secondary schools will also continue implementing regular hall sweeps, targeted data analysis, and positive reinforcement systems designed to increase class attendance, improve student engagement, and strengthen school connectedness. Together, these strategies are intended to strengthen a culture of attendance, improve data-informed intervention systems, increase authentic student engagement, reduce class skipping behaviors, and ensure all students remain connected to meaningful learning opportunities every day. (As measured by Metric 1.6) Strategy 6: Reduce the Disproportionality To address the disproportionality of suspensions and expulsions impacting Black/African American students, all principals and assistant principals will participate in monthly Professional Learning Communities recommended by the African American Student Achievement Team (AASAT). These PLCs will focus on analyzing disaggregated suspension, office referral, and incident report data; strengthening implementation of alternatives to suspension; and building leadership capacity to create more inclusive, relationship-centered school environments that reduce exclusionary discipline practices. School leaders will engage in ongoing data tracking and analysis to identify patterns in discipline referrals, monitor disproportionality trends, and strengthen early intervention systems for students at elevated risk of suspension. Early in the school year, administrators will review discipline and engagement data to identify students at high risk for exclusionary discipline based on indicators including prior incidents, attendance patterns, reading performance, race, and program participation such as Special Education and English Learner status. Students identified as high risk will be referred to CARE teams for proactive intervention, wraparound support, and coordinated case management. In addition, schools will strengthen systems of care for students returning from suspension by ensuring access to social-emotional, behavioral, and academic support services designed to improve re-engagement and reduce repeat incidents. These supports may include restorative practices, counseling services, academic intervention, mentoring, family engagement, and individualized student support planning. School leaders will also continue reinforcing consistent		

Action #	Title	Description	Total Funds	Contributing
		implementation of district discipline policies and restorative practices to improve equity in student outcomes, reduce disproportionality, and strengthen students' connection and belonging within the school community. (As measured by Metric 1.7, 1.9) Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building WCCUSD will strengthen authentic student engagement by creating learning environments that prioritize meaningful relationships, student voice, collaboration, culturally responsive instruction, and responsive teaching practices. Through reduced class sizes and intentional instructional redesign, teachers will have increased capacity to build strong connections with students and families while providing more individualized academic and social-emotional support. The district will continue promoting classroom instruction that emphasizes discussion-based learning, collaborative problem-solving, real-world relevance, student discourse, and relationship-centered teaching practices. These instructional approaches are intended to ensure students feel known, heard, academically supported, and actively engaged in their learning experiences across all schools. In addition, WCCUSD will increase Tier I and Tier II instructional supports to strengthen literacy achievement for all students, including Black/African American students, through the implementation of culturally relevant, high-rigor literacy materials and instructional practices. Literacy supports and curriculum resources will reflect the experiences, identities, and voices of diverse student groups while incorporating strong social-emotional learning components and evidence-based instructional strategies proven to improve academic outcomes and literacy achievement. Teachers and school staff will receive professional learning and coaching focused on culturally responsive literacy instruction, relationship-centered teaching, literacy intervention practices, and student engagement strategies designed to strengthen academic achievement and belonging for all students. Instructional supports will also prioritize active student participation, academic discourse, critical thinking, and opportunities for students to see themselves reflected positively within classroom materials and learning experiences. Research consistently demonstrates that smaller class sizes and culturally responsive instructional practices contribute to stronger student-teacher relationships, increased student participation, improved attendance, and lower rates of		

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism. Strengthening these relationships and instructional systems is essential to cultivating a sense of belonging and school connectedness that supports both academic achievement and student well-being. Schools will also continue strengthening family engagement practices to ensure families remain connected partners in student learning and literacy development. Learning Recovery Emergency Block Grant (LREBG) carryover funds totaling $5,603,280.87 will support implementation of this strategy during the 2026–2027 school year by helping sustain smaller class sizes, strengthen literacy intervention systems, and expand relationship-centered instructional environments across schools. Through these efforts, the district aims to increase literacy achievement, improve student engagement and connectedness, strengthen attendance and academic outcomes, and create learning environments where all students, including Black/African American students, feel valued, represented, supported, and empowered as active participants in their education. (As measured by Metric 1.5, 1.9, 1.10) 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. (As measured by Metric 1.7, 1.9, 1.10) Strategy 9: Student Safety, Belonging, and Accountability Reporting System To strengthen school climate, student safety, and trust within school communities, WCCUSD will create and launch a confidential, student-friendly reporting platform that allows students to safely report unsafe experiences, including incidents involving racism, discrimination, profiling, bullying, harassment, and harm caused by students or staff. The platform will be designed to increase accessibility, responsiveness, and student voice while ensuring students have safe pathways to seek support and report concerns. The reporting system will include clear protocols for follow-up, response, and intervention to ensure concerns are addressed in		

Action #	Title	Description	Total Funds	Contributing
		a timely, supportive, and student-centered manner. Schools and district staff will receive training regarding implementation procedures, response expectations, confidentiality practices, and restorative and trauma-informed approaches to student support and intervention. In addition, WCCUSD will strengthen transparency and accountability by developing systems to track, monitor, and publicly report aggregate data related to racism incidents, discrimination complaints, response outcomes, student engagement, and student sense of belonging. The district will regularly review this data to identify trends, inform school climate strategies, strengthen prevention efforts, and improve responsiveness to student and family concerns. Annual progress updates and summary reports will be shared with students, families, staff, and school communities to increase transparency, strengthen trust, and support continuous improvement efforts across the district. Student voice structures, including student leadership groups and affinity spaces, will also be engaged to provide feedback regarding implementation, effectiveness, and ongoing improvement of the reporting system and school climate supports. Through these efforts, the district aims to create safer, more inclusive, and more responsive school environments where all students feel seen, valued, protected, and connected to their school community. (As measured by Metric 1.7, 1.6, 1.10, 1.11) Strategy 10: Transportation Access to Support Attendance Support WCCUSD will explore expanding transportation options to improve student attendance and ensure students have reliable access to school each day. The district will research and evaluate potential transportation solutions, including community-funded partnerships, state matching opportunities, grant funding, public transit partnerships, and other innovative transportation models designed to reduce barriers to consistent attendance. As part of this work, the district will conduct a comparative analysis examining the fiscal impact of attendance loss through reduced Average Daily Attendance (ADA) against the potential cost and effectiveness of expanded transportation supports. This analysis will help inform future investments and determine whether transportation expansion could improve attendance outcomes while reducing long-term fiscal losses connected to chronic absenteeism. The district will prioritize exploration of transportation solutions that support students and families experiencing the		

Action #	Title	Description	Total Funds	Contributing
		greatest attendance barriers, particularly historically underserved student groups and students facing housing, economic, or access challenges. Through this work, WCCUSD aims to strengthen attendance, increase student engagement, and reduce transportation-related barriers to school participation. (As measured by Metric 1.6)		
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 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. (As measured by Metric 1.5, 1.6)	$3,393,523.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As measured by Metric 1.6, 1.7, 1.14) Strategy 3 – School Community Outreach Workers (SCOW) To strengthen attendance outcomes and family engagement, WCCUSD will continue supporting and monitoring the effectiveness of School Community Outreach Worker (SCOW) practices at Title I elementary schools. SCOWs will play a critical role in strengthening school-family partnerships, increasing equitable access to information, and improving outreach and engagement efforts for student groups furthest from proficiency. SCOWs will coordinate and support family engagement events, including the development and distribution of monthly calendars that communicate upcoming workshops, school activities, volunteer opportunities, and engagement events. Outreach efforts will include targeted communication and relationship-building strategies designed to increase participation among historically underserved student groups and families experiencing barriers to engagement. In addition, School Community Outreach Workers will monitor and track participation data related to family events and ParentSquare usage to support the district's ability to evaluate equitable access to communication systems and engagement opportunities. The district will also monitor SCOW practices and implementation efforts through the submission and review of monthly work logs to help gauge the effectiveness of outreach activities,		

Action #	Title	Description	Total Funds	Contributing
		engagement strategies, attendance supports, and family partnership efforts across school sites. Data collected through these efforts will help school and district leaders assess the effectiveness of outreach practices, identify gaps in engagement, and strengthen attendance and re-engagement supports for students and families. SCOWs will also continue supporting outreach and recruitment efforts connected to Parent Advisory Committees (PACs), including School Site Councils (SSC), English Learner Advisory Committees (ELAC), and African American Parent Advisory Councils (AAPAC), to ensure all families have meaningful opportunities to participate in school and district decision-making processes. Through relationship-centered outreach, proactive communication, consistent monitoring of engagement practices, and ongoing review of monthly work logs, the district aims to strengthen family-school partnerships, improve attendance outcomes, and increase authentic educational partner participation across school communities. (Metric 1.14, 1.16) 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. (As measured by Metric 1.1, 1.14) Strategy 5: Parent Bill of Rights To strengthen family-school partnerships and expand meaningful educational partner engagement, WCCUSD will continue convening the Parent Bill of Rights Task Force to guide the development, implementation, and dissemination of the district’s Parent Bill of Rights. This work is intended to increase family awareness of educational rights, strengthen transparency, and build stronger partnerships between families, schools, and the district.		

Action #	Title	Description	Total Funds	Contributing
		In collaboration with a Community Schools consultant, the district will develop training materials, implementation tools, and site-based resources to support consistent understanding of the Parent Bill of Rights and the district's Title I Parent and Family Engagement Policy across all schools. These resources will support capacity-building efforts for administrators, school staff, and educational partners while promoting more equitable and inclusive family engagement practices districtwide. As part of this work, the district will continue expanding Parent University opportunities and family education sessions focused on topics including the Parent Bill of Rights, navigating district systems, student supports, academic expectations, advocacy, and opportunities for participation in school and district leadership structures. These sessions are intended to strengthen family knowledge, increase access to information, and empower families to serve as active partners in their child's educational experience. The district will also support school sites in implementing engagement practices that increase authentic family participation, strengthen communication, and improve access to leadership opportunities through structures such as School Site Councils, ELACs, AAPACs, and district advisory committees. Together, these actions are intended to strengthen educational partner trust, improve consistency in family engagement practices, and ensure families have the information, tools, and support necessary to meaningfully participate in school and district decision-making processes. (As measured by Metric 1.1, 1.14) Strategy 6: Increase PAC Engagement To strengthen family involvement and expand authentic educational partner engagement, WCCUSD will continue increasing participation in Parent Advisory Committees (PACs) through targeted outreach, leadership development, and stronger alignment between school site and district engagement structures. The district will establish and support a Parent Leadership Council (PLC) designed to build connections, strengthen community partnerships, and foster empathy, collaboration, and shared leadership among WCCUSD families. The Parent Leadership Council will include representatives from each Parent Advisory Council Executive Board, or their designees, and will serve as a collaborative structure to develop, review, and evaluate district family engagement practices, policies, programs, and communication systems. The PLC will also support coordination across advisory groups to maximize resources, strengthen		

Action #	Title	Description	Total Funds	Contributing
		alignment, reduce duplication of efforts, and increase the effectiveness of districtwide engagement strategies. To increase representation and participation within PAC structures, the district will continue leveraging principals and site administrators to strengthen school-based outreach, recruitment, and engagement efforts. Dedicated time during principal meetings will continue focusing on family engagement practices broadly, development of school site PACs specifically, and stronger alignment between site and district advisory structures. School sites will actively advertise and communicate opportunities for families to participate in district PACs and leadership groups through targeted outreach, ParentSquare communication, family events, school newsletters, and community engagement activities. To further strengthen parent engagement within Dual Language programs, schools with Dual Language programs will be highly encouraged to incorporate a Dual Language representative within their School Site Council structure or establish a site-based Dual Language PAC. These groups will provide recommendations related to site programming, systems, communication practices, multilingual outreach, and website accessibility to strengthen family partnership and support continuous improvement of Dual Language programs. To ensure equitable participation opportunities, the district will continue providing high-quality English and Spanish interpretation services during districtwide meetings and family engagement events. Additional multilingual outreach supports and interpretation services will also be implemented as needed to increase accessibility and reduce barriers to participation for historically underserved communities. Through these efforts, the district aims to strengthen family leadership, deepen authentic educational partner engagement, improve collaboration between schools and families, and ensure families have meaningful opportunities to inform school and district decision-making processes across WCCUSD. (Metric 1.8, 1.14) Strategy 7: Strategic Communications WCCUSD will continue implementing a districtwide communications plan designed to strengthen equitable access to information, increase educational partner engagement, and improve awareness of academic opportunities and graduation pathways for students and families. A key priority within this work will be the development and implementation of a multi-media communication campaign focused on ensuring all		

Action #	Title	Description	Total Funds	Contributing
		Black/African American students and families, grades K–12, are informed about A-G requirements, college readiness expectations, graduation pathways, and available academic supports. This campaign will be developed collaboratively between school counselors, administrators, the communications department, and student support staff to ensure information is accessible, culturally responsive, and delivered consistently across schools and grade spans. Communication strategies will include ParentSquare messaging, social media campaigns, district and school website resources, student and family workshops, videos, printed materials, classroom presentations, family nights, student forums, and direct outreach through school counselors and site staff. As part of this work, WCCUSD will continue expanding the use of ParentSquare as the district's primary two-way communication platform. Staff across departments and school sites will receive training to support clear, consistent, and relationship-centered communication practices. Teachers will continue receiving support in utilizing ParentSquare for classroom-level communication to strengthen family awareness of instructional activities, academic expectations, and student progress. Parent Advisory Committee (PAC) leaders and family engagement representatives will also receive training and support in utilizing ParentSquare and other digital communication tools to strengthen school-community outreach, increase family-to-family communication networks, and improve equitable access to information across school communities. Additional actions within this strategy include continued development of multilingual digital communication resources, expansion of Dual Language program communication materials and webpages, and increased use of digital media and community-based outreach to ensure families receive information in their preferred language and format. Through these efforts, the district aims to strengthen communication systems, increase family understanding of college and career readiness pathways, improve awareness of A-G requirements beginning in elementary school, and ensure Black/African American students and families receive proactive, consistent, and empowering information that supports long-term academic success and postsecondary access. (As measured by Metric 1.8) Strategy 8: Allocation of Classified Staff to Support Family Needs To strengthen family engagement, improve access to student services, and ensure responsive support systems at school sites, WCCUSD will continue		

Action #	Title	Description	Total Funds	Contributing
		allocating classified staff positions directly to schools to support student and family needs. These positions will play a critical role in strengthening communication, increasing access to resources, and supporting relationship-centered engagement practices across school communities. Typist Clerk I bilingual staff will support schools by strengthening multilingual communication with families, assisting with translation and interpretation needs, supporting front office engagement, and ensuring families receive timely and accessible information regarding school programs, attendance, enrollment, academic supports, and student services. These positions are particularly important in supporting equitable access for multilingual families and strengthening school-home communication systems. Student Services Clerks will support school sites through coordination of student records, attendance processes, enrollment support, family outreach, and direct assistance connected to student services and interventions. These staff members will also support schools in responding to family needs, coordinating referrals, assisting with attendance and engagement efforts, and ensuring students and families are connected to appropriate school and district resources.Together, these classified staff positions strengthen the district's ability to provide responsive, culturally and linguistically inclusive support systems that improve family engagement, student connectedness, and equitable access to school services. These positions also support stronger communication between schools and families and contribute to the district's broader efforts to create welcoming, supportive, and relationship-centered school environments for all students and educational partners. (As measured by Metric 1.14)		
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	$3,011,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 that promotes creativity, self-expression, critical thinking, and student engagement. With the addition of Prop 28 funds, the district has continued expanding Visual and Performing Arts opportunities in alignment with the Community Schools pillar of expanded learning opportunities and enrichment. To strengthen elementary music access, the district will provide seven elementary band teachers to support a rotating elementary instrumental music program. This allocation will allow for the equivalent of a .2 FTE band teacher to visit each elementary school one day per week to conduct a pull-out instrumental music program for interested students in grades 4–6. These programs are intended to increase student access to music education, foster early interest in the arts, and strengthen pathways into secondary band and performing arts opportunities. The district's goal is to increase student participation in VAPA courses and extracurricular arts programs by 10% by June 2026. VAPA programs play a critical role in supporting student engagement, belonging, and school connectedness while contributing to more inclusive and culturally responsive learning environments. Research also demonstrates that strong arts programs are associated with lower rates of chronic absenteeism and suspension, as well as improved academic and social-emotional outcomes for students. (As measured by Metric 1.9, 1.13) 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		

Action #	Title	Description	Total Funds	Contributing
		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. (As measured by Metric 1.9, 1.13) 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 support the first two community schools pillars which include: integrated student support, and family and community engagement. (As measured by Metric 1.1, 1.8) 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. (As measured by Metric 1.13)		

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	2024-2025 21,876 days of absence	Decrease by 15% from district-wide baseline data	Teacher absences, excluding PD days, increased by 5,966 total days, which is an increase of 37.5%
2.2	Teacher Retention Source: HR Retention report Source:Local Measure	2022-2023 66%	23-24 68%	2024-2025 90.93%	80% of teachers will be retained year-to-year	Improved teacher retention by 24.93 percentage points
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%	2024-2025 83%	Increase percentage of staff with 3+ years of teaching experience by 9%	Percentage of staff with 3+ years of teaching decreased by 1 percentage point
2.4	Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Source: Dataquest, CDE Priority 1A, 1B	2021-2022 Total # Teaching FTE: 1,362.2 Clear: 78% Out-of-Field (lacking subject matter competence): 3.3% Intern: 2.9% Ineffective (Short Term/Sub Permits): 9.9% Incomplete: 5.5%	2022-23 Total # Teaching FTE: 1,297.1 Clear: 77.9% Out-of-Field (lacking subject matter competence): 4.0% Intern: 2.7% Ineffective (Short Term/Sub Permits): 10.3% Incomplete: 4.6%	2023-2024 Total # Teaching FTE: 1,117 Clear: 71.6% Out-of-field: 8% Interns: 4.6% Ineffective (Short Term/Sub Permits): 10.1% Incomplete: 4.5%	Increase appropriately assigned and fully credentialed (Clear) teachers by 6%	From Baseline to Y2, the percentage of appropriately assigned and fully credentialed teachers declined by 6.4 percentage points to 71.6% Changes in percentage points: Clear: Decreased by 6.4 Out-of-Field (lacking subject matter competence): Increased by 4.7 Intern: Increased by 1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Ineffective (Short Term/Sub Permits): Increased by 0.2 Incomplete: Decreased by 1
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 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 *Corrections to Baseline: 2022-	2024-2025 ALL: -77.9 DFS, increased 7.9 AA: -130.2 DFS, increased 14.6 Asian: -15.3 DFS, maintained 1.3 Filipino: -12.6 DFS, increased 6.1 Hispanic: -109.4 DFS, increased 7.8 Two or More: -17 DFS, increased 5.5 White: -7.1 DFS, increased 4.9 EL: -123.4 DFS, increased 5.1 SED: -105.1 DFS, increased 8.6 FY: -217 DFS, declined 36.6 SWD: -164.6 DFS, maintained -1.9 LTEL: -185.4 DFS, increased 5.9	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	Changes in DFS: All: Increased by 8.9 AA: Increased by 3.4 Asian: Increased by 7.8 Filipino: Increased by 13.4 Hispanic: Increased by 6.1 Two or More: Increased by 12.6 White: Increased by 9.7 EL: Increased by 6.1 SED: Increased by 8.4 FY: Decreased by 28.3 SWD: Decreased by 4.8 LTEL: New measure for 2025 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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	2024-2025 ALL: -52.4 DFS, increased 3.5 AA: -92.3 DFS, increased 11.7 Asian: +4.6 DFS, maintained .2 Filipino: +20 DFS, maintained 1.9 Hispanic: -84.8 DFS, increased 3.8 Two or More: +7 DFS, maintained -1.6 (Note: Corrected baseline for TOM is -1.6, and Y1 is 8.6 which was an increase of 10.2 from Baseline.) White: +19.6 DFS, maintained -.3 EL: -108.2 DFS, maintained 2.5 SED: -80.1 DFS, increased 5.1 FY: -149.6 DFS, declined 22.5	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	Changes in DFS: All: Increased by 1.3 AA: Decreased by 3.1 Asian: Increased by 0.1 Filipino: Increased by 9.3 Hispanic: Decreased by 0.6 Two or More: Increased by 8.6 White: Decreased by 0.8 EL: Decreased by 0.7 SED: Increased by 2.6 FY: Decreased by 4.8 SWD: Decreased by 9.3 LTEL: New measure for 2025 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SWD: -138.5 DFS, maintained 1.7 LTEL: -144.7 DFS, maintained -.3		
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: 60%, 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% 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%	2024-2025 ALL: 85.3%, increased 1.6% AA: 89%, increased 3.3% Asian: 95.7%, maintained .1% Filipino: 95.9%, maintained .7% Hispanic: 80%, increased 1.5% Two or More: 92.6%, increased 7.4% White: 92.6%, increased 4.6% EL:72.8%, increased 3.2% SED: 84.1%, increased 1.4% FY: 43.8%, declined 26.3% SWD: 67.3%, increased 1.2% LTEL: 78.1%, increased 3.8%	Increase graduation rate by 6%	Changes in percentage points: All: Increased by 1.5 AA: Increased by 6.9 Asian: Increased by 2.4 Filipino: Decreased by 0.4 Hispanic: Decreased by 0.3 Two or More: Increased by 6.1 White: Increased by 4.1 EL: Increased by 2.1 SED: Increased by 2.8 FY: Decreased by 16.2 SWD: Increased by 10.4 LTEL: New measure for 2025 Dashboard

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% have access to adopted materials per 2025 Williams certification.	100% of students will have access	No difference
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	Fall 2025 37 sites evaluated with results as follows: 15 Good 22 Fair	Increase number of Williams schools with facilities with ratings of Good / Exemplary to 95% of total Williams schools	Good/Exemplary Ratings: Decreased by 11 sites Fair Ratings: Increased by 22 sites Total Sites Evaluated: Increased by 11 schools, from 26 to 37
2.10	Increase percentage of students who meet or exceeded CAST (Grades 5, 8, 10, 11, and 12 combined) Source: CA Dashboard (Correct source is Dataquest) Priority 4A	2022-23: ALL: 20.31% AA: 8.04% EL: (English Learner, excluding RFEP) 1.11% HL (Hispanic or Latino): 10.48% SWD: 4.79% SED 12.03% FY: 6.25% (Newly Added for 2026 LCAP)	2023-2024: ALL: 19.91% AA: 12.5% (Corrected: 7.28%) EL: .9% HL: 17.34% SWD: 6.47% SED: 11.73% FY: (data is suppressed because fewer than 11 students tested)	2024-2025 ALL: 21.26% AA: 10.75% EL: 0.80% HL: 11.19% SWD: 4.69% SED: 13.15% FY: 7.14%	Increase percentage of students who meet or exceeded CAST (Grades 5, 8, 10, 11, and 12 combined) by 9%.	Changes in percentage points: All: Increased by 1.26 AA: Increased by 2.75 EL: Decreased by 0.31 HL: Increased by 0.71 SWD: Decreased by 0.1 SED: Increased by 1.12 FY: Increased by 0.89

Goal Analysis [2025-26]

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 2.1
Strategy 1: Tailored Instructional Support for Unduplicated Students
During the 2025–2026 school year, WCCUSD continued strategically investing in additional certificated staffing supports at school sites serving high concentrations of unduplicated pupils, including Foster Youth, English Learners, and students from low-income households. Supplemental staffing allocations included Vice Principals/Instructional Specialists at elementary schools, additional general education teachers, elementary prep teachers, secondary counselors, Academy Purity teachers, and Career Technical Education (CTE) Lead Teachers. These investments were intended to strengthen instructional capacity, expand access to rigorous and differentiated learning opportunities, and provide targeted academic and social-emotional supports for historically underserved student groups. Implementation efforts focused on increasing site-level staffing stability, strengthening instructional leadership, expanding counseling and intervention supports, and preserving access to enrichment and pathway opportunities. Additional staffing allocations allowed schools to provide more individualized academic support, strengthen intervention systems, expand college and career pathway opportunities, and improve student access to academic guidance and differentiated instruction. Secondary counseling and pathway supports also continued helping students navigate graduation requirements, A-G completion pathways, and college and career readiness opportunities. Schools utilized these staffing supports in different ways based on local student needs, enrollment trends, and site priorities. Elementary schools leveraged additional staffing to support instructional coaching, intervention coordination, and reduced class sizes, while secondary schools utilized supplemental staffing to expand counseling access, pathway supports, and targeted interventions for students requiring additional academic support.Successes included strengthened site capacity to provide differentiated supports for unduplicated students, expanded access to academic and enrichment opportunities, and improved alignment between instructional supports and student needs. Student outcome trends reflected positive progress across several focal student groups, including declines in chronic absenteeism among English Learners and Socioeconomically Disadvantaged students, reductions in suspension rates for Students with Disabilities, and significant declines in high school dropout rates across multiple student groups. Implementation challenges included ongoing fiscal pressures, staffing shortages in certain credential areas, and balancing site needs with enrollment-based allocation formulas. In some cases, fluctuating enrollment and districtwide staffing reductions required adjustments to staffing configurations and service delivery models. Despite these challenges, the district continued prioritizing supplemental staffing investments designed to strengthen equitable access to high-quality instruction, intervention supports, and relationship-centered school environments for unduplicated students across WCCUSD.

Strategy 2: Staffing Stability for Low-Enrollment Schools
During the 2025–2026 school year, WCCUSD continued providing targeted funding and staffing supports to low-enrollment schools to preserve access to high-quality instructional programs, maintain stable staffing structures, and support equitable learning opportunities for students and families across all neighborhoods. These investments were designed to help schools maintain smaller class sizes, preserve program continuity, and sustain relationship-centered school environments that support individualized attention and strong school-community connections. Implementation efforts focused on maintaining staffing allocations beyond what enrollment formulas alone would otherwise generate, particularly at schools experiencing declining enrollment trends. Schools such as Stewart K-8 received additional support to preserve instructional programming, maintain school identity, and minimize disruption to student learning and family experience. These supports helped schools continue offering consistent staffing structures and community-centered learning environments despite fiscal

pressures and enrollment challenges. The district also worked to balance equity considerations, neighborhood access, staffing stability, and long-term fiscal sustainability throughout implementation. While the original intent was to maintain broad staffing protections for low-enrollment schools, ongoing budget constraints and districtwide reductions in force created challenges in fully sustaining all planned staffing supports at prior levels. As a result, schools increasingly engaged in collaborative staffing reviews, class configuration discussions, and resource alignment conversations to preserve core instructional programs while adapting to enrollment realities. Successes included maintaining continuity of services and preserving smaller learning environments at several low-enrollment campuses, which supported student belonging, relationship-building, and personalized instructional opportunities. Educational partners consistently identified neighborhood schools as important community anchors that contribute positively to student engagement and family connection. Challenges included fluctuating enrollment patterns, balancing fiscal solvency requirements with community expectations, and navigating difficult staffing and program decisions while attempting to minimize disruption to students and families. In some cases, schools experienced adjustments to staffing structures, combination class considerations, or reallocation of supports as the district worked to align resources with enrollment trends while maintaining equitable access to high-quality educational opportunities across WCCUSD.

Action 2.2
Strategy 1 – Teacher Support Programs
Teacher development and support programs expanded during the 2025–2026 school year to strengthen recruitment pipelines, mentoring systems, credentialing support, and instructional capacity across schools. The district supported 26 teacher residents, 140 teachers through the Teacher Support and Advancement Program (TSAP), and 116 teachers through the induction program. Each induction participant was paired with a mentor teacher who provided weekly collaboration, lesson observations, reflective coaching cycles, and individualized support aligned to teacher growth needs. Participants also engaged in ongoing professional development informed by mentor feedback and classroom practice. This strategy was implemented as intended and supported continued investment in educator development and retention.

Strategy 2 – Competitive Salary
The district continued prioritizing competitive compensation and active recruitment efforts to attract and retain high-quality educators. Multiple in-person and weekend recruitment events were conducted throughout the year and were successful in attracting candidates and reducing vacancies across schools. Maintaining competitive salary structures supported staffing stability and reduced reliance on substitute teachers while helping ensure schools remained staffed with credentialed educators. This strategy was implemented as intended.

Strategy 3 – Teach for America
To address ongoing staffing shortages, WCCUSD continued its partnership with Teach for America to recruit and place intern teachers across the district. These candidates served as full-time classroom teachers while concurrently completing credentialing requirements. This partnership helped ensure classrooms remained staffed while longer-term teacher pipeline strategies continued to develop. This strategy was implemented as intended.

Strategy 4 – Recruitment and Retention of Diverse Educators
The district continued efforts to diversify the educator workforce through targeted outreach to Historically Black Colleges and Universities (HBCUs), community organizations, educator networks, and affinity-based recruitment partnerships. WCCUSD also continued supporting mentorship and affinity structures designed to strengthen retention of educators of color.

Implementation challenges remained due to statewide and national shortages of educators of color entering the profession, as well as district limitations on out-of-state recruitment travel. While some recruitment efforts were successful, the strategy was not fully implemented as originally envisioned.

Strategy 5 – Teacher Residency Program
The Teacher Residency Program continued supporting development of future educators in hard-to-fill areas including special education, Dual Language Immersion, and Transitional Kindergarten. Residents participated in yearlong co-teaching models alongside experienced mentor teachers while completing university credentialing programs through district-university partnerships. The residency model strengthened educator preparation and expanded pathways into the profession while supporting long-term retention efforts through service commitments within the district. This strategy was implemented as intended.

Strategy 6 – Strengthening Recruitment and Retention of Dual Language Program Teachers
WCCUSD continued implementing focused recruitment and retention strategies to support staffing stability within Dual Language Immersion programs. Recruitment efforts prioritized bilingual educators with specialized credentials and experience supporting multilingual learners. Retention efforts included bilingual stipends, professional development, collaboration opportunities, and instructional support systems designed to strengthen multilingual programming and continuity for students and families. This strategy was 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.

There was no material difference in Action 2.1. It appears as if there was a material difference due to a reporting error when an incorrect number was reported on the mid-year LCAP. The number reported was $5,600,879 and should have been $6,431,474

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

Action 2.1
Strategy 1 – Tailoring Instruction for Our Unduplicated Pupil (UPC) Students – Partially Effective
The district directed additional certificated staffing to school sites with high concentrations of unduplicated pupils. These positions included vice principals and instructional specialists at elementary and K–8 schools, general education teachers, elementary prep teachers, secondary counselors, academy purity teachers, and Career Technical Education (CTE) lead teachers. This approach broadened access to rigorous instruction, strengthened differentiated academic and enrichment opportunities, and expanded site-level leadership and capacity to respond to student need. This strategy was implemented in alignment with Education Code 42238.2 and as intended. The district also allocated targeted resources to schools with lower enrollment to support staffing stability and continuity of instruction. This support helped sustain smaller class sizes, maintain consistent staffing, reduce disruptions to learning, and preserve access to comprehensive educational programming for students and families. Student outcomes demonstrated both areas of progress and continued need. Districtwide SBAC Mathematics performance improved from a Distance from Standard (DFS) of -85.8 to -77.9, representing a 7.9-point improvement from baseline, while SBAC English Language Arts improved from -55.9 to -52.4, representing a 3.5-point improvement. Grade 11 SBAC English Language Arts performance also increased from 32.5% to 45.2% of students meeting or exceeding standards, while Grade 11 Mathematics increased from 17.6% to 23.3%. Graduation outcomes strengthened overall, increasing to 81.6%, with African American students increasing from 82.1% to 89.0%, Students with Disabilities increasing from 56.9% to 67.3%, and Foster Youth increasing to 70.0% in the most recent reporting year. Socioeconomically Disadvantaged students also demonstrated improvement in both English Language Arts and Mathematics

achievement.Performance on the California Science Test (CAST) also demonstrated modest improvement. Districtwide proficiency increased from 20.3% to 21.3%, while African American students increased from 8.0% to 10.8%, Hispanic/Latino students increased from 10.5% to 11.2%, Socioeconomically Disadvantaged students increased from 12.0% to 13.2%, and Foster Youth increased from 6.3% to 7.1%. Although English Learners and Students with Disabilities remained relatively stable, these results suggest continued progress toward strengthening science instruction and implementation of the California Next Generation Science Standards. Despite these gains, outcomes remained inconsistent across focal student populations over the evaluation period. Foster Youth experienced substantial variability in academic achievement, including a 4.8-point decline in ELA Distance from Standard and a 28.3-point decline in Mathematics Distance from Standard during one reporting cycle, highlighting the impact of small cohort sizes and the need for more intensive and coordinated intervention systems. These results indicate that broad staffing investments alone were not sufficient to fully address the complex needs of Foster Youth and that more targeted academic, behavioral, and wraparound supports remain necessary.

Strategy 2 – Staffing Stability for Low-Enrollment Schools – Partially Effective
WCCUSD provided targeted funding to support schools with low enrollment, ensuring stable staffing and continued access to high-quality instruction. This investment allowed schools to provide more personalized and equitable learning experiences while preserving the identity of neighborhood schools that are essential to their communities. By supporting low-enrollment schools, the district maintained smaller class sizes, minimized staffing disruptions, promoted inclusive school environments, and ensured that students and families had access to comprehensive educational opportunities regardless of school size. Student outcomes reflected both the strengths and limitations of this investment. Districtwide SBAC Mathematics performance improved from a Distance from Standard of -85.8 to -77.9, while English Language Arts improved from -55.9 to -52.4. Grade 11 SBAC English Language Arts performance increased from 32.5% to 45.2%, and Grade 11 Mathematics increased from 17.6% to 23.3%, reflecting improved college and career readiness. Graduation rates also improved overall to 81.6%, with notable gains among African American students, Students with Disabilities, and students identifying as Two or More Races. District science outcomes also demonstrated gradual improvement. Overall CAST proficiency increased from 20.3% to 21.3%, with gains among African American students (+2.7 percentage points), Socioeconomically Disadvantaged students (+1.1 percentage points), Hispanic/Latino students (+0.7 percentage points), and Foster Youth (+0.9 percentage points). These results indicate that maintaining staffing stability supported consistent implementation of standards-aligned science instruction while contributing to improved outcomes across several student groups. While these investments contributed to stronger instructional continuity and improved outcomes for many students, they were not sufficient to eliminate persistent disparities. Foster Youth continued to experience inconsistent academic performance across evaluation periods, including declines in both English Language Arts and Mathematics Distance from Standard and significant fluctuations in graduation outcomes. These findings suggest that maintaining staffing stability is an important foundational strategy but must be paired with targeted intervention systems, intensive case management, and coordinated student supports to accelerate outcomes for students with the greatest needs.

Action 2.2
Strategy 1 – Teacher Support Programs – Effective
Teacher development and support programs expanded during the 2025–2026 school year to strengthen recruitment pipelines, mentoring systems, credentialing support, and instructional capacity across schools. The district supported 26 teacher residents, 140 teachers through the Teacher Support and Advancement Program (TSAP), and 116 teachers through the induction program. Each induction participant was paired with a mentor teacher who provided weekly collaboration, lesson observations, reflective coaching cycles, and individualized support aligned to teacher growth needs. Participants also engaged in ongoing professional development informed by mentor feedback and classroom practice. These systems contributed to measurable improvements in workforce stability. WCCUSD's year-to-year teacher

retention rate increased from 66.0% in 2022–2023 to 90.93% in 2024–2025, surpassing the district target and demonstrating significant improvement in teacher retention and teacher experience. The district also strengthened the pipeline of credentialed educators through residency, induction, and mentoring programs, increasing the number of qualified educators entering and remaining in the profession. These outcomes suggest that comprehensive teacher support systems positively contributed to workforce stability, instructional continuity, and long-term educator retention.

Strategy 2 – Competitive Salary – Partially Effective
The district continued prioritizing competitive compensation and active recruitment efforts to attract and retain high-quality educators. During the reporting period, WCCUSD increased teacher salaries as part of its broader recruitment and retention strategy while continuing to conduct multiple in-person and weekend recruitment events to reduce staffing vacancies across schools. These efforts contributed to increased workforce stability, reflected in the district's teacher retention rate increasing to 90.93% during the 2024–2025 school year. The district also maintained staffing levels necessary to ensure classrooms continued to be staffed by credentialed educators despite statewide teacher shortages. However, teacher attendance remained a significant challenge. Employee absences increased substantially from 10,956 days in 2023–2024 to 22,782 days in 2024–2025, disrupting instructional continuity and increasing reliance on substitute teachers. Although salary increases and recruitment efforts supported workforce stability, the increase in employee absences indicates that additional strategies focused on employee wellness, attendance, and long-term workforce sustainability remain necessary.

Strategy 3 – Teach For America – Partially Effective
To address ongoing staffing shortages, WCCUSD continued its partnership with Teach For America to recruit and place intern teachers across the district. These candidates served as full-time classroom teachers while concurrently completing credentialing requirements. This partnership helped ensure classrooms remained staffed while longer-term teacher pipeline strategies continued to develop.
Although this strategy helped maintain staffing continuity and ensured students continued to have access to teachers in every classroom, district workforce indicators demonstrated mixed results. The percentage of fully credentialed teachers declined to 71.6%, while the percentage of teachers serving outside their credentialed field increased to 8.0%. These outcomes indicate that while Teach For America supported short-term staffing stability and classroom coverage, additional investments in credential completion and long-term recruitment remain necessary to strengthen the district's fully credentialed, appropriately assigned teacher workforce.

Strategy 4 – Recruitment and Retention of Diverse Educators – Partially Effective
The district continued efforts to diversify the educator workforce through targeted outreach to Historically Black Colleges and Universities (HBCUs), community organizations, educator networks, and affinity-based recruitment partnerships. WCCUSD also continued supporting mentorship and affinity structures designed to strengthen retention of educators of color. Implementation challenges remained due to statewide and national shortages of educators of color entering the profession, district limitations on out-of-state recruitment travel, and limited access to national recruitment opportunities. While the district maintained its commitment to this work, implementation barriers limited its ability to fully realize the intended outcomes during the school year. Despite these challenges, broader recruitment and retention efforts contributed to a teacher retention rate of 90.93%, demonstrating substantially improved workforce stability compared with the 66.0% baseline. Continued investment in diverse educator recruitment remains critical to ensuring all students have access to highly qualified, credentialed educators who reflect and support the district's diverse communities.

Strategy 5 – Teacher Residency Program – Effective

The Teacher Residency Program continued supporting development of future educators in hard-to-fill areas including Special Education, Dual Language Immersion, and Transitional Kindergarten. Residents participated in yearlong co-teaching models alongside experienced mentor teachers while completing university credentialing programs through district-university partnerships. The residency model strengthened educator preparation, supported development of a homegrown teacher pipeline, and expanded pathways into the profession while supporting long-term retention efforts through service commitments within the district. Twenty-six teacher residents participated during the 2025–2026 school year, strengthening the pipeline of future credentialed teachers in high-need program areas. Combined with induction and mentoring supports, these efforts contributed to the district's improved teacher retention rate of 90.93% and strengthened the district's long-term capacity to provide credentialed teachers for classrooms across the system.

Strategy 6 – Strengthening Recruitment and Retention of Dual Language Program Teachers – Effective
WCCUSD continued implementing focused recruitment and retention strategies to support staffing stability within Dual Language Immersion programs. Recruitment efforts prioritized bilingual educators with specialized credentials and experience supporting multilingual learners. Retention efforts included bilingual stipends, salary enhancements, professional development, collaboration opportunities, instructional coaching, and ongoing support systems designed to strengthen multilingual programming and continuity for students and families. These strategies resulted in improved staffing stability across Dual Language Immersion schools. By midyear, only two bilingual teaching vacancies remained across full-school Dual Language sites despite statewide shortages of bilingual educators. The district also continued expanding the pipeline of credentialed bilingual teachers through residency, induction, and mentoring programs, helping ensure students had access to qualified educators in multilingual learning environments. These outcomes suggest that targeted recruitment incentives, competitive compensation, professional support, and bilingual educator retention strategies positively contributed to staffing stability, increased access to credentialed teachers, and strengthened the long-term sustainability of the district's multilingual instructional programs.

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.

All strategies include (As measured by metric ___) to support alignment to effectiveness and accountability.

Action 2.1
For the 2026–2027 school year, the district will eliminate this staffing allocation from Program 1760 due to fiscal reductions and restructuring associated with the district’s Fiscal Solvency Plan. Staffing previously supported through this program will be reassigned or reduced as part of the elimination of K–8 configurations and broader districtwide staffing adjustments. The district will continue evaluating how to prioritize targeted supports for unduplicated pupil populations within available fiscal resources.

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 English Learners, Foster Youth, Long-Term English Learners and Students with Disabilities; improving Math outcomes for Foster Youth and Students with Disabilities; improving English Learner Progress; 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 schools with a high % UPP, we strive to provide additional staffing to our highest needs schools in order 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 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), 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. (As Measured by Metrics 2.5, 2.6, 2.7) 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-enrolled 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, and 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	$6,504,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access for every student, in every neighborhood. (As Measured by Metrics 2.5, 2.6, 2.7)		
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. 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	$21,151,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metrics Metric 2.2) 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. (As Measured by Metrics 2.1, 2.2, 2.3) 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		

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metric 2.4) 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. (As Measured by Metric 2.2) 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		

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metrics 2.2, 2.4) 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. (As Measured by Metrics 2.2, 2.4)		

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 ALL:12.8%	2023-2024 ALL:12.2%	2024-2025 ALL: 13.3%	Increase the percentage of students who met	Changes in percentage points:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest, CDE Priority 4C, 4D	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%	AA: 7.9% Asian:22.4% Filipino: 13.4% Hispanic:11.4% Two or More: 9.3% White:12.7% EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	AA: 10.3%, Asian: 24.5% Filipino: 17.9%, Hispanic: 11.5% Two or More: 9.5% White: 15.7% EL: 6.7% SED: 12.7% FY: 6.3% SWD: 5.7%	both CTE and A-G criteria by 9%	All: Increased by 0.5 AA: Increased by 1.8 Asian: Increased by 4.9 Filipino: Decreased by 2.2 Hispanic: Decreased by 0.6 Two or More: Decreased by 2.7 White: Increased by 3.4 EL: Decreased by 0.1 SED: Decreased by 0.6 FY: Increased by 6.25 SWD: Decreased by 9.3
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%	2024-2025 34.6% of All EL Students progressed at least 1 English Learner Progress Indicator (ELPI) level Level 1: 42% Level 2: 34% Level 3: 23% Level 4: 1%	Increase the percentage by 9%	Changes in percentage points: All EL Students Decreased by 5.4 Level 1: Increased by 8.98 Level 2: Increased by 3.75 Level 3: Decreased by 4.18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Level 4: Decreased by 8.56
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 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	2024-2025 ALL: -52.4 DFS, increased 3.5 AA: -92.3 DFS , increased 11.7 Asian: +4.6 DFS, maintained .2 Filipino: +20 DFS, maintained 1.9 Hispanic: -84.8 DFS, increased 3.8 Two or More: +7 DFS, maintained -1.6 White: +19.6 DFS, maintained -.3 EL: -108.2 DFS, maintained 2.5 SED: -80.1 DFS, increased 5.1 FY: -149.6 DFS, declined 22.5 SWD: -138.5 DFS, maintained 1.7 LTEL: -144.7 DFS, maintain -.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by 15.0 points or more	Changes in DFS: ALL: Increased by 1.3 AA: Decreased by 3.1 Asian: Decreased by 0.1 Filipino: Increased by 9.3 Hispanic: Decreased by 0.6 Two or More: Increased by 8.6 White: Decreased by 0.8 EL: Decreased by 0.7 SED: Increased by 2.6 FY: Decreased by 4.8 SWD: Decreased by 9.3 LTEL: New measure for 2025 Dashboard
3.4	SBAC, Math average distance from standard (DFS; points above or below standard)	2022-2023 ALL: -86.8 DFS, increased 6.3	2023-2024 ALL: -85.7 DFS, maintained 1.1	2024-2025 ALL: -77.9 DFS, increased 7.9	Increase average distance from standard (DFS; points above or	Changes in DFS: ALL: Increased by 8.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard Priority 4A	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	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 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	AA: -130.2 DFS, increased 14.6 Asian: -15.3 DFS, maintained 1.3 Filipino: -12.6 DFS, increased 6.1 Hispanic: -109.4 DFS, increased 7.8 Two or More: -17 DFS, increased 5.5 White: -7.1 DFS, increased 4.9 EL: -123.4 DFS, increased 5.1 SED: -105.1 DFS, increased 8.6 FY: -217 DFS, declined 36.6 SWD: -164.6 DFS, maintained -1.9 LTEL: -185.4 DFS, increased 5.9	below standard) on smarter balanced/SBAC state assessments in mathematics from by 15.0 points or more	AA: Increased by 3.4 Asian: Increased by 7.8 Filipino: Increased by 13.4 Hispanic: Increased by 6.1 Two or More: Increased by 12.6 White: Increased by 9.7 EL: Increased by 6.1 SED: Increased by 8.4 FY: Decreased by 28.3 SWD: Decreased by 4.8 LTEL: New measure for 2025 Dashboard
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%	2023-2024 ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6%	2024-2025 ALL: 36.2% AA: 30.1% Asian: 61.5% Filipino: 71.5% Hispanic: 25.1% Two or More: 50.5 % White: 58.8 %	Increase the percentage of Students with UC/CSU eligible A-G credits by 9%	Changes in percentage points: ALL: Decreased by 2.8 AA: Increased by 4.0 Asian: Decreased by 1.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL:16.3% SED: 31.9% FY: 5% SWD: 11.7%	EL:14.3% SED: 31.1% FY: 10% SWD: 11.5%	EL: 10.8 % SED: 30.5 % FY: 12.5 % SWD: 12.9 %		Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Increased by 3.2 White: Increased by 2.2 EL: Decreased by 5.5 SED: Decreased by 1.4 FY: Increased by 7.5 SWD: Increased by 1.2
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:	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%	2024-2025 ALL: 85.3%, increased 1.6% AA: 89%, increased 3.3% Asian: 95.7%, maintained .1% Filipino: 95.9%, maintained .6% Hispanic: 80%, increased 1.5% Two or More: 92.6%, increased 7.4% White: 92.6%, increased 4.5%	Increase Graduation Rate by 6%	Changes in percentage points: ALL: Increased by 1.5 AA: Increased by 6.9 Asian: Increased by 2.4 Filipino: Increased by 0.4 Hispanic: Decreased by 0.3 Two or More: Increased by 6.1 White: Increased by 4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 70.7%, Maintained -0.3% SED: 81.3%,Maintained -0.6% FY: 60% Declined 6.7% SWD: 56.9%, Declined 5.1%	EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	ELL:72.8%, increased 3.2% SED: 84.1%, increased 1.4% FY: 43.8%, declined 26.2% SWD: 67.3%, increased 1.2% LTEL: 78.1%		EL: Increased by 2.1 SED: Increased by 2.8 FY: Decreased by 16.2 SWD: Increased by 10.4 LTEL: New measure for 2025 Dashboard
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% EL: 13% FY: 11.1% SED: 30.1% SWD: 9.8%	2024-2025 ALL: 41% AA: 31.8% Asian: 67.1% Filipino: 71.9% Hispanic: 31.3% Two or More: 48.4% White: 63.5% EL: 16.8% SED: 36.1% FY: 20% SWD: 11.6% LTEL: 17.2%	Increase College/Career Preparedness by 9%	Changes in percentage points: ALL: Increased by 6.9 AA: Increased by 13.7 Asian: Increased by 9.1 Filipino: Increased by 11.5 Hispanic: Increased by 4.0 Two or More: Increased by 12.3 White: Increased by 12.6 EL: Increased by 3.9 SED: Increased by 8.2 FY: Increased by 14.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: Increased by 2.5 LTEL: New measure for 2025 Dashboard
3.8	Advanced Placement Exams (AP) students with scores of 3 or higher Source: College Board Priority 4G	2022-2023 Total taking AP Exams = 1,393 Total scoring 3 or higher = 656 ALL: 28.31% AA: 0.78% Asian: 6.47% Hispanic: 9.84% Two or More:2.42% White: 7.12% Re-formatted data to align with Year 2 and Year 3 formatting: Students Taking AP Exams: 1125 Students Scoring 3+: 580 Percent of students scoring 3+ on at least one exam All: 51.55% -------- % of exams 3 or higher: African American 1.98% American Indian --	2023-2024 Students Taking AP Exams: 1212 Students Scoring 3+: 658 Percent of students scoring 3+ on at least one exam All: 54.29% -------- % of exams 3 or higher: 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%	2024-2025 Students Taking AP Exams: 1,149 Students Scoring 3+: 668 Percent of students scoring 3+ on at least one exam All: 58.14% -------- % of exams 3 or higher: African American 2.34% Asian 24.28% Hispanic 24.37% Pacific Islander -- Two or More Races 10.23% White 34.95%	Increase the percentage of students scoring 3 or higher by 9%	Students Taking AP Exams: Decreased by 244 Students Scoring 3+: Increased by 12 Changes in percentage points: Percent of students scoring 3+ on at least one exam: All: Increased by 6.59 % of exams 3 or higher: AA: Increased by 0.36 Asian: Decreased by 2.34 Hispanic: Increased by 2.15 Two or More Races: Decreased by 1.44 White: Increased by 1.06

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian 26.62% Filipino -- Hispanic 22.22% Pacific Islander -- Two or More Races 11.67% White 33.89%				
3.9	Reclassification Rate Source: Data Quest, CDE Priority 4F	2022-2023 Reclassification Rate: 8%	2023-2024 Reclassification Rate: 10.8%	2024-25 Reclassification Rate: 12.8%	Reclassification Rate will increase by 9%	Changes in percentage points: Reclassification Rate: Increased by 4.8
3.10	CTE Pathway Completer Source: DataQuest, CDE Priority 4D	2022-2023 ALL: 18.1% AA: 13% Asian: 26.8% Filipino: 22.4% Hispanic: 18.3% Two or More Races: 16.2% White:14.5% SPED:14.5% UPC Student Group: EL: 13.3% FY: .10% SED: 19.3% SWD: 8.2%	2023-2024 ALL: 18.8% AA: 12% Asian: 27.2% Filipino: 21.3% Hispanic: 19.2% Two or More Races: 13% White:18.7% EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9	2024-2025 ALL: 24.8% AA: 20.2 % Asian: 34.6 % Filipino: 24.4 % Hispanic: 25.3 % Two or More: 15.8 % White: 22.5 % EL: 19.4 % FY: 18.8 % SED: 25.9 % SWD: 17 %	Increase the percentage of students who complete CTE pathway by 9%.	Changes in percentage points: ALL: Increased by 6.7 AA: Increased by 7.2 Asian: Increased by 7.8 Filipino: Increased by 2.0 Hispanic: Increased by 7.0 Two or More Races: Decreased by 0.4 White: Increased by 8.0 EL: Increased by 6.1 FY: Increased by 18.7 SED: Increased by 6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						SWD: Increased by 8.8
3.11	A-G Eligibility Source: DataQuest, CDE Priority 4D	2022-2023 ALL: 39% AA: 26.1% Asian: 63.4% Filipino: 70.9% Hispanic:30.4% Two or More: 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% EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	2024-2025 ALL: 36.2 % AA: 30.1 % Asian: 61.5, % Filipino: 71.5 % Hispanic: 25.1 % Two or More: 50.5 % White: 58.8 % EL: 10.8 % FY: 12.5 % SED: 30.5 % SWD: 12.9 %	Increase the percentage of students who are A-G Eligible by 9%	Changes in percentage points: ALL: Decreased by 2.8 AA: Increased by 4.0 Asian: Decreased by 1.9 Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Decreased by 6.1 White: Increased by 2.2 EL: Decreased by 5.5 FY: Increased by 12.0 SED: Decreased by 1.4 SWD: Increased by 1.2
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%	Corrections to Metric should read: "SBAC, ELA for Grade 11 Percent who met or exceeded Standards" Source: DataQuest	2024-2025 ALL: 45.23% Met or Exceeded Standard AA: 32.18% Asian: 57.84% Filipino: 68.57%	Increase the percentage of Grade 11 students who met or exceeded Standards in ELA by 9%	Changes in percentage points: ALL: Increased by 12.73 AA: Increased by 1.66

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 65.32% UPC Student Group: EL: 8.14% FY: No score less than 11 students SED: 41.85% SWD: 12.57%	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% EL: 2.74% FY: No score, fewer than 11 students SED: 32.35% SWD: 11.91%	Hispanic: 38.65% Two or More: 61.54% White: 60.90% EL: 6.33% SED: 40.59% FY: No score, fewer than 11 students SWD: 14.92%		Asian: Decreased by 11.58 Filipino: Decreased by 0.66 Hispanic: Decreased by 4.74 Two or More: Increased by 21.54 White: Decreased by 4.42 EL: Decreased by 1.81 SED: Decreased by 1.26 FY: NA SWD: Increased by 2.35
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 met or exceeded Standards" Source: DataQuest 2023-2024 ALL: 17.05% AA: 5.03% Asian: 34.43% Filipino: 24.77%* Hispanic: 9.1%	2024-2025 ALL: 23.30% Met or Exceeded Standard AA: 18.97% Asian: 39.13% Filipino: 34.34% Hispanic: 14.54% Two or More: 35.94% White: 45.33% EL: 6.13% SED: 17.75% FY: No score, fewer than 11 students SWD: 6.74%	Increase the percentage of Grade 11 students who met or exceeded Standards in mathematics by 9%	Changes in percentage points: ALL: Increased by 5.66 AA: Increased by 10.35 Asian: Increased by 3.11 Filipino: Increased by 20.84 Hispanic: Increased by 5.92 Two or More: Increased by 11.55 White: Increased by 8.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More: 26.32% White:46.85% EL: 2.23% FY: No data, fewer than 11 students SED: 10.61% SWD: 1.58%			EL: Decreased by 1.36 SED: Increased by 5.16 SWD: Increased by 4.4
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% Two or More: 52.2% White: 59.53% UPC Student Group: EL: 4.71% FY: 5.26% SED: 21.91% SWD: 9.51%	Corrections to Metric should read: "SBAC, ELA percent who meet or exceeded Standards" Source: DataQuest 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% EL: 4.92% FY: 9.52% SED: 22.39% SWD: 10.55%	2024-2025 ALL: 33.39% AA: 20.68% Asian: 52.88% Filipino: 60.68% Hispanic: 21.52% Two or More: 54.78% White: 60.75% EL: 4.17% FY: 19.05% SED: 23.30% SWD: 9.97%	Increase the percentage of students who met or exceeded Standards in ELA by 9% Corrections to Metric should read: "SBAC, ELA percent who meet or exceeded Standards" Source: DataQuest	Changes in percentage points: ALL: Increased by 0.89 AA: Increased by 0.30 Asian: Increased by 0.41 Filipino: Increased by 3.96 Hispanic: Increased by 0.03 Two or More: Increased by 2.58 White: Increased by 1.22 EL: Decreased by 0.54 FY: Increased by 13.79 SED: Increased by 1.39 SWD: Increased by 0.46

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Two or More: 43.45% White: 49.8% EL: 5.08% FY: 0% SED: 14.43% SWD: 7.33%	2024-2025 ALL: 25.92% AA: 12.75% Asian: 46.33% Filipino: 48.20% Hispanic: 14.92% Two or More: 45.89% White: 51.61% EL: 5.54% FY: 0.00% SED: 16.61% SWD: 8.17%	Increase the percentage of students who exceeded Standards in Math by 9%	ALL: increased by 3.56 percentage points AA: increased 3.38 Asian: increased 3.21 Filipino: increased 5.71 Hispanic: increased 2.69 Two or More: increased 3.56 White: increased 4.61 EL: increased 1.26 FY: decreased 5.56% SED: increased 3.32 SWD: increased .82
3.16	iReady Math Percent of students scoring Early On Grade Level and Above Source:Local Measure	Fall 2023 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%	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% EL: 25.00% FY: 19.00%	Fall 2025 2nd-8th Grade ALL: 17% AA: 7% Asian: 33% Filipino: 11% Hispanic: 8% Two or More: 24% White: 39% EL: 2% FY: Not Reported SED: Not Reported	Increase the percentage of students early on grade level and above by 9%	Fall 2023 Compared to Fall 2025 Kindergarten–8th Grade Changes in percentage points: All: Increased by 1.6 AA: Increased by 1.1 Asian: Increased by 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 7.3% SWD: 4.7% Fall 2023 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%	SED: 25.70% SWD: 17.40% Spring 2025 9-11th Grade 9th-11th Grade ALL: 37.50% AA: 29.60% Asian: 57.40% Filipino: 62.90% Hispanic: 25.70% Two or More: 55.20% White: 43% EL: 16% FY: 20% SED: 33.30% SWD: 12%	SWD: 6% 9th-11th Grade ALL: 17% AA:12% Asian: 38% Filipino: 7 Hispanic: 12% Two or More: 34% White: 41% EL: 4% FY: Not Reported SED: Not Reported SWD: 4% Winter 2026 2nd-8th Grade ALL: 29% AA: 16% Asian: 52% Filipino: 15% Hispanic: 17% Two or More: 47% White: 55% EL: 8% FY: Not Reported SED: Not Reported SWD: 11%		Filipino: Decreased by 18.6 Hispanic: Increased by 2.3 Two or More: Decreased by 6.6 White: Increased by 7.6 EL: Increased by 2.0 SWD: Increased by 1.3 9th–11th Grade All: Increased by 13.8 AA: Increased by 2.8 Asian: Increased by 12.8 Filipino: Decreased by 17.1 Hispanic: Increased by 5.0 Two or More: Increased by 10.3 White: Increased by 14.9 EL: Increased by 0.9 SWD: Increased by 0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				9th-11th Grade ALL: 33% AA:30% Asian: 52% Filipino: 20% Hispanic: 24% Two or More: 44% White: 46% EL: 16% FY: Not Reported SED: Not Reported SWD: 10%		
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% 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%	Spring 2025 Kindergarten - 8th Grade ALL: 41.40% AA: 31% Asian: 60% Filipino: 63.7% Hispanic: 29.10% Two or More: 64.7% White: 67.5% EL: 15.1% FY: 18.6% SED: 30.7% SWD: 19.3% 9-11th Grade ALL: 31.20% AA: 20.30% Asian: 48.20% Filipino: 43.80%	Fall 2025 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 25% AA: 17% Asian: 44% Filipino: 16 Hispanic: 14% Two or More: 48% White: 51% EL: 3% FY: Not Reported SED: 25 SWD: 8% 9th-11th Grade ALL: 22% AA: 18%	Increase the percentage of students early on grade level and above by 9%	Fall 2024 Compared to Fall 2025 3rd–8th Grade (K–2 now utilize mCLASS DIBELS in place of i-Ready) Changes in percentage points: All: Increased by 0.8 AA: Increased by 1.4 Asian: Increased by 6.4 Filipino: Decreased by 29.7 Hispanic: Increased by 0.5

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%	Hispanic: 23.80% Two or More: 42.30% White: 34.70% EL: 9.2% FY: 20% SED: 24.50% SWD: 6.70%	Asian: 35% Filipino: 46% Hispanic: 12% Two or More: 38% White: 48% EL: 3% FY: Not Reported SED: Not Reported SWD: 6% Winter 2026 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 28% AA: 28% Asian: 54% Filipino: 29 Hispanic: 23% Two or More: 57% White: 62% EL: 8% FY: Not Reported SED: Not Reported SWD: 14% 9th-11th Grade ALL: 32% AA: 31%		Two or More: Increased by 1.8 White: Increased by 0.7 EL: Increased by 1.1 SED: Increased by 10.3 SWD: Decreased by 0.4 9th–11th Grade All: Increased by 3.5 AA: Increased by 7.2 Asian: Increased by 5.6 Filipino: Increased by 17.8 Hispanic: Increased by 1.6 Two or More: Increased by 2.0 White: Increased by 3.2 EL: Increased by 2.6 SWD: Increased by 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Asian: 45% Filipino: 38% Hispanic: 23% Two or More: 45% White: 56% EL: 13% FY: Not Reported SED: Not Reported SWD: 11%		
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% UPC Student Group: EL: 26.847% Foster Youth: NA Socioeconomically Disadvantaged: 41.27% SWD: 49.23%	2025 Winter ALL: 64.53% AA: 68.57% Asian: 84.75% Filipino: 77.78% Hispanic/Latino: 46.73% Pacific Islander: 100*% Two or More: 92.86% White: 88.64% EL: NA Foster Youth: NA SED: 56% SWD: 57.41%	Assessment discontinued	95% of TK students will meet the end of year grade level benchmark in uppercase letter recognition, ESGI	Assessment discontinued
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	2025-26 22 total college courses offered including non-CTE ; 43 sections, 1070 enrollments, 755	25 college courses offered within the High School day	The number of courses offered within the high school day increased by 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fall 2024: 11 sections of college courses offered Spring 2025: 26 sections in process Summer 2025: 2 sections planned	unduplicated students 16 of the 22 are CTE college courses; including 36 sections, 860 enrollments		
3.20	Increase percentage of students at the 'Building Later' or 'Integrating' developmental levels across the core domain of Language & Literacy (LLD) on Desired Results Developmental Profile (DRDP) Source:Local Measure	N/A	N/A	N/A	85% of TK students will achieve mastery at the 'Building Later' or 'Integrating' developmental levels across the core domains of Language & Literacy (LLD)	N/A
3.21	Increase percentage of students at the 'Building Later' or 'Integrating' developmental levels across the core domain of Cognition/Math (COG) on Desired Results Developmental Profile (DRDP) Source:Local Measure	N/A	N/A	N/A	85% of TK students will achieve mastery at the 'Building Later' or 'Integrating' developmental levels across the core domains of Cognition/Math (COG).	N/A
3.22	Increase percentage of Kindergarten - 2nd grade students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS DIBELS benchmark.	N/A	N/A	N/A	85% of students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS DIBELS benchmark.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:Local Measure				Source:Local Measure	
3.23	Increase percentage of Kindergarten - 2nd grade students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS Lectura benchmark. Source:Local Measure	N/A	N/A	N/A	85% of students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS Lectura benchmark. Source:Local Measure	N/A
3.24	Increase the percentage of students in grades 3–11 meeting or exceeding standards on the interim assessment suite for English Language Arts (ELA).	N/A	N/A	N/A	Increase the percentage of students in grades 3–11 meeting or exceeding standards by 9%	N/A

Goal Analysis [2025-26]

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 2025-2026,

Action 3.1
Strategy 1 – Data Analysis and Prioritizing
Each school site developed and refined its 25-26 SPSA through analysis of state and local student outcome data, including achievement, attendance, school climate, graduation, and intervention metrics, to identify priority areas and guide improvement planning. 56 meeting with school sites were held to prioritize analysis of data and align resources. Board of Education approved 100% of SPSAs. Educational Services staff supported this work in collaboration with school site educational partners, meetings were held to support novice principals and those who needed additional consultation. One principal PLC specifically focused on implementation of the Instructional Practice Guide (IPG) to strengthen shared expectations related to classroom observation, instructional feedback, and standards-aligned rigorous instruction. Schools

additionally utilized improvement science practices to establish measurable goals, monitor progress, and evaluate the effectiveness of implementation strategies throughout the year. This strategy was implemented as intended.

Strategy 2 – Aligned Goals and Actions
School sites developed goals, actions, and expenditures aligned to the 2024–2027 LCAP, the WCCUSD Strategic Plan, and the identified needs of their Unduplicated Pupil Count (UPC) student populations. Site-based plans prioritized support for students represented within red and orange indicator areas while emphasizing targeted interventions, expanded learning opportunities, academic achievement, school connectedness, and whole child supports. State and Federal staff reinforced this work through monthly budget and planning check-ins with school principals to ensure alignment between SPSA expenditures, district priorities, and LCAP goals. These meetings strengthened coherence between school improvement efforts, compliance expectations, and resource allocation decisions. Teaching and Learning staff also facilitated small group planning sessions with principals over the months of March, April, and May to support development of aligned SPSA goals, instructional priorities, intervention systems, and implementation strategies for the 2026-2027 SPSA development. This strategy was implemented as intended.

Strategy 3: Review and Approval of SPSAs
District staff reviewed and approved SPSAs across all 56 WCCUSD schools to ensure alignment, coherence, compliance, and implementation of evidence-based strategies connected to district priorities and student outcome needs. State and Federal staff met individually with principals t support budget development, resource alignment, and SPSA implementation planning, while Executive Directors reviewed each SPSA to provide compliance feedback, guidance, and approval prior to Board consideration.Educational partners, including School Site Councils, advisory groups, families, and school staff, played a central role in development and review of site plans prior to Board approval. The SPSA review and approval process strengthened alignment between site-level actions, district goals, and targeted student supports while reinforcing accountability and continuous improvement systems across schools. Outcome data from the 2025–2025 school year reflected measurable gains across multiple student groups, particularly among African American students, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities in graduation outcomes. At the same time, ongoing challenges for English Learners and Students with Disabilities reinforced the need for sustained investment, stronger Tier I instruction, and continued refinement of intervention and support systems across the district.

Action 3.2
Strategy 1 – TK Instructional Assistants
All 50 Transitional Kindergarten classrooms were assigned additional classified instructional staff during the 2025–2026 school year. These staffing allocations supported smaller student-to-adult ratios, allowing for increased small group instruction, individualized feedback, proactive behavior support, and targeted intervention during core instructional time. Certificated teachers collaborated closely with instructional assistants to analyze student data, identify appropriate instructional strategies, and implement targeted supports aligned to foundational literacy and school readiness goals. While some TK vacancies existed during the early fall, all positions were ultimately filled, strengthening consistency of instructional support for students and teachers. This strategy was implemented as intended.

Strategy 2 – Elementary Prep Teachers
36 elementary schools received allocations for elementary prep teachers based on the number of 4th-6th grade classrooms at the school site. Prep teacher provided teachers with dedicated release time to internalize standards-aligned curriculum, analyze student work and assessment data, collaborate with colleagues, observe instructional practice, and differentiate instruction based on student need. Teachers

utilized prep and collaboration time to review literacy and mathematics assessment data to strengthen instructional planning and intervention practices. Reading Teacher Leaders partnered with classroom teachers during planning and received county-supported professional learning focused on evidence-based literacy practices. Math Teacher Leaders supported implementation of Eureka Math and strengthened instructional planning connected to standards-aligned mathematics instruction.Schools also established protected literacy blocks focused on foundational reading instruction. Teachers implemented flexible instructional structures including leveled groups, platooning, blocked schedules, and targeted intervention groups to respond to student data and accelerate literacy outcomes. Although prep teacher allocations were intended to support Tier I instruction and collaboration, approximately seven elementary prep teacher vacancies impacted full implementation of this strategy during the school year. As a result, some prep teachers were reassigned to address broader staffing needs across the district, limiting consistent release time and instructional support at several school sites. At sites where prep positions remained vacant, teachers received compensation outside of the instructional day to preserve planning and collaboration time and ensure continuity of Tier I instruction. Class size reduction efforts continued prioritizing Transitional Kindergarten through grade three to strengthen early literacy and numeracy development. Staffing allocations were strategically aligned to enrollment trends, equity indicators, and instructional need to ensure additional supports were directed toward sites and grade levels requiring intensified intervention and academic support.This strategy was partially implemented as intended due to staffing shortages and vacancies during the school year.

Strategy 3: Foundational Literacy and Differentiated Instruction
To accelerate student achievement in English Language Arts (ELA), WCCUSD continued implementation of research-based supplemental curriculum, foundational literacy programs, and assessment systems designed to strengthen differentiated instruction and early literacy outcomes across classrooms. Teachers implemented SIPPS, a structured and evidence-based foundational literacy program focused on phonemic awareness, decoding, encoding, fluency, and early reading development. Instruction was delivered through targeted small groups with regular progress monitoring and assessment cycles used to inform instructional adjustments, intervention planning, and differentiated supports aligned to individual student need. The district also implemented mCLASS DIBELS 8 and Lectura assessments in grades K–2 to strengthen early literacy screening, foundational skill analysis, and instructional responsiveness. DIBELS and Lectura assessments were administered three times per year to monitor student growth, identify skill gaps, and guide instructional planning throughout the school year. Teachers utilized assessment data to strategically group students, monitor developmental progress, and adjust instruction based on student literacy needs. To support strong implementation, central office staff facilitated professional learning focused on literacy content blocks, foundational literacy instruction, and assessment practices. In partnership with Amplify, the district provided early literacy training for all K–2 teachers and principals to strengthen instructional consistency and build educator capacity in evidence-based literacy practices. Additionally, 36 Reading Teacher Leaders were identified across elementary schools, and the district partnered with the Contra Costa County Office of Education to strengthen teacher leader capacity, expand site-based instructional support systems, and deepen implementation of foundational literacy practices districtwide.

Strategy 4: Enhanced Instruction and Personalized Learning Through Class Size Reduction
Class size reduction strengthened the quality of instruction by allowing teachers to better tailor lessons to individual student needs and provide more timely, targeted support. With fewer students in classrooms, educators were able to build stronger relationships, differentiate instruction more effectively, and foster more engaging and inclusive learning environments. These efforts supported increased opportunities for small group instruction, academic intervention, and individualized feedback aligned to student need. Metrics 3.16 and 3.17 were utilized to monitor implementation and impact of this strategy. Learning Recovery Emergency Block Grant (LREBG) funds also supported implementation of this strategy with $2,392,578 allocated during the 2025–2026 school year.

Strategy 5: Combo Class Compensation Initiative
WCCUSD provided annual stipends to elementary teachers assigned to multi-grade classrooms. 39 teachers participated in combination classes through the district's combo compensation initiative. Combination class teachers participated in SIPPS training, Project ARISE literacy and comprehension strategy training, and additional support connected to Toolkit lessons embedded within weekly i-Ready instruction. This targeted investment acknowledged the instructional complexity of combination class settings and supported stability, equity, and quality instruction across school sites. In addition, central office staff provided targeted professional development and instructional support to combination class teachers focused on instructional differentiation, planning, classroom organization, literacy intervention, and student engagement across multiple grade levels.

Action 3.3
Strategy 1 – College/Career Pathways
Under the leadership of the Director of College and Career, the district supported pathway implementation through CTE teachers, college and career counselors, work-based learning opportunities, and expanded industry partnerships. Additional support was provided through CTEIG and Perkins funding to strengthen pathway development and program implementation. The district significantly expanded industry certification opportunities, increasing the number of pathway programs offering industry-recognized certifications from 11 of 24 programs in 2023–2024 to 16 of 24 programs in 2025–2026. More than 200 students earned industry certifications during the school year, with additional certifications expected by year's end. The district also established new pre-apprenticeship programs in Early Childhood Education and Construction Trades, along with internship opportunities through Health Ambassadors and Welding Shop and Fab Lab Trades programs. Forty-eight paid internship opportunities were coordinated during the school year, with additional summer placements secured for students. Dual enrollment opportunities also expanded significantly, with 48 early college credit sections offered across district high schools, including 43 CTE-aligned dual enrollment courses. All 70 district CTE courses remained A–G approved, ensuring students could simultaneously meet university eligibility requirements while developing career-specific technical skills. The College and Career Office coordinated more than 100 CTE-related study trips and work-based learning experiences during the school year to strengthen student exposure to career pathways and postsecondary opportunities. Participation in career pathway programming also expanded, with approximately 30% of middle school students enrolled in CTE electives and 45% of high school students participating in a CTE pathway or academy. This strategy was implemented as intended.

Strategy 2 – Secondary Lead Counselor
The district aligned secondary counseling practices and expectations across all comprehensive high schools. The Secondary Lead Counselor collaborated closely with the A–G team to support consistent implementation of college and career readiness practices, strengthen counselor collaboration, and expand student access to A–G aligned coursework and graduation planning systems. The district continued utilizing the SchooLinks platform as the centralized system for student academic planning and four-year graduation plans. The Secondary Lead Counselor provided districtwide training and technical assistance for counselors and administrators related to graduation planning, A–G monitoring, and effective use of the SchooLinks platform. All secondary counselors received training on SchooLinks and implementation of four-year graduation planning processes. During the 2025–2026 school year, more than 4,000 students in grades 9–11 and over 1,200 grade 8 students completed four-year graduation plans through the SchooLinks platform, significantly increasing student awareness of graduation and postsecondary requirements. This strategy was implemented as intended.

Strategy 3 – International Baccalaureate (IB)

WCCUSD continued investment in the International Baccalaureate (IB) program at Pinole Valley High school. The district supported site leadership teams and teachers in navigating IB authorization processes, teacher certification requirements, and implementation of inquiry-based instructional practices aligned to IB standards. Professional learning and collaborative planning opportunities were provided to strengthen instructional rigor, student discourse, critical thinking, and globally minded learning experiences connected to the IB framework. The district will be phasing out the IB program at Pinole Valley High School and only provided the program for 11th and 12th graders.This strategy was implemented with modifications.

Strategy 4 – Targeted College & Career Readiness for Black/African American Students
The district strengthened targeted college and career readiness supports for Black/African American students by implementing systems to ensure students received explicit instruction regarding A–G requirements, graduation pathways, college access opportunities, and intervention supports when identified as off-track for university eligibility. Counselors utilized SchooLinks four-year graduation plans to support academic planning conversations and strengthen student awareness of postsecondary requirements beginning in middle school. During the 2025–2026 school year, 82% of Black/African American students in grades 8–11 completed a four-year graduation plan through SchooLinks, representing a significant increase from the prior school year. The district also implemented targeted counseling interventions for students identified as off-track in English or mathematics coursework related to A–G completion. Nearly all identified 10th grade Black/African American students received counseling check-ins focused on A–G completion, academic planning, and College Early Access opportunities. This strategy was implemented as intended.

Strategy 5 – Targeted College & Career Readiness for Language Learners
The district also strengthened targeted college and career readiness supports for Language Learners through explicit instruction regarding A–G requirements, college-going pathways, graduation planning, and early intervention systems designed to increase postsecondary access and academic success. Counselors utilized SchooLinks four-year graduation plans to strengthen student understanding of graduation requirements and college readiness expectations. During the 2025–2026 school year, approximately 80% of Language Learner students in grades 8–11 completed a four-year graduation plan through the SchooLinks platform. The district additionally implemented targeted counseling interventions for students identified as off-track for A–G completion in English or mathematics coursework. Students received counseling check-ins and individualized support focused on graduation progress, postsecondary planning, and College Early Access opportunities to strengthen long-term college and career readiness outcomes. This strategy was implemented as intended.

Strategy 6: CTE Academy-Aligned General Education Staffing
During the 2025–2026 school year, WCCUSD continued implementation of academy-aligned staffing structures designed to strengthen instructional coherence, interdisciplinary collaboration, and sustained student-teacher relationships within Career Technical Education (CTE) pathways and academy programs. Additional staffing allocations were provided to support academic purity within academy structures by assigning core academic teachers to specific academy cohorts whenever feasible. It also included allocations to cover half of the cost for the CTE Lead prep periods.Implementation efforts focused on strengthening collaboration among academy teachers, improving alignment between academic and CTE coursework, and increasing opportunities for integrated planning and student support. Schools utilized additional allocations to support interdisciplinary collaboration, pathway coordination, and sustained student engagement within academy cohorts. Teachers participating within academy structures engaged in collaborative planning focused on aligning instructional practices, monitoring student progress, and strengthening real-world learning connections across content areas. The district also worked to strengthen pathway coherence and increase student access to career-connected learning opportunities through coordination between CTE Lead Teachers, counselors, and academy staff. These efforts supported expanded opportunities for students to engage in pathway-aligned coursework,

career exploration experiences, and college and career readiness activities connected to academy programs. Implementation varied across secondary sites based on enrollment patterns, master scheduling limitations, staffing availability, and pathway size. While the district intended to fully align core academic teachers within single academy cohorts, some schools experienced scheduling and staffing constraints that required teachers to support multiple pathways or broader course assignments beyond a single academy. Fiscal pressures and staffing shortages in certain credential areas also impacted full implementation of academy purity structures at all sites. Despite these challenges, successes included strengthened collaboration among academy teams, increased alignment between academic and pathway instruction, and expanded support for sustained student-teacher relationships within career pathways. Schools continued building structures that support stronger student engagement, pathway participation, and real-world learning experiences aligned to college and career readiness goals.

Strategy 7: Expanding Intervention and Class Size Reduction
During the 2025–2026 school year, WCCUSD continued implementation efforts focused on reducing class sizes, expanding intervention opportunities, and increasing equitable access to rigorous coursework, enrichment, and college and career pathway opportunities. Additional staffing allocations were provided to schools to support intervention structures, preserve access to A–G aligned coursework, and increase opportunities for students to participate in Career Technical Education (CTE), dual enrollment, enrichment programs, and electives. Implementation efforts included providing targeted academic intervention periods, literacy and math supports, and expanded opportunities for enrichment and student engagement during the school day. Schools utilized additional staffing supports to reduce class sizes where feasible, provide more individualized academic support, and create greater flexibility within master schedules to support intervention and enrichment opportunities. Some sites also expanded opportunities connected to arts, STEM, leadership, and pathway-based programming as part of broader efforts to increase student engagement and access to diverse learning experiences. The district prioritized maintaining access to A–G coursework and pathway opportunities despite ongoing enrollment and fiscal pressures. Additional staffing supported schools in preserving course offerings and intervention structures designed to support students needing additional academic assistance while also maintaining opportunities for advanced coursework and enrichment. Implementation challenges included balancing staffing allocations with declining enrollment trends, navigating master scheduling constraints, and sustaining smaller class sizes amid ongoing fiscal solvency efforts. Staffing shortages and credential limitations in certain content areas also impacted the ability of some schools to fully implement all planned intervention and class size reduction structures. In some cases, schools adjusted intervention models or course offerings to align with available staffing and enrollment realities. Despite these challenges, successes included expanded intervention access, preservation of key academic and enrichment opportunities, and strengthened support systems for students requiring additional academic assistance. Schools continued building structures designed to increase engagement, improve access to rigorous coursework, and strengthen college and career readiness outcomes for all students.

Strategy 8: Strengthening College & Career Readiness Culture
During the 2025–2026 school year, WCCUSD continued implementation of districtwide efforts designed to strengthen college and career readiness culture across secondary schools. Implementation efforts focused on increasing student access to college and career exposure opportunities, expanding awareness of postsecondary pathways, and strengthening staff capacity to support students in navigating college and career readiness expectations. Schools continued supporting PSAT participation opportunities, college and career exploration activities, study trips, pathway experiences, and college-going awareness efforts designed to increase student exposure to postsecondary opportunities. District and site staff coordinated college visits, career-aligned experiences, and informational activities intended to strengthen student understanding of college and career pathways while promoting long-term academic planning and goal setting.
Professional learning and staff collaboration efforts also supported implementation by strengthening educator understanding of A–G requirements, college readiness expectations, pathway opportunities, and postsecondary planning supports. Counselors, administrators,

teachers, and pathway staff collaborated to increase student awareness of graduation requirements, college eligibility expectations, and career-connected learning opportunities. Implementation varied across sites based on staffing capacity, scheduling logistics, transportation availability, and available funding for college and career exposure activities. While schools continued implementing college and career readiness efforts, some originally planned expansion opportunities, including broader access to field experiences and additional professional development opportunities, were adjusted due to fiscal constraints and competing operational priorities during the school year. Despite these challenges, schools continued strengthening college and career-going culture through pathway programming, counseling supports, college awareness activities, and expanded student exposure to postsecondary opportunities. Successes included continued student participation in pathway programs, sustained access to college and career exploration experiences, and increased collaboration between counselors, teachers, and pathway staff to support long-term student readiness and postsecondary success planning.

Action 3.4
Strategy 1: Focused District Leadership
WCCUSD provided centralized instructional leadership through directors, coordinators, and administrative support staff aligned to curriculum, early literacy, educational technology, and the Office of African American Student Achievement. This team established and communicated cohesive districtwide instructional priorities while supporting implementation of rigorous, standards-aligned Tier I instruction across schools. District leadership teams met on Mondays to analyze achievement data, collaborated with site leaders and educators, facilitated professional learning, and conducted classroom observations to identify instructional trends and support continuous improvement efforts. During the 2026-2027 school year, over 900 classroom observations were conducted utilizing the Instructional Practice Guide (IPG). One director vacancy impacted the 2025-2026, however, the work was redistributed among directors and the associate superintendent of teaching and learning.

Strategy 2: Educational Technology and Equitable Data & Assessment Collection
WCCUSD used EduClimber as part of the Multi-Tiered System of Support (MTSS) framework. EduClimber provided educators, administrators, and central office teams with access to multiple student data sources to support instructional planning, intervention monitoring, resource allocation, and identification of student academic and behavioral needs. The platform supported districtwide MTSS implementation by helping schools monitor Tier I instruction, evaluate intervention effectiveness, analyze student progress, and identify areas requiring additional support. Teachers, principals, and district staff regularly utilized EduClimber to inform instructional adjustments, professional learning priorities, and continuous improvement efforts connected to student achievement outcomes. To prepare students for success within a technology-driven learning environment, educators also integrated digital instructional tools designed to strengthen collaboration, engagement, creativity, and access to learning. Under the leadership of the Educational Technology Coordinator and 60 site-based Technology Teacher Leaders (TTLs), schools expanded instructional use of Promethean ActivPanels, blended learning practices, and 1:1 Chromebook access across grade levels. Technology Teacher Leaders and central office staff facilitated site-based professional learning, instructional modeling, and peer coaching aligned to district educational technology priorities.

Strategy 3: A–G Support, Extended Learning, and Credit Recovery
TWCCUSD expanded extended learning and credit recovery systems across elementary, middle, and high schools. Edgenuity licenses were centrally purchased for all high school students, and district credit recovery systems were developed in collaboration with the College and Career Department to support students in remaining on track for graduation and A–G completion. Extended learning programming was provided across grade spans, with elementary and middle school programs focused on literacy, mathematics intervention, and targeted academic skill remediation. Secondary extended learning programming emphasized credit recovery, graduation readiness, and expanded

pathways toward postsecondary success. During the 2025–2026 school year, 477 students remediated a total of 573 courses through the district's Edgenuity credit recovery system, increasing opportunities for students to recover credits and remain on track toward graduation. Planning for district summer learning programs also remained on track to provide additional academic intervention and credit recovery opportunities for middle and high school students across the district.

Action 3.5
Strategy 1: BCLAD Stipends
The district continued providing stipends for educators holding a Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) credential. These educators played a critical role in delivering specialized instruction for English Learners and supporting biliteracy development within multilingual programs. DLI teacher stipends were reaffirmed through the recently approved teacher contract, helping stabilize staffing, strengthen retention of bilingual educators, and support continuity of program implementation across school sites. This strategy was implemented as intended.

Strategy 2: DLI Professional Development and Collaboration
The district designed and implemented centralized professional learning and collaboration opportunities focused on cross-linguistic transfer, translanguaging practices, biliteracy development, and standards-aligned multilingual instruction. All DLI educators participated in beginning-of-year orientation sessions and completed multiple professional learning modules connected to mCLASS DIBELS and Lectura assessments to strengthen use of assessment data and literacy performance metrics in both English and Spanish instruction. The district also facilitated monthly Dual Language Immersion Communities of Practice (CoP) to support collaboration among DLI educators focused on grade-level pathway development, biliteracy practices, and alignment to State Seal of Biliteracy goals. Additional supports included implementation of the SEAL (Sobrato Early Academic Language) model, alignment with International Baccalaureate (IB) instructional practices, and collaborative development of K–6 biliteracy pathway criteria for students enrolled in English/Spanish Dual Language programs. Beginning in spring 2026, the district also launched monthly DLI principal convenings to support site leaders in reviewing student data, aligning program supports, and strengthening implementation consistency across schools. Educators participating in the DLI Community of Practice additionally utilized Biliteracy from the Start as a foundational professional text to strengthen instructional planning and biliteracy practices. This strategy was implemented as intended.

Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning
Teachers and students utilized educational technology tools including Ellevation, Texthelp, mCLASS DIBELS, and Lectura to support language development, literacy monitoring, differentiated instruction, and progress tracking for multilingual learners. The district also launched a comprehensive instructional initiative to strengthen Spanish Dual Language Immersion programming through aligned curriculum and assessment systems. In grades K–2, mCLASS DIBELS and Lectura provided a dual-language literacy assessment framework that allowed educators to monitor literacy growth in both English and Spanish. Eureka Math² in Spanish was implemented across DLI classrooms in kindergarten through grade 6 to support rigorous mathematics instruction, conceptual understanding, and development of academic vocabulary in both languages. Across multilingual strategies, the district aligned curriculum, assessment systems, instructional practices, and professional learning to strengthen coherence, rigor, and biliteracy development within Dual Language Immersion pathways. This strategy was implemented as intended.

Strategy 4: Dual Language Immersion (DLI) Program

WCCUSD continued strengthening its Dual Language Immersion programs to promote bilingualism, biliteracy, academic achievement, and college and career readiness for multilingual learners. The district focused on ensuring students in DLI programs received rigorous, standards-aligned instruction delivered by highly skilled bilingual educators across English and partner language settings. Teachers received targeted professional development, collaboration time, curriculum support, and assessment training aligned to district DLI program goals and biliteracy expectations. The district also explored implementation of a 50:50 Transitional Kindergarten instructional model at school sites with Dual Language programs to strengthen early multilingual learning experiences and program continuity. In addition, the district explored development of a comprehensive TK–12 multilingual pathway aligned to California State Pathways and the State Seal of Biliteracy to strengthen long-term biliteracy outcomes and postsecondary readiness opportunities for students. District data continued reflecting stronger academic outcomes for students enrolled in Dual Language Immersion programs when compared to overall English Learner performance trends, reinforcing the importance of rigorous multilingual instructional pathways and continued investment in bilingual education systems. At the same time, the district identified ongoing opportunities to strengthen targeted supports and accelerate language development and grade-level access for English Learners across all grade spans. This strategy was implemented as intended.

Action 3.6
Strategy 1 – Data Analysis and Needs Assessment
The district established structured systems and support processes to assist schools and departments in identifying priority needs through analysis of student achievement, attendance, school climate, and program implementation data. In partnership with Educational Services, the State and Federal Programs Department worked directly with school sites to support development of data-informed School Plans for Student Achievement (SPSAs) aligned to district priorities and student needs. Specialized district staff collaborated with school leaders and central office teams to coordinate best practices, strengthen alignment between site plans and district goals, and ensure improvement strategies were grounded in student outcome data, compliance expectations, and evidence-based practices. All school sites maintained Board-approved SPSAs for the 2025–2026 school year, and each plan was reviewed with and approved by site Parent Advisory structures to strengthen educational partner engagement and alignment to school community needs.

Strategy 2 – Specialized Training
Throughout the school year, staff across school sites and district departments participated in targeted training focused on state, federal, and categorical program requirements, fiscal compliance, budgeting systems, and resource alignment. State and Federal Programs staff provided ongoing technical assistance and professional learning to support implementation of SPSAs and management of aligned budgets. District support staff also trained and assisted site leaders with accounts, budgets, Munis systems, purchasing processes, and expenditure monitoring to ensure schools could effectively implement approved plans and manage resources aligned to instructional priorities and student needs. These trainings strengthened site leader understanding of allowable expenditures, compliance requirements, and alignment between funding sources, instructional priorities, and district goals.

Strategy 3 – Evaluation and Monitoring
WCCUSD provided ongoing evaluation, monitoring, and technical assistance support through regular collaboration between State and Federal Programs staff, Educational Services, and school leadership teams. District teams partnered with sites throughout the year to review implementation progress, monitor program effectiveness, evaluate expenditures, and support continuous improvement planning aligned to LCAP priorities and student outcome goals. Financial monitoring tools, mid-year reporting systems, implementation reviews, and regular planning meetings supported stronger alignment between school-based decision-making, program implementation, and district priorities.

Support staff across departments collaborated with school sites to strengthen progress monitoring systems, review student data trends, and assist school leaders in making responsive adjustments based on implementation outcomes and evolving student needs.

Action 3.7
Strategy 1 – Focused District Leadership
Central instructional leaders, including the Associate Superintendent, directors, coordinators, and instructional support staff, facilitated monthly professional learning and site-based instructional support focused on strengthening Tier I instruction and instructional leadership practices. During the 2025–2026 school year, central office leaders facilitated 15 principal meetings and 11 Assistant Principal/Vice Principal and Instructional Specialist meetings focused on instructional leadership, student achievement, district priorities, and continuous improvement practices. The Teaching and Learning Department maintained district coordinators for Mathematics and Science. While hiring constraints and the national teacher shortage limited the district's ability to fill additional coordinator and instructional coaching positions, the district continued providing focused professional learning in key instructional priority areas, including Eureka Math² implementation and the Reading Difficulties Risk Screener initiative utilizing mCLASS DIBELS and Lectura. District leadership teams used classroom observation and student achievement data to guide professional learning, strengthen instructional supports, and monitor implementation of rigorous, standards-aligned instruction. Over 900 classroom observations were completed during the 2025–2026 school year utilizing the K–12 Instructional Practice Guide (IPG) to strengthen instructional feedback, calibration, and instructional leadership development across schools.

Strategy 2 – CSI Professional Learning Communities (PLCs)
In partnership with the Contra Costa County Office of Education, WCCUSD previously facilitated Comprehensive Support and Improvement (CSI) Professional Learning Communities focused on strengthening data analysis, instructional planning, and continuous improvement systems for identified schools. These efforts proved highly effective and contributed to a significant reduction in CSI identification across the district. As a result, CSI PLC meetings were discontinued during the 2025–2026 school year because no schools were identified for Comprehensive Support and Improvement (CSI) status. The district will continue monitoring accountability indicators and reinstate targeted support structures as needed.

Strategy 3 – Instructional Learning Walks
WCCUSD continued implementing instructional learning walks utilizing the K–12 Instructional Practice Guide (IPG) as a common framework to strengthen instructional coherence, classroom observation practices, and site leadership capacity. During the 2025–2026 school year, instructional learning walks shifted from Executive Director-led regional walkthroughs toward a stronger emphasis on increasing classroom visits within individual school sites. Site leaders facilitated instructional learning walks alongside Instructional Leadership Teams (ILTs) and engaged in coaching, reflection, and feedback sessions with district leaders to strengthen site-based professional learning and instructional leadership practices. These walkthroughs supported calibration of instructional expectations, informed professional learning priorities, and strengthened use of classroom observation data to guide improvement efforts. Over 900 classroom observations were completed using the IPG and focused on mathematics.

Strategy 4 – Secondary Department Leads
At the secondary level, teacher leaders served as department leads to strengthen instructional collaboration, standards alignment, and instructional coherence across content areas and school sites. Supported by central office staff and site leadership teams, department leads

facilitated collaborative planning, instructional discussions, and alignment of curriculum and instructional practices to district goals and state standards. Department leads also participated in site Instructional Leadership Teams and supported implementation of effective instructional practices across secondary schools. This collaborative leadership structure strengthened consistency in instructional expectations, expanded teacher leadership capacity, and supported districtwide instructional coherence.

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.

Action 3.1
Strategy 1: Data Analysis and Prioritizing – Effective
School sites utilized strategic data analysis processes to identify priority student needs, strengthen intervention planning, and align SPSA actions to student outcome data. School teams regularly monitored graduation rates, English Learner Progress Indicator (ELPI) growth, English Learner reclassification, A-G eligibility, CSU/UC eligibility, CTE Pathway Completion, completion of both CTE and A-G requirements, Grade 11 SBAC English Language Arts and Mathematics performance, and college and career readiness indicators to prioritize resources and interventions. This targeted approach contributed to measurable improvements across multiple district outcomes. Districtwide, the percentage of students completing CTE pathways increased from 18.1% in 2022–2023 to 24.8% in 2024–2025, an increase of 6.7 percentage points. Students completing both CTE and A-G requirements increased from 12.8% to 13.3%, while the number of college courses offered within the high school day expanded from 16 in 2023–2024 to 22 in 2025–2026, serving 755 unduplicated students and strengthening college and career preparedness opportunities. Foster Youth students demonstrated a significant 17.7-point increase in ELA Distance from Standard (DFS) during the 2024–2025 school year, reflecting strong growth in literacy achievement connected to targeted site supports and intervention planning. While Foster Youth students experienced a decline of 36.6 points in Math DFS, likely impacted by the small student population size and cohort variability, graduation outcomes improved significantly, increasing by 10 percentage points to 70%. These results demonstrate that targeted SPSA planning, individualized intervention systems, and coordinated site supports positively impacted student engagement and graduation outcomes, even as academic variability remained present.

Strategy 2: Aligned Goals and Actions – Effective
School sites aligned SPSA goals and actions to district LCAP priorities and targeted student outcome needs through implementation of evidence based instructional strategies, intervention systems, and student supports. Small group planning sessions with Teaching and Learning staff supported principals in developing aligned goals, monitoring student data, and refining SPSA actions connected to district priorities. Districtwide implementation of aligned SPSA goals also resulted in measurable improvements across multiple college and career readiness indicators. CTE Pathway Completion increased from 18.1% to 24.8%, while the percentage of students completing both CTE and A-G requirements increased from 12.8% to 13.3%. Access to dual enrollment opportunities expanded from 16 college courses offered during the high school day in 2023–2024 to 22 courses in 2025–2026, serving 755 unduplicated students. Grade 11 English Language Arts performance increased from 32.5% to 45.2% of students meeting or exceeding standards, a gain of 12.7 percentage points, while Grade 11 Mathematics performance increased from 17.6% to 23.3%, a gain of 5.7 percentage points. Although overall A-G eligibility decreased from 39.0% to 36.2%, several student groups demonstrated improvement, including African American students, who increased from 26.1% to

30.1%, and White students, who increased from 56.6% to 58.8%. These results demonstrate continued progress toward improving college and career preparedness while highlighting areas requiring additional focus. Students with Disabilities (SWD) demonstrated a 9.2-point increase in graduation rates, rising to 66.1%, reflecting positive progress in graduation outcomes and student support systems. Academic performance data reflected mixed results. In ELA, SWD students maintained relative stability with a 1.7-point improvement in DFS, while Math DFS declined slightly by 1.9 points. These trends suggest that while schools strengthened graduation and intervention supports for SWD students, significant work remains necessary to accelerate academic achievement and close persistent opportunity gaps. English Learners (EL) demonstrated modest improvement in mathematics outcomes, increasing 5.1 points in Math DFS during the 2024–2025 school year. However, ELA performance remained relatively stagnant, with EL students maintaining a -108.2 DFS and only a 2.5-point improvement from the prior year. Graduation rates for English Learners also declined by 1.1 points to 69.6%. Statewide English Learner Progress Indicator (ELPI) results showed that the percentage of English Learners progressing at least one ELPI level declined from 40.0% in 2022–2023 to 34.6% in 2024–2025. However, district English Learner reclassification rates increased from 10.8% to 12.8%, demonstrating continued progress toward English proficiency. These trends reinforced the need for stronger Tier I literacy instruction, expanded language development supports, and increased access to rigorous, scaffolded academic instruction across grade spans. Socioeconomically Disadvantaged (SED) students demonstrated the strongest overall academic growth among unduplicated student groups. SED students improved 5.1 points in ELA DFS and 8.6 points in Math DFS while also increasing graduation rates by 1.4 points to 82.7%. These gains suggest that sustained access to intervention systems, standards aligned instruction, and site based supports positively impacted academic achievement and student outcomes for this student group. African American students also demonstrated notable academic improvement during the 2024–2025 school year. African American students increased 11.7 points in ELA DFS and 14.6 points in Math DFS, reflecting encouraging progress connected to targeted district and site based academic supports, intervention strategies, and instructional improvement efforts.

Strategy 3: Review and Approval of SPSAs – Effective
District staff reviewed and approved SPSAs across all 56 WCCUSD schools to ensure alignment, coherence, compliance, and implementation of evidence based strategies connected to district priorities and student outcome needs. State and Federal staff met individually with principals to support budget development, resource alignment, and SPSA implementation planning, while Executive Directors reviewed each SPSA to provide compliance feedback, guidance, and approval prior to Board consideration. Educational partners, including School Site Councils, advisory groups, families, and school staff, played a central role in development and review of site plans prior to Board approval. Districtwide outcome measures reflected the effectiveness of aligned SPSA implementation. Graduation rates increased to 81.6% overall. College and career readiness indicators also demonstrated improvement. The percentage of students completing CTE pathways increased by 6.7 percentage points, while students meeting both CTE and A-G requirements increased to 13.3%. Schools expanded access to early college opportunities by increasing college courses embedded within the high school day from 16 to 22 courses. Grade 11 SBAC English Language Arts performance increased 12.7 percentage points, from 32.5% to 45.2%, while Grade 11 Mathematics performance increased 5.7 percentage points, from 17.6% to 23.3%. English Learner reclassification increased from 10.8% to 12.8%, further supporting students' access to rigorous coursework and postsecondary opportunities. These improvements reflect stronger alignment between SPSA planning, instructional implementation, and district college and career readiness priorities. Outcome data from the 2025–2026 school year also reflected measurable academic growth across multiple student groups in both mathematics and reading as measured through i-Ready. In mathematics, grades 2 through 8 students performing at or above grade level increased from 17% in Fall 2025 to 29% in Winter 2026, while grades 9 through 11 increased from 17% to 33%. African American students demonstrated strong gains, increasing from 7% to 16% in grades 2 through 8 and from 12% to 30% in grades 9 through 11. Hispanic students increased from 8% to 17% in grades 2 through 8 and from 12% to 24% in grades 9 through 11. Students with Disabilities increased from 6% to 11% in grades 2 through 8 and from

4% to 10% in grades 9 through 11. English Learners also demonstrated growth, increasing from 2% to 8% in grades 2 through 8 and from 4% to 16% in grades 9 through 11. In reading, grades 3 through 8 students performing at or above grade level increased from 25% in Fall 2025 to 28% in Winter 2026, while grades 9 through 11 increased from 22% to 32%. African American students demonstrated particularly strong growth, increasing from 17% to 28% in grades 3 through 8 and from 18% to 31% in grades 9 through 11. Hispanic students increased from 14% to 23% in grades 3 through 8 and from 12% to 23% in grades 9 through 11. Students with Disabilities increased from 8% to 14% in grades 3 through 8 and from 6% to 11% in grades 9 through 11. English Learners increased from 3% to 8% in grades 3 through 8 and from 3% to 13% in grades 9 through 11.

Action 3.2
Strategy 1 – TK Instructional Assistants – Partially Effective
This strategy strengthened early literacy and numeracy development by providing additional instructional support within Transitional Kindergarten classrooms. Instructional assistants supported small group instruction, intervention delivery, individualized student support, and classroom routines aligned to foundational literacy and mathematics development. Strong adult-to-student ratios allowed teachers and instructional assistants to provide more targeted instruction, individualized feedback, and proactive behavioral support during core instructional time. The district also filled early-year vacancies to ensure more consistent support for students and teachers throughout the school year. While districtwide assessment systems for Transitional Kindergarten students remain limited, implementation data and classroom supports indicate this strategy strengthened foundational instructional practices and early learning environments across classrooms. New assessment will added to measure direct effectiveness moving forward.

Strategy 2 – Elementary Prep Teachers – Partially Effective
This strategy provided planning and collaboration time for classroom teachers in schools where prep teachers were available. Prep time supported curriculum internalization, instructional planning, data analysis, and differentiated instructional design aligned to student need. However, staffing shortages significantly impacted implementation, with approximately seven prep teacher vacancies limiting consistent delivery of the strategy across schools. These implementation challenges were reflected in student achievement outcomes, particularly among English Learners. During the 2024–2025 school year, English Learners experienced a 3.3-point decline in ELA DFS and demonstrated only a 1-point increase in Math DFS. SBAC proficiency rates for English Learners remained low, with only 4.17% meeting or exceeding standards in ELA and 5.54% meeting or exceeding standards in mathematics. Fall 2025 i-Ready data further reflected ongoing instructional challenges, with only 2% of grades 2–8 English Learners meeting grade level expectations in math and 3% meeting grade level expectations in reading. These outcomes reinforce the need to stabilize staffing, preserve instructional planning time, and strengthen differentiated instructional supports in order to fully realize the intended impact of this strategy.

Strategy 3: Foundational Literacy and Differentiated Instruction – Partially Effective
WCCUSD continued implementation of research-based supplemental curriculum, foundational literacy programs, and assessment systems designed to strengthen differentiated instruction and early literacy outcomes across classrooms. Teachers implemented SIPPS, a structured and evidence-based foundational literacy program focused on phonemic awareness, decoding, encoding, fluency, and early reading development through targeted small-group instruction and regular progress monitoring. The district also implemented mCLASS DIBELS 8 and Lectura assessments in grades K–2, administered three times annually to monitor literacy development, identify skill gaps, and guide instructional planning. Central office staff facilitated professional learning focused on foundational literacy practices, while Reading Teacher

Leaders partnered with the Contra Costa County Office of Education to strengthen site-level literacy support systems. New assessment will added to measure direct effectiveness moving forward.

Strategy 4: Enhance Instruction and Personalize Learning Through Class Size Reduction – Effective
Class size reduction strengthened instructional quality by increasing teacher capacity to differentiate instruction, provide targeted interventions, and build stronger relationships with students. Smaller class sizes supported more individualized feedback, stronger classroom engagement, and increased access to rigorous instruction for unduplicated student groups. Student outcome data reflected positive impact connected to these supports. In 2024–2025, districtwide SBAC mathematics proficiency increased from 22.36% to 25.92%, while ELA proficiency increased from 32.53% to 33.39%. African American students demonstrated significant academic growth, increasing from 9.39% to 12.75% proficient in mathematics and from 18.3% to 20.68% proficient in ELA. Hispanic students increased from 12.46% to 14.92% proficient in mathematics and from 20.4% to 21.52% proficient in ELA. Socioeconomically Disadvantaged students increased from 14.43% to 16.61% proficient in mathematics and from 22.39% to 23.30% proficient in ELA. These gains suggest that reduced class sizes and strengthened Tier 1 instructional supports positively contributed to improved academic outcomes across student groups.

Strategy 5: Combo Class Compensation Initiative – Not Yet Effective
To support teacher retention and recognize the additional instructional demands associated with combination classrooms, WCCUSD provided stipends and professional learning opportunities for teachers assigned to multi-grade classrooms. Combination class teachers received training focused on instructional differentiation, planning across grade levels, foundational literacy intervention, and student engagement strategies. While this strategy supported staffing stability and acknowledged the complexity of combination teaching assignments, student outcome data suggests implementation has not yet resulted in significant measurable academic impact. Districtwide SBAC ELA proficiency increased only modestly from 32.53% to 33.39%, while persistent achievement gaps remained for English Learners and Students with Disabilities. Fall 2025 i-Ready reading data also reflected continued foundational literacy challenges, with only 25% of grades 3–8 students meeting grade level expectations in reading. Continued professional learning, instructional coaching, and strengthened curriculum supports will be necessary to improve effectiveness and increase consistency of instructional delivery within combination classroom settings.

Action 3.3
Strategy 1 – Career Pathways – Effective
To increase access and improve postsecondary preparedness, WCCUSD expanded site-based career pathways aligned to student interests, local workforce trends, and community needs. Led by the Director of College and Career, the district funded Career Technical Education (CTE) teachers and college and career counselors, with additional support provided through CTEIG and Perkins funding sources. This strategy expanded access to industry-aligned coursework, work-based learning experiences, career exploration opportunities, and sequenced pathways connected to high-demand fields. Implementation of this strategy contributed to strong growth across multiple College and Career Readiness indicators. Districtwide, CTE Pathway Completion increased from 18.1% in 2022–2023 to 24.8% in 2024–2025, representing a 6.7 percentage point increase. African American students increased CTE completion from 13.0% to 20.2%, while Students with Disabilities increased from 8.2% to 17.0%. English Learners also increased CTE completion from 13.3% to 19.4%. Overall College and Career Readiness increased by 6.9 percentage points since baseline. African American students demonstrated particularly significant growth, increasing from 18.1% to 31.8%, while Socioeconomically Disadvantaged students increased from 27.9% to 36.1%. The district also expanded access to early college opportunities by increasing the number of college courses offered during the high school day from 16 to 22,

serving 755 unduplicated students. These outcomes demonstrate that expanded pathway access, counseling supports, and career-connected learning opportunities positively impacted college and career preparedness.

Strategy 2 – Secondary Lead Counselor – Effective
The district continued strengthening alignment and consistency of counseling services across all high schools through support of a centralized Secondary Lead Counselor position. This role coordinated districtwide counseling systems, strengthened implementation of four-year planning processes, supported counselor collaboration, and expanded use of the SchooLinks platform to monitor student progress toward graduation, A-G completion, CSU/UC eligibility, and college and career readiness milestones. Implementation of this strategy contributed to measurable improvement in graduation outcomes and postsecondary readiness for focal student groups. Overall graduation rates increased to 81.6%, while African American students increased graduation rates from 82.1% to 89.0% and Students with Disabilities increased from 56.9% to 67.3%. Foster Youth students also demonstrated substantial improvement in College and Career Readiness, increasing from 5.9% to 20.0%. Although districtwide A-G eligibility declined from 39.0% to 36.2%, African American students increased A-G eligibility from 26.1% to 30.1%, and White students increased from 56.6% to 58.8%, reflecting positive progress for targeted student groups. These outcomes suggest that increased coherence in counseling systems, earlier intervention, improved monitoring practices, and strengthened graduation planning contributed to improved student outcomes.

Strategy 3 – International Baccalaureate (IB) – Not Effective
To support rigorous and globally focused academic experiences, the district continued investing in International Baccalaureate programming through support for authorization, certification, instructional materials, and professional development. This strategy expanded access to advanced coursework opportunities and strengthened alignment between IB, A-G pathways, CSU/UC eligibility, and college preparatory instruction.While implementation occurred as planned and IB programs continued providing students with access to rigorous academic experiences, direct impact on districtwide student outcome indicators remains difficult to isolate at this stage. Current district data does not yet demonstrate measurable improvements directly attributable to IB participation on Grade 11 SBAC English Language Arts or Mathematics performance, graduation rates, A-G eligibility, or other districtwide college readiness indicators. However, this strategy continued supporting broader district goals related to academic rigor, advanced coursework access, and college readiness opportunities for historically underserved student groups.

Strategy 4 – Targeted College & Career Readiness for Black/African American Students – Effective
WCCUSD implemented targeted counselor procedures and monitoring systems to ensure Black/African American students received explicit instruction regarding A-G requirements, graduation planning, college and career readiness pathways, Advanced Placement opportunities, and postsecondary options. Counselors also implemented proactive interventions beginning in Grade 10 for students identified as off track toward graduation or A-G completion.This strategy contributed to substantial gains across multiple student outcome indicators. College and Career Readiness increased from 18.1% to 31.8%. Graduation rates increased from 82.1% to 89.0%. A-G eligibility increased from 26.1% to 30.1%. CTE Pathway Completion increased from 13.0% to 20.2%. Grade 11 SBAC English Language Arts performance also improved from 30.5% to 32.2% meeting or exceeding standards, while Grade 11 Mathematics performance increased from 8.6% to 19.0%. Advanced Placement outcomes also demonstrated modest improvement, with AP exams earning scores of 3 or higher increasing from 1.98% to 2.34%. These outcomes suggest that intentional counseling supports, proactive intervention systems, expanded access to advanced coursework, and increased college and career pathway opportunities positively impacted postsecondary readiness for African American students.

Strategy 5 – Targeted College & Career Readiness for Language Learners – Effective

To strengthen access to college and career pathways for English Learners, counselors provided explicit instruction regarding A-G requirements, graduation planning, CSU/UC eligibility, and postsecondary opportunities while implementing intervention systems for students identified as off track beginning in Grade 10. Schools also expanded access to dual enrollment, CTE pathways, Advanced Placement coursework, and college readiness supports for multilingual learners. College and Career Readiness outcomes for English Learners increased from 12.9% to 16.8%. CTE Pathway Completion increased from 13.3% to 19.4%. English Learners represented approximately 25% of students enrolled in dual enrollment coursework, demonstrating increased participation in college-level learning opportunities. Districtwide English Learner reclassification also increased from 10.8% to 12.8%, reflecting continued progress toward English proficiency. Advanced Placement outcomes improved districtwide, with the percentage of students earning a score of 3 or higher on at least one AP exam increasing from 51.6% to 58.1%, and the number of students earning qualifying scores increasing from 580 to 668. At the same time, A-G eligibility for English Learners declined from 16.3% to 10.8%, highlighting the continued need for stronger academic scaffolds, language development supports, and course alignment to ensure multilingual learners successfully complete college entrance requirements.

Strategy 6 – CTE Academy-Aligned General Education Staffing – Effective
The district allocated 0.2 FTE staffing support for each academy team to strengthen purity of classes and improve alignment between CTE pathways and general education coursework. This staffing model supported scheduling flexibility, strengthened pathway coherence, and increased opportunities for students to complete sequenced CTE coursework connected to industry pathways. Districtwide CTE Pathway Completion increased by 6.7 percentage points, from 18.1% to 24.8%, while completion of both CTE and A-G requirements increased from 12.8% to 13.3%. These results suggest that academy-aligned staffing structures positively contributed to improved pathway completion rates and expanded access to career-connected learning opportunities.

Strategy 7 – Expanding Opportunity Through Flexible Scheduling – Effective
The district provided an additional allocation at one of its comprehensive high schools to support flexible scheduling and preserve access to electives, pathway courses, and expanded learning opportunities. This strategy allowed schools to maintain CTE courses and pathway offerings that otherwise may have been reduced due to enrollment or staffing limitations.Expanded scheduling flexibility also supported increased access to rigorous coursework, contributing to the district's growth in college courses offered during the school day, CTE Pathway Completion, and overall college and career preparedness. These opportunities also strengthened students' ability to remain on track toward graduation and completion of postsecondary readiness requirements.

Strategy 8 – Strengthening College & Career Readiness Culture – Effective
WCCUSD continued strengthening a districtwide college and career readiness culture through expanded exposure opportunities, assessment access, and college-going experiences for students across grade spans. PSAT assessments were offered districtwide, with approximately 100 students participating during the October administration. The district also expanded student access to postsecondary exposure opportunities through college and career exploration trips. On February 7, students from middle and high schools across the district attended the Steps to College event in Sacramento, recognized as the largest bi-national and bi-cultural college fair in Northern California. These experiences increased student exposure to college pathways, financial aid resources, career opportunities, and postsecondary planning supports.Districtwide academic outcomes also reflected continued progress toward college readiness. Grade 11 SBAC English Language Arts performance increased from 32.5% to 45.2% of students meeting or exceeding standards, while Grade 11 Mathematics performance increased from 17.6% to 23.3%. Early literacy and mathematics outcomes measured through i-Ready also improved. Students performing at or above grade level in mathematics increased from 17% to 29% in grades 2 through 8 and from 17% to 33% in grades 9 through 11. In reading, students performing at or above grade level increased from 25% to 28% in grades 3 through 8 and from 22% to 32%

in grades 9 through 11. These improvements, coupled with increases in graduation rates, CTE completion, English Learner reclassification, and expanded college access, demonstrate that the district's comprehensive approach to college and career readiness is positively impacting student outcomes while preparing more students for success beyond high school.

Action 3.4
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 across academic achievement, graduation outcomes, and foundational literacy and mathematics growth. District leadership teams strengthened implementation of Tier I instruction through professional learning, instructional learning walks, classroom observations utilizing the Instructional Practice Guide (IPG), principal coaching, and ongoing collaboration with school site leaders focused on curriculum alignment, pacing, rigor, intervention systems, and continuous improvement. These efforts correlated with measurable improvements across multiple district outcome measures. Grade 11 English Language Arts performance increased from 32.5% in 2022–2023 to 45.2% in 2024–2025, while Grade 11 Mathematics performance increased from 17.6% to 23.3%. Districtwide English Learner reclassification also increased from 10.8% to 12.8%, demonstrating continued progress toward English proficiency. Graduation outcomes improved for several focal student groups, including Foster Youth, whose graduation rate increased by 10 percentage points to 70.0%, Students with Disabilities, whose graduation rate increased by 9.2 percentage points to 66.1%, and African American students, whose graduation rate increased from 82.1% to 89.0%. Districtwide academic data reflected positive growth connected to strengthened instructional coherence and leadership support. At the K–8 level, students performing at or above grade level on i-Ready Mathematics increased from 17% in Fall 2025 to 29% in Winter 2026, while students performing at or above grade level in Reading increased from 25% to 28%. At the high school level, mathematics proficiency increased from 17% to 33%, while reading proficiency increased from 22% to 32%. African American students increased from 7% to 16% meeting grade level expectations in grades 2–8 mathematics and from 17% to 28% in grades 3–8 reading. English Learners increased from 2% to 8% meeting grade level expectations in grades 2–8 mathematics and from 3% to 8% in grades 3–8 reading. Students with Disabilities also demonstrated measurable gains, increasing from 6% to 11% in grades 2–8 mathematics and from 8% to 14% in grades 3–8 reading. These outcomes suggest that consistent instructional leadership, strengthened monitoring of classroom instruction, and districtwide alignment around standards-based teaching practices positively contributed to improved academic growth and student outcomes across multiple focal student groups.

Strategy 2 – Educational Technology and Equitable Data & Assessment Collection – Effective
WCCUSD strengthened districtwide implementation of educational technology and data-driven instructional practices through integration of EduClimber, expansion of digital instructional tools, and ongoing professional learning support for educators and administrators. EduClimber served as a central component of the district's Multi-Tiered System of Support (MTSS) framework by providing educators, principals, and central office teams with access to multiple student data sources used to support instructional planning, intervention monitoring, resource allocation, and identification of academic and behavioral needs.
The platform strengthened districtwide MTSS implementation by helping schools monitor Tier I instruction, evaluate intervention effectiveness, analyze student progress, and identify areas requiring additional support. Teachers, principals, and district staff regularly utilized EduClimber to inform instructional adjustments, professional learning priorities, and continuous improvement efforts connected to student achievement outcomes. EduClimber data also helped identify key instructional needs, including a 7.5-point decline in ELA Distance

from Standard and a 2.9-point decline in Mathematics Distance from Standard for Students with Disabilities, allowing district and site leaders to better target intervention planning and instructional support efforts. At the same time, WCCUSD continued expanding equitable access to instructional technology through implementation of Promethean ActivPanels, blended learning practices, and one-to-one Chromebook access across grade levels. Under the leadership of the Educational Technology Coordinator and 60 site-based Technology Teacher Leaders, schools expanded use of digital instructional tools designed to strengthen collaboration, engagement, creativity, and access to learning. Technology Teacher Leaders and central office staff facilitated site-based professional learning, instructional modeling, and peer coaching aligned to district educational technology priorities. Technology integration and strengthened data systems contributed to measurable gains for focal student groups. K–8 i-Ready Mathematics proficiency increased from 17% to 29% districtwide, while Reading proficiency increased from 25% to 28%. English Learners increased 6 percentage points in mathematics proficiency, from 2% to 8%, and 5 percentage points in reading proficiency, from 3% to 8%. Socioeconomically Disadvantaged students demonstrated strong growth, increasing from 13% to 22% in mathematics proficiency and from 19% to 28% in reading proficiency. Data-informed intervention systems and progress monitoring practices also contributed to improved graduation outcomes, including a 1.4 percentage point increase in graduation rates for Socioeconomically Disadvantaged students to 82.7% and a 9.1 percentage point increase for Homeless Youth to 83.3%. Despite these gains, achievement data continued to highlight areas requiring additional support, particularly in literacy outcomes for English Learners and Students with Disabilities. English Learners experienced a decline in ELA Distance from Standard and demonstrated slower growth in grades 9–11 reading proficiency compared with other student groups. These outcomes reinforce the need to strengthen alignment between educational technology, literacy-focused instructional practices, intervention systems, and targeted instructional coaching to ensure technology integration translates into stronger academic acceleration and improved literacy outcomes across student groups.

Strategy 3 – A-G Support, Extended Learning, & Credit Recovery – Effective
To increase graduation rates and expand postsecondary readiness opportunities, WCCUSD implemented multiple pathways for student credit recovery, extended learning, intervention, and academic acceleration. Edgenuity licenses were centrally purchased for all high school students, and credit recovery systems were developed in partnership with the College and Career Department to support students in remaining on track toward graduation, A-G eligibility, and college and career preparedness. Extended learning opportunities were also provided at the elementary and middle school levels to strengthen remediation, intervention, and foundational skill development. Implementation of this strategy contributed to measurable gains in graduation outcomes and postsecondary readiness indicators for multiple student groups. Overall graduation rates increased to 81.6%. African American students demonstrated strong growth, increasing graduation rates from 82.1% to 89.0%, while Students with Disabilities increased from 56.9% to 67.3%. Socioeconomically Disadvantaged students increased graduation rates from 81.3% to 84.1%, White students increased from 88.5% to 92.6%, and Foster Youth increased to 70.0%. Extended learning and credit recovery supports also contributed to improved postsecondary readiness. African American students increased A-G eligibility from 26.1% to 30.1%, Foster Youth increased from 5.0% to 12.5%, and Students with Disabilities increased from 11.7% to 12.9%. English Learner reclassification increased from 10.8% to 12.8%, expanding access to rigorous coursework and postsecondary opportunities. Districtwide Grade 11 SBAC English Language Arts performance increased from 32.5% to 45.2%, while Grade 11 Mathematics performance increased from 17.6% to 23.3%, reflecting stronger academic preparation for college-level coursework. Districtwide i-Ready results further demonstrated the effectiveness of extended learning opportunities. Students performing at or above grade level increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading. High school students also demonstrated improvement, increasing from 17% to 33% meeting grade level expectations in mathematics and from 22% to 32% in reading. These improvements indicate that extended learning opportunities and intervention systems strengthened foundational academic skills that support long-term college and career readiness. At the same time, districtwide A-G eligibility declined from 39.0% to 36.2%, with English Learners decreasing from 16.3% to 10.8%. These trends reinforce the continued need to strengthen academic scaffolds, literacy instruction,

and access to rigorous coursework to ensure all students successfully complete college entrance requirements and are prepared for postsecondary success.

Action 3.5

Strategy 1 – BCLAD Stipends – Effective
Through Program 1102, WCCUSD continued prioritizing 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 multilingual and dual language instruction. To recruit and retain highly qualified bilingual educators, the district provided BCLAD stipends to teachers holding bilingual authorization credentials. These stipends supported staffing stability across Dual Language Immersion (DLI) programs and strengthened access to linguistically responsive instruction for multilingual learners. This strategy contributed to improved staffing stability across DLI sites. By midyear, only two vacancies remained across full-school DLI model sites, reflecting the district's success in recruiting and retaining bilingual educators despite statewide staffing shortages. Stabilized staffing supported continuity of instruction, implementation of biliteracy pathways, and increased access to standards-aligned multilingual instruction across DLI classrooms. Districtwide outcomes also reflected continued progress for multilingual learners. English Learner reclassification increased from 10.8% in 2023–2024 to 12.8% in 2024–2025, while English Learners improved mathematics performance by 5.1 points in SBAC Distance from Standard. These results suggest that sustained access to qualified bilingual educators supported stronger language development and academic achievement while reinforcing continuity of instruction across multilingual programs.

Strategy 2 – DLI Professional Development and Collaboration – Effective
District efforts focused on strengthening reclassification readiness, foundational literacy, biliteracy pathways, and differentiated instructional supports designed to accelerate English language proficiency while increasing access to rigorous grade-level content. The district facilitated ongoing professional learning communities focused on supporting Newcomer students, Dual Language Immersion programs, and Long-Term English Learners. Targeted support and coaching were also provided at Grant, Washington, and Mandarin DLI sites to strengthen instructional alignment, biliteracy development, and implementation of multilingual instructional strategies. Professional learning emphasized cross-linguistic connections, translanguaging strategies, biliteracy development, and literacy-focused instructional practices aligned to multilingual learner needs. These supports strengthened instructional coherence and established stronger foundations for multilingual instruction districtwide. English Learner Progress Indicator (ELPI) data reflected mixed outcomes. Approximately 34.6% of English Learners progressed by at least one ELPI level compared with 39.8% in the prior year. While overall progress toward the state ELPI indicator declined, early language acquisition showed encouraging trends. The percentage of students performing at English Learner Proficiency Level 1 increased to 42%, while Level 2 increased to 34%, representing a three-year high in early language growth. Progress toward reducing Long-Term English Learners also improved. The number of LTEL students declined from 1,682 to 1,344, while the percentage of students identified as At-Risk LTELs decreased from 15.8% to 12%. Districtwide English Learner reclassification increased from 10.8% in 2023–2024 to 12.8% in 2024–2025, although midyear 2025–2026 reclassification was 5%, indicating continued work is needed to sustain annual progress. Academic outcomes also reflected modest improvement. English Learners improved 5.1 points in Mathematics SBAC Distance from Standard while English Language Arts performance improved 2.5 points, although ELA achievement remained relatively flat overall. These findings suggest that professional learning strengthened instructional capacity while highlighting the continued need for stronger Tier I literacy instruction, language development, and reclassification systems to accelerate English proficiency.

Strategy 3 – Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning – Effective
This strategy utilized advanced educational technology tools and supplementary instructional resources, including mCLASS Lectura, DIBELS, Ellevation, Texthelp, and Amplify Caminos, to strengthen language development, reduce language barriers, and expand equitable access to instruction for multilingual learners. These platforms supported teachers in providing personalized, engaging, and inclusive learning experiences while strengthening literacy instruction, progress monitoring, and differentiated support for students across diverse linguistic backgrounds. All Dual Language Immersion elementary schools had access to these instructional tools and assessment systems to support foundational literacy development, language acquisition, intervention planning, and instructional responsiveness. Teachers utilized the platforms to scaffold grade-level instruction, monitor student progress, identify literacy needs, and strengthen access to academic content in both English and the target language. Student outcome data reflected measurable academic growth. Among English Learners in grades K–8, students performing early on grade level or above in i-Ready Mathematics increased from 16% to 23%, while Reading increased from 17% to 18%. High school students demonstrated even stronger gains, with Mathematics increasing from 3% to 9% and Reading increasing from 6% to 12%. Districtwide, grades 2–8 mathematics proficiency increased from 17% to 29%, and grades 3–8 reading proficiency increased from 25% to 28%. Grades 9–11 mathematics proficiency increased from 17% to 33%, while reading proficiency increased from 22% to 32%. These outcomes suggest that educational technology tools and supplementary curriculum resources positively supported instructional access, engagement, and foundational academic growth for multilingual learners. However, the data also indicates a continued need to strengthen instructional coherence between elementary and secondary systems, particularly in literacy acceleration, language development, and content-rich Tier I classrooms. Continued integration of these tools within strong literacy-focused instruction and targeted intervention systems remains necessary to produce more consistent academic gains and long-term language development outcomes.

Strategy 4 – Dual Language Immersion (DLI) Program – Effective
WCCUSD continued strengthening Dual Language Immersion programs to promote bilingualism, biliteracy, multilingual identity development, and high levels of academic achievement. The district prioritized access to highly skilled bilingual educators who provided rigorous, standards-aligned instruction in both the target language and English while affirming students' linguistic and cultural assets. Teachers received targeted professional development, curriculum support, collaboration opportunities, and instructional guidance aligned to district DLI goals and biliteracy pathways. The district also continued implementation of multilingual literacy assessments, including mCLASS DIBELS and Lectura, to strengthen early literacy monitoring and instructional planning within dual language settings. In addition, WCCUSD explored expansion of a 50:50 Transitional Kindergarten model within DLI schools and continued development of a coherent TK–12 multilingual pathway aligned to the California State Seal of Biliteracy and college and career readiness goals. These efforts strengthened access to multilingual learning environments and reinforced the district's long-term commitment to biliteracy, linguistic equity, and culturally sustaining instructional practices. Districtwide outcomes demonstrate encouraging progress associated with these investments. English Learner reclassification increased from 10.8% to 12.8%, while English Learners improved 5.1 points in Mathematics SBAC performance and 2.5 points in English Language Arts SBAC performance. English Learners also demonstrated measurable gains on i-Ready, with grades K–8 mathematics increasing from 16% to 23% early on grade level or above and reading increasing from 17% to 18%. High school English Learners increased mathematics proficiency from 3% to 9% and reading proficiency from 6% to 12%. Although A-G eligibility for English Learners declined from 16.3% to 10.8%, these results indicate that expanded access to high-quality bilingual instruction, stable staffing, and coherent multilingual programming contributed to improvements in language development, foundational literacy, mathematics achievement, and academic readiness while reinforcing the need for continued emphasis on rigorous secondary coursework and college readiness for multilingual learners.

Action 3.6
Strategy 1 – Data Analysis and Needs Assessment – Effective
The district implemented a structured process to guide schools and departments in using student outcome data to identify priority needs, develop improvement strategies, and align resources to instructional goals. Specialized district staff worked directly with school sites to support analysis of SBAC, i-Ready, graduation, English Learner progress, A-G eligibility, CTE completion, and college and career readiness data in order to strengthen SPSA development and intervention planning. These systems supported identification of critical academic needs across student groups. Data analysis identified a 7.5-point decline in ELA Distance from Standard for Students with Disabilities and a 3.3-point decline in ELA Distance from Standard for English Learners, prompting more targeted literacy interventions and support planning at school sites. At the same time, districtwide progress monitoring contributed to improved academic outcomes across multiple measures. Overall SBAC Mathematics performance increased from 22.36% to 25.92%, while SBAC English Language Arts performance increased from 32.53% to 33.39%. African American students increased mathematics proficiency from 9.39% to 12.75%, while Socioeconomically Disadvantaged students increased mathematics proficiency from 14.43% to 16.61% and English Language Arts proficiency from 22.39% to 23.30%. Districtwide i-Ready data further demonstrated positive academic growth. Students performing at or above grade level increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading. High school students increased from 17% to 33% meeting grade-level expectations in mathematics and from 22% to 32% in reading. Foster Youth students demonstrated particularly strong academic growth, including a 17.7-point improvement in ELA Distance from Standard and an 8.3-point improvement in Mathematics Distance from Standard. English Learner reclassification also increased from 10.8% to 12.8%, reflecting continued progress toward English proficiency. These outcomes suggest that strengthened systems for data analysis, needs assessment, and resource alignment positively contributed to more targeted interventions, improved monitoring practices, and measurable gains across focal student groups.

Strategy 2 – Specialized Training – Effective
District teams delivered ongoing training and technical assistance focused on federal, state, and categorical funding regulations to ensure schools and departments could effectively monitor compliance, align expenditures to district priorities, and utilize resources strategically to support student outcomes. Specialized training sessions strengthened staff capacity around budget monitoring, allowable expenditures, SPSA implementation, program evaluation, and continuous improvement planning.Implementation of this strategy supported schools in directing resources toward interventions and support systems connected to measurable student outcome gains. Foster Youth graduation rates increased by 10 percentage points to 70.0%, while Students with Disabilities increased graduation rates by 9.2 percentage points to 66.1%. African American students also demonstrated strong improvement, increasing graduation rates from 82.1% to 89.0%. Academic and college readiness indicators also reflected positive progress. African American students increased College and Career Readiness from 18.1% to 31.8%, while Students with Disabilities increased CTE Pathway Completion from 8.2% to 17.0%. Districtwide completion of both CTE and A-G requirements increased from 12.8% to 13.3%. English Learner reclassification increased from 10.8% to 12.8%, and African American students increased A-G eligibility from 26.1% to 30.1%. These outcomes suggest that strengthened compliance systems, targeted resource allocation, and coordinated training efforts supported more effective implementation of intervention strategies and student support systems across schools while advancing college and career readiness.

Strategy 3 – Evaluation and Monitoring – Effective
The State and Federal Department facilitated regular meetings and technical assistance sessions focused on program evaluation, budget monitoring, MUNIS utilization, midyear reporting, and compliance documentation. These systems strengthened district oversight and supported site leaders in aligning school-based decision making to district goals, student outcome data, and LCAP priorities. Evaluation and

monitoring systems contributed to more strategic coordination of resources and improved alignment between funding decisions and student needs. Socioeconomically Disadvantaged students increased graduation rates by 1.4 percentage points to 82.7%, while Homeless Youth increased graduation rates by 9.1 percentage points to 83.3%. Districtwide mathematics achievement improved across multiple student groups. English Learners increased from 16% to 23% performing early on grade level or above in K–8 i-Ready Mathematics, while Students with Disabilities increased from 6% to 11%. Reading outcomes also demonstrated growth, with English Learners increasing from 17% to 18% performing early on grade level or above in K–8 i-Ready Reading and Students with Disabilities increasing from 8% to 14%. Districtwide SBAC outcomes reflected continued improvement, with Mathematics proficiency increasing from 22.36% to 25.92% and English Language Arts proficiency increasing from 32.53% to 33.39%. English Learner reclassification increased from 10.8% to 12.8%, and districtwide completion of both CTE and A-G requirements increased from 12.8% to 13.3%. Although overall A-G eligibility declined from 39.0% to 36.2%, African American students increased A-G eligibility from 26.1% to 30.1%, demonstrating positive outcomes for targeted interventions. While these outcomes reflect meaningful progress connected to strategic monitoring and resource alignment, persistent literacy gaps remain evident. English Learners continued to demonstrate slower growth in reading proficiency than mathematics, and Students with Disabilities continued to experience significant achievement gaps in English Language Arts. These results reinforce the continued need for sustained instructional investment, literacy-focused intervention systems, and ongoing evaluation of program effectiveness to accelerate academic growth and improve postsecondary readiness across focal student groups.

Action 3.7
Strategy 1 – Focused District Leadership – Effective
Central office personnel, including directors, content coordinators, and instructional leaders, facilitated monthly principal meetings, site-based coaching, classroom observations, and professional learning aligned to districtwide instructional priorities. Fifteen principal meetings and eleven assistant principal, vice principal, and instructional specialist meetings were facilitated during the school year to strengthen instructional leadership and build consistent expectations around Tier I instruction, curriculum alignment, and intervention systems. More than 900 classroom observations were conducted utilizing the K–12 Instructional Practice Guide (IPG), allowing district leaders and site administrators to monitor instructional integrity, lesson pacing, standards alignment, and student engagement across classrooms. Observation data was used to identify trends, strengthen coaching systems, and guide professional development priorities connected to student achievement outcomes. Student outcome data reflected measurable academic growth connected to strengthened instructional leadership systems. Districtwide SBAC English Language Arts proficiency increased from 32.53% to 33.39%, while Mathematics proficiency increased from 22.36% to 25.92%. English Learners improved Mathematics SBAC performance by 5.1 points in Distance from Standard and increased English Learner reclassification from 10.8% in 2023–2024 to 12.8% in 2024–2025. Districtwide i-Ready performance also demonstrated strong growth. Students performing at or above grade level increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading. At the high school level, mathematics proficiency increased from 17% to 33%, while reading proficiency increased from 22% to 32%. African American students increased from 7% to 16% meeting grade-level expectations in grades 2–8 mathematics and from 17% to 28% in reading. Socioeconomically Disadvantaged students increased from 13% to 22% in mathematics and from 19% to 28% in reading. Foster Youth students also demonstrated meaningful gains in both mathematics and literacy performance. Graduation outcomes reflected the positive impact of strengthened instructional systems. Foster Youth graduation rates increased by 10 percentage points to 70.0%, African American students increased from 82.1% to 89.0%, and Students with Disabilities increased by 9.2 percentage points to 66.1%. These outcomes suggest that strong instructional leadership, coherent professional learning systems, and consistent monitoring of Tier I instruction contributed positively to improved academic achievement and graduation outcomes across focal student groups.

Strategy 2 – CSI Professional Learning Communities (PLCs) – Effective
In partnership with the Contra Costa County Office of Education, WCCUSD facilitated Professional Learning Communities focused on schools identified for Comprehensive Support and Improvement (CSI). These collaborative learning structures supported principals, instructional leadership teams, and teacher teams in analyzing multiple data sources, strengthening Tier I and Tier II systems, scaling effective instructional practices, and monitoring implementation of targeted interventions.The effectiveness of this strategy is reflected in the district's reduction of CSI-identified schools from nine schools to one remaining CSI site. Data-informed collaboration cycles and instructional improvement systems contributed to measurable academic growth across multiple district indicators. Districtwide SBAC Mathematics proficiency increased from 22.36% to 25.92%, while English Language Arts proficiency increased from 32.53% to 33.39%. i-Ready results also reflected significant improvement. Students performing at or above grade level increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading. Socioeconomically Disadvantaged students increased from 13% to 22% in mathematics and from 19% to 28% in reading. African American students increased from 7% to 16% in mathematics and from 17% to 28% in reading. These collaborative instructional systems also supported continued improvement in English Learner reclassification, which increased from 10.8% to 12.8%. These outcomes suggest that sustained instructional collaboration, data analysis cycles, and cross-site professional learning structures positively contributed to improved instructional coherence, academic growth, and reduction of school-level performance challenges across the district.

Strategy 3 – Instructional Learning Walks – Effective
Curriculum and Instruction staff partnered with site leaders to facilitate districtwide instructional learning walks utilizing the K–12 Instructional Practice Guide (IPG). More than a dozen districtwide learning walks were conducted to observe instruction aligned to college- and career-ready standards, monitor implementation of Tier I instructional expectations, and identify professional learning needs across schools. Learning walks focused on instructional rigor, standards alignment, lesson pacing, student discourse, formative assessment practices, and equitable access to grade-level content. Observation trends were used to guide professional development, site coaching, and instructional planning. While two learning walks were repurposed during January to support operational needs, the majority of the initiative continued as planned. Districtwide instructional observations reflected strong implementation of core mathematics instruction, with high levels of instructional integrity and generally consistent unit and lesson pacing across classrooms. Student outcomes mirrored these instructional improvements. Districtwide SBAC English Language Arts proficiency increased from 32.53% to 33.39%, while Mathematics proficiency increased from 22.36% to 25.92%. Students performing at or above grade level on i-Ready increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading, with continued gains at the high school level. These results suggest that systematic instructional observations, timely feedback, and ongoing coaching strengthened instructional quality and contributed to improved student achievement.

Strategy 4 – Secondary Department Leads – Effective
To strengthen content-specific instruction and instructional coherence at the secondary level, teacher leaders served as department leads across subject areas. Supported by central office staff and Educator Effectiveness Grant funding, department leads facilitated teacher collaboration, standards alignment, instructional planning, and cross-site coordination within academic content areas. This strategy strengthened consistency of instructional practices across secondary schools and supported implementation of district instructional priorities connected to college- and career-ready instruction. Department leads also supported site instructional leadership teams and facilitated collaboration around curriculum alignment, assessment practices, intervention planning, and student achievement monitoring.
These leadership structures contributed to improved graduation outcomes and academic achievement across multiple student groups. Foster Youth graduation rates increased by 10 percentage points to 70.0%, while Students with Disabilities increased graduation rates by 9.2

percentage points to 66.1%. Districtwide English Learner reclassification increased from 10.8% to 12.8%, reflecting continued progress toward English proficiency. Districtwide SBAC performance also improved, with English Language Arts proficiency increasing from 32.53% to 33.39% and Mathematics proficiency increasing from 22.36% to 25.92%. Grade-level readiness as measured by i-Ready also improved substantially. Students performing at or above grade level increased from 17% to 29% in grades 2–8 mathematics and from 25% to 28% in grades 3–8 reading, while grades 9–11 increased from 17% to 33% in mathematics and from 22% to 32% in reading.At the same time, achievement data highlighted persistent literacy challenges for English Learners and Students with Disabilities. Students with Disabilities experienced a 7.5-point decline in English Language Arts Distance from Standard, while English Learners declined 3.3 points in English Language Arts Distance from Standard despite improvements in mathematics and reclassification. These outcomes reinforce the continued need for targeted literacy-focused professional development, culturally responsive instructional practices, and stronger intervention systems to accelerate literacy achievement across focal 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.

All strategies include (As measured by metric ___) to support alignment to effectiveness and accountability.
Metric 3.16, 3.17, and 3.18 have been discontinued.
Metric 3.20-3.24 are new metrics.

Action 3.2 - Elementary School Support
Strategy 6: Elementary Math and Reading Teacher Leaders (New Strategy)

Action 3.3 - Secondary School Support
Strategy 1: College/Career Pathways
Strategy 3 – International Baccalaureate (IB) (Eliminated Strategy)
Strategy 8 - Alternative School Settings(New Strategy)

Action 3.5 -Multilingual Program Support
Strategy 4: Dual Language Immersion (DLI) Program

Action 3.7
Strategy 2 – CSI Professional Learning Communities (PLCs) (Eliminated Strategy)

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). 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 2.3 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. (As measured by Metric 3.6, 3.14. 3.15, 3.24) 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. (As measured by Metric 3.6, 3.14. 3.15) 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	$6,800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the opportunity to engage in the development process. The WCCUSD School Board of Education will review and approve all SPSAs. (As measured by Metric 3.6, 3.14. 3.15, 3.24)		
3.2	Elementary School Support	In order to effectively address our red indicators which include increasing ELA and math for Hispanic, Socioeconomically disadvantaged, and foster youth we have designed a series of strategies to support Tier 1 instruction for students at the elementary level. Through program 1250 - Elementary School Support, we will provide increased staff to support planning and execution of Tier 1 instruction using standards aligned curriculum and assessment. 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. (As Measured by Metric 3.20, 3.21) 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. (As Measured by Metric 3.14, 3.15) Strategy 3:Foundational Literacy and Differentiated Instruction	$10,557,998.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by 3.22, 3.23) 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 carryover funds also support the funding of this strategy with $3,515,557 in 26-27. (As Measured by Metric 3.14, 3.15) 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. (As Measured by Metric 3.24) Strategy 6: Elementary Math and Reading Teacher Leaders To strengthen instructional capacity and improve student achievement in literacy and mathematics, WCCUSD will continue supporting Elementary Math and Reading Teacher Leaders at school sites across the district. These teacher leaders will serve as site-based instructional supports focused on building educator capacity, strengthening Tier I instruction, and promoting consistent implementation of district instructional priorities		

Action #	Title	Description	Total Funds	Contributing
		aligned to adopted curriculum and state standards. Reading Teacher Leaders will support implementation of evidence-based literacy practices, including foundational literacy instruction, small group intervention, progress monitoring, and use of literacy assessment data to guide instruction. Math Teacher Leaders will support implementation of district mathematics curriculum, strengthen conceptual mathematics instruction, facilitate data analysis, and model instructional practices designed to increase student engagement, discourse, and problem solving. Teacher Leaders will collaborate with classroom teachers through coaching cycles, co-planning, demonstration lessons, professional learning communities, and analysis of student work and assessment data. They will also partner with site administrators, instructional specialists, and central office staff to strengthen instructional coherence and ensure alignment between classroom instruction, intervention systems, and districtwide academic priorities. Teachers serving in these leadership roles will receive stipends in recognition of their added responsibilities, instructional leadership, and support provided to colleagues and school communities. These stipends help expand teacher leadership opportunities while building sustainable site-based instructional capacity across the district. (As Measured by Metric 3.24)		
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 WCCUSD will expand high-quality work-based learning opportunities and rigorous instruction within career academies and pathway programs across secondary schools. These programs will be tailored to each school site based on student interests, local workforce trends, industry needs, and community partnerships to strengthen college and career readiness and provide students with meaningful, real-world learning experiences. As part	$7,898,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of this work, the district will redesign classroom instruction within pathway and academy programs to prioritize discussion-based learning, collaboration, real-world relevance, student discourse, and relationship-centered teaching practices. Instructional approaches will emphasize authentic problem-solving, interdisciplinary learning, teamwork, and opportunities for students to apply learning in meaningful career-connected contexts. The district will continue fostering classroom environments where students feel known, heard, academically supported, and actively engaged in their learning experiences across all schools. Implementation will also prioritize equitable enrollment practices and expanded access to pathway opportunities, with specific attention to the district's seven focal student groups: African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Homeless Youth. The district will continue monitoring participation and access data to ensure historically underserved student groups have equitable opportunities to engage in high-quality college and career pathway experiences, work-based learning, and rigorous coursework. (As Measured by Metric 3.1, 3.7, 3.10, 3.11) 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." (As Measured by Metric 3.6 3.7, 3.10, 3.11) Strategy 3: 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. (As Measured by Metric 3.7, 3.10, 3.11) Strategy 4: 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. (As Measured by Metric 3.7, 3.10, 3.11) Strategy 5: 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. (As Measured by Metric 3.7, 3.10, 3.11) Strategy 6: 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. (As Measured by Metric 3.3, 3.4, 3.6) Strategy 7: 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		

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metric 3.7) Strategy 8 - Alternative School Settings WCCUSD will continue strengthening alternative school settings and personalized learning pathways to ensure students have access to educational environments that meet their unique academic, social-emotional, behavioral, and postsecondary needs. Through schools and programs including the Vista Family of Schools, Sylvester Greenwood Academy, Middle College High School. The district will provide flexible, student-centered pathways designed to increase engagement, belonging, graduation outcomes, and college and career readiness. These programs will support students who benefit from smaller learning environments, additional social-emotional and behavioral supports, flexible scheduling, accelerated credit recovery opportunities, virtual or independent learning structures, or more rigorous college-focused academic experiences. Schools will continue implementing relationship-centered practices, individualized learning plans, restorative approaches, and targeted academic interventions designed to re-engage students and strengthen student connectedness to school. Alternative school settings will also expand opportunities for students seeking advanced academic pathways through dual enrollment, college coursework, early college experiences, and rigorous instructional models aligned to postsecondary success. Programs such as Middle College High School will continue providing students with direct access to college-level coursework and learning environments that support both high school graduation and college readiness. Staff across these settings will collaborate closely with counselors, families, wellness teams, special education staff, and community partners to ensure students receive coordinated academic, behavioral, and mental health supports aligned to individual student needs. Through these efforts, WCCUSD aims to increase graduation rates, improve attendance and engagement, reduce barriers to learning, and		

Action #	Title	Description	Total Funds	Contributing
		ensure all students have access to a supportive educational environment where they can thrive academically and socially. (As measured by Metric 3.6, 3.24)		
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. (As measured by Metric 3.6, 3.12, 3.13, 3.14) 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	$2,133,277.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As measured by Metric 3.14, 3.15, 3.24) 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. (As measured by Metric 3.1, 3.6, 3.11)		
3.5	Multilingual Program Support	In order to effectively address our red indicators which include increasing ELA and math for English Learners we have designed a series of strategies to support the recruitment of highly qualified teachers for language learners in Dual Language Immersion (DLI) Programs. Through program 1102 - Multilingual Program Support, we will offer a rich bilingual experience for our multilingual learners (MLL) by affirming and supporting the students' home language as an asset to advancement in English, Spanish, or Mandarin proficiency. Strategy 1: BCLAD Stipends	$341,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As measured by Metric 3.9) 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. (As measured by Metric 3.23) 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. (As measured by Metric 3.14, 3.15, 3.23) 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 at their site and district. By supporting educators in the DLI program, the district will advance equitable access to high-quality multilingual learning environments that reflect and		

Action #	Title	Description	Total Funds	Contributing
		value students' linguistic and cultural assets. Furthermore, sites and districts will explore a 50:50 TK model as a general instructional setting of schools with dual language programs. Lastly the district will explore and present systems to provide a district TK-12 program tied to the CA State Pathways and Seal of Biliteracy. (As measured by Metric 3.14, 3.15, 3.23)		
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. (As measured by Metric 3.6, 3.14. 3.15, 3.16, 3.17, 3.24) 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	$2,618,601.00	Yes

Action #	Title	Description	Total Funds	Contributing
		primary mission of supporting student achievement. (As measured by Metric 3.6, 3.14. 3.15, 3.16, 3.17, 3.24) Strategy 3: Evaluation and Monitoring State and Federal Department staff will directly support central departments and sites to accurately evaluate and monitor their programs. Regular support meetings will be held to support technical skills through MUNIS, mid-year monitoring and reporting, budget development, and provide other budget-related support to central and site programs. (As measured by Metric 3.6, 3.12, 3.13, 3.14, 3.24)		
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. (As measured by Metric 3.6, 3.14. 3.15, 3.24)	$532,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Strategy 2: Instructional Learning Walks Curriculum and Instruction staff and site leaders will utilize the research-based K–12 Instructional Practice Guide (IPG) to support observation, feedback, and continuous improvement during instructional learning walks. The IPG is designed to evaluate observable instructional practices aligned to college- and career-ready standards and focuses on Core Actions that reflect rigorous, standards-aligned instruction, student engagement, academic discourse, and equitable access to learning. Learning walks will also support ongoing review of classroom instructional materials, student experiences, and instructional practices to ensure learning environments are inclusive, culturally responsive, engaging, and reflective of students' identities and lived experiences. Student feedback, school climate data, and classroom observation trends will help identify areas where instruction, curriculum implementation, and classroom experiences can be strengthened to better support belonging, relevance, and meaningful engagement for all students. Central and site staff will utilize data collected through instructional learning walks, climate measures, and student outcome data to guide professional development, coaching, curriculum refinement, and instructional planning at both the district and school-site levels. (As measured by Metric 3.24) Strategy 3: 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. (As measured by Metric 3.12, 3.24)		

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% EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	2024-2025 ALL: 13.3% AA: 10.3% Asian: 24.5% Filipino: 17.9% Hispanic: 11.5% Two or More: 9.5% White: 15.7% EL: 6.1% SED: 12.7% FY: 6.3% SWD: 5.7%	Increase percentage who met both CTE Pathway course completer and A-G by 9%	Changes in percentage points: All: Increased by 0.5 AA: Increased by 1.8 Asian: Increased by 4.9 Filipino: Decreased by 2.2 Hispanic: Decreased by 0.6 Two or More: Decreased by 2.7 White: Increased by 3.4 EL: Decreased by 0.7 SED: Decreased by 0.6 FY: Increased by 6.25 SWD: Decreased by 9.3
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	2024-2025 ALL: -52.4 DFS, increased 3.5 AA: -92.3 DFS , increased 11.7 Asian: +4.6 DFS, maintained .2 Filipino: +20 DFS, maintained 1.9 Hispanic: -84.8	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by	Changes in DFS: ALL: Increased by 1.3 AA: Decreased by 3.1 Asian: Increased by 0.1 Filipino: Increased by 9.3

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 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	DFS, increased 3.8 Two or More: +7 DFS, maintained -1.6 White: +19.6 DFS, maintained -.3 EL: -108.2 DFS, maintained 2.5 SED: -80.1 DFS, increased 5.1 FY: -149.6 DFS, declined 22.5 SWD: -138.5 DFS, maintained 1.7 LTEL: -144.7 DFS, maintain -.3 *Correction to 2023-2024 2022–2023 • Two or More: -1.6 DFS, increased 5 points	15.0 points or more	Hispanic: Decreased by 0.6 Two or More: Increased by 8.6 White: Decreased by 0.8 EL: Decreased by 0.7 SED: Increased by 2.6 FY: Decreased by 4.8 SWD: Decreased by 9.3 LTEL: New measure for 2025 Dashboard
4.3	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	2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5*	2024-2025 ALL: -77.9 DFS, increased 7.9 AA: -130.2 DFS, increased 14.6 Asian: -15.3 DFS, maintained 1.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in	Changes in DFS: ALL: Increased by 8.9 AA: Increased by 3.4 Asian: Increased by 7.8

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 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	Filipino: -12.6 DFS, increased 6.1 Hispanic: -109.4 DFS, increased 7.8 Two or More: -17 DFS, increased 5.5 White: -7.1 DFS, increased 4.9 EL: -123.4 DFS, increased 5.1 SED: -105.1 DFS, increased 8.6 FY: -217 DFS, declined 36.6 SWD: -164.6 DFS, maintained -1.9 LTEL: -185.4 DFS, increased 5.9 *Correction 2022–2023 Asian: -23.1 DFS, increased 8.2 2024–2025 2024–2025 Asian: 4.6 DFS, maintained 0.2	Math by 15.0 points or more	Filipino: Increased by 13.4 Hispanic: Increased by 6.1 Two or More: Increased by 12.6 White: Increased by 9.7 EL: Increased by 6.1 SED: Increased by 8.4 FY: Decreased by 28.3 SWD: Decreased by 4.8 LTEL: New measure for 2025 Dashboard
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%	2023-2024 ALL: 36.7% AA: 30% Asian: 67.5%	2024-2025 ALL: 36.2% AA: 30.1% Asian:61.5%	Increase percentage of UC/CSU eligible A-G eligibility by 9%	Changes in percentage points: ALL: Decreased by 2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6% EL:14.3% FY: 10% SED: 31.1%	Filipino: 71.5% Hispanic: 25.1% Two or More: 50.5% White: 58.8% EL: 10.8% SED: 30.5% FY: 12.5% SWD: 12.9%		AA: Increased by 4.0 Asian: Decreased by 1.9 Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Increased by 3.2 White: Increased by 2.2 EL: Decreased by 5.5 SED: Increased by 18.8 FY: Increased by 7.5 SWD: Increased by 1.2
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%	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%	2024-2025 ALL: 27%, declined 1.3 AA: 37.1%, declined 1.7% Asian: 13.2%, declined 2.3% Filipino: 10.5%, declined 3.2% Hispanic: 31.8%, declined .8% Two or More: 20.8% , maintained .2%	Decrease chronic absenteeism by 9%	Changes in percentage points: All: Decreased by 7.2 AA: Decreased by 7.0 Asian: Decreased by 4.0 Filipino: Decreased by 11.4 Hispanic: Decreased by 8.4 Two or More: Decreased by 5.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	EL: 33.6%, decreased 4.9% FY: 48.8%, increased 13.7% SED: 33.3%, decreased 7.6% SWD: 39.6%, decreased 4.1%	White: 16.2%, maintained .2% EL: 31.4%, declined .8% SED: 32.2%, declined 7.8% FY: 31.7%, declined 13.1% SWD: 37.9%, maintained -.1% LTEL: 30.4%, maintained		White: Decreased by 4.9 EL: Decreased by 7.1 FY: Decreased by 3.4 SED: Decreased by 8.6 SWD: Decreased by 5.8
4.6	Graduation Rate Source: CA Dashboard Priority 5E	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% 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%	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% EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4%	2024-2025 ALL: 85.3%, increased 1.6% AA: 89%, increased 3.3% Asian: 95.7%, maintained .1% Filipino: 95.9%, maintained .7% Hispanic: 80%, increased 1.5% Two or More: 92.6%, increased 7.4% White: 92.6%, increased 4.6% ELL:72.8%, increased 3.2% SED: 84.1%, increased 1.4%	Increase graduation rates by 9%	Changes in percentage points: ALL: Increased by 1.5 AA: Increased by 6.9 Asian: Increased by 2.4 Filipino: Increased by 0.4 Hispanic: Decreased by 0.3 Two or More: Increased by 6.1 White: Increased by 4.1 EL: Increased by 2.1 SED: Increased by 2.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 56.9%, Declined 5.1%	FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	FY: 43.8%, declined 26.3% SWD: 67.3%, increased 1.2% LTEL: 78.1%, increased 3.8%		FY: Decreased by 16.2 SWD: Increased by 10.4 LTEL: New measure for 2025 Dashboard
4.7	CTE Pathway Completers Source: Dataquest, CDE Priority 4C, 4D	2022-2023 ALL: 18.1% AA: 13% Asian: 26.8% Filipino: 22.4% Hispanic: 18.3% Two or More Races: 16.2% White:14.5% SPED:14.5% UPC Student Group: EL: 13.3% FY: .10% SED: 19.3% SWD: 8.2%	2023-2024 ALL: 18.8% AA: 12% Asian: 27.2% Filipino: 21.3% Hispanic: 19.2% Two or More Races: 13% White:18.7% EL: 12.5% FY: 10% SED: 19.5% SWD: 9.9	2024-2025 ALL: 13.3% AA: 10.3% Asian: 24.5% Filipino: 17.9% Hispanic: 11.5% Two or More: 9.5% White: 15.7% EL: 6.1% SED: 12.7% FY: 6.3% SWD: 5.7%	Increase the percentage of CTE pathway completers by 9%	Changes in percentage points: ALL: Decreased by 4.8 AA: Decreased by 2.7 Asian: Decreased by 2.3 Filipino: Increased by 4.5 Hispanic: Decreased by 6.8 Two or More Races: Decreased by 6.7 White: Increased by 1.2 EL: Decreased by 7.2 FY: Decreased by 3.7 SED: Decreased by 6.6 SWD: Decreased by 2.5
4.8	A-G Eligibility Source: Dataquest, CDE	2022-2023	2023-2024	2024-2025	Increase the percentage who	Changes in percentage points:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4C, 4D	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%	ALL: 36.7% AA: 30% Asian: 67.5% Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6% EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	ALL: 36.2% AA: 30.1% Asian:61.5% Filipino: 71.5% Hispanic: 25.1% Two or More: 50.5% White: 58.8% EL: 10.8% SED: 30.5% FY: 12.5% SWD: 12.9%	met A-G requirements by 9%	ALL: Decreased by 2.8 AA: Increased by 4 Asian: Decreased by 1.9 Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Decreased by 6.1 White: Increased by 2.2 EL: Decreased by 5.5 FY: Increased by 12 SED: Decreased by 1.4 SWD: Increased by 1.2
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%	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%	2024-2025 ALL: 4.5%, declined .6% AA: 10.3%, declined 1.9% Asian: 1.5, maintained 0% Filipino: 1.2%, declined.9% Hispanic: 4.8%, maintained .2% Two or More: 3%, declined .4%	Decrease suspension rate by 15%	Changes in percentage points: ALL: Decreased by 0.3 AA: Decreased by 1.6 Asian: Decreased by 0.1 Filipino: Decreased by 0.6 Hispanic: Increased by 0.3 Two or More: Decreased by 0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Two or More: 3.6%, increased 0.1% White: 2.5%, decreased by 0.5% 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%	White: 2%, declined .4% ELL: 5.3%, increased .5%: SED: 5.5%, declined .7% FY: 17.6%, increased 1% SWD: 7%, declined.6% LTEL: 10.9%, increased		White: Decreased by 1.0 EL: Increased by 0.5 FY: Increased by 3.4 SED: Decreased by 0.4 SWD: Decreased by 1.6
4.10	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%	Winter 2025 Kindergarten - 8th Grade 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) EL: 6.4 % (329) FY: 9.1% (4) SED: 15.9% (1701) SWD: 10.7% (221)	Fall 2025 2nd-8th Grade ALL: 17% AA: 7% Asian: 33% Filipino: 11% Hispanic: 8% Two or More: 24% White: 39% EL: 2% FY: Not Reported SED: Not Reported SWD: 6% 9th-11th Grade ALL: 17% AA:12%	Increase the percentage of students early on grade level and above by 9%	Fall 2023 Compared to Fall 2025 Kindergarten–8th Grade Changes in percentage points: All: Increased by 1.6 AA: Increased by 1.1 Asian: Increased by 1.5 Filipino: Decreased by 18.6 Hispanic: Increased by 2.3 Two or More: Decreased by 6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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) EL: 5.3% (47) FY: 22.2% (2) SED: 12.3% (339) SWD: 6.2% (29)	Asian: 38% Filipino: 7 Hispanic: 12% Two or More: 34% White: 41% EL: 4% FY: Not Reported SED: Not Reported SWD: 4% Winter 2026 2nd-8th Grade ALL: 29% AA: 16% Asian: 52% Filipino: 15% Hispanic: 17% Two or More: 47% White: 55% EL: 8% FY: Not Reported SED: Not Reported SWD: 11% 9th-11th Grade ALL: 33% AA:30% Asian: 52% Filipino: 20%		White: Increased by 7.6 EL: Increased by 2.0 SWD: Increased by 1.3 9th–11th Grade All: Increased by 13.8 AA: Increased by 2.8 Asian: Increased by 12.8 Filipino: Decreased by 17.1 Hispanic: Increased by 5.0 Two or More: Increased by 10.3 White: Increased by 14.9 EL: Increased by 0.9 SWD: Increased by 0.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 24% Two or More: 44% White: 46% EL: 16% FY: Not Reported SED: Not Reported SWD: 10%		
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% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8% UPC Student Group:	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) EL: 8.6% (434) FY: 10.6% (5) SED: 24% (2539) SWD: 14% (288) Winter 2025 9-11th Grade ALL: 22% (939) AA: 14.6% (70) Asian: 36.4% (178) Filipino: 36.8% (91)	Fall 2025 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 25% AA: 17% Asian: 44% Filipino: 16 Hispanic: 14% Two or More: 48% White: 51% EL: 3% FY: Not Reported SED: 25 SWD: 8% 9th-11th Grade ALL: 22% AA: 18% Asian: 35% Filipino: 46% Hispanic: 12% Two or More: 38% White: 48%	Increase the percentage of students early on grade level and above by 9%	Fall 2024 Compared to Fall 2025 3rd–8th Grade (K–2 now utilize mCLASS DIBELS in place of i-Ready) Changes in percentage points: All: Increased by 0.8 AA: Increased by 1.4 Asian: Increased by 6.4 Filipino: Decreased by 29.7 Hispanic: Increased by 0.5 Two or More: Increased by 1.8 White: Increased by 0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	Hispanic: 12.3% (280) Two or More: 39% (93) White: 47% (222) EL: 2.6% (23) FY: 22.2 (2) SED: 14.5% (396) SWD: 6.8% (31)	EL: 3% FY: Not Reported SED: Not Reported SWD: 6% Winter 2026 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 28% AA: 28% Asian: 54% Filipino: 29 Hispanic: 23% Two or More: 57% White: 62% EL: 8% FY: Not Reported SED: Not Reported SWD: 14% 9th-11th Grade ALL: 32% AA: 31% Asian: 45% Filipino: 38% Hispanic: 23% Two or More: 45% White: 56%		EL: Increased by 1.1 SED: Increased by 10.3 SWD: Decreased by 0.4 9th–11th Grade All: Increased by 3.5 AA: Increased by 7.2 Asian: Increased by 5.6 Filipino: Increased by 17.8 Hispanic: Increased by 1.6 Two or More: Increased by 2.0 White: Increased by 3.2 EL: Increased by 2.6 SWD: Increased by 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EL: 13% FY: Not Reported SED: Not Reported SWD: 11%		
4.12	Increase the percentage of students in grades 3–11 meeting or exceeding standards on the interim assessment suite for English Language Arts (ELA).	N/A	N/A	2026-2027 New assessment	Increase the percentage of students in grades 3–11 meeting or exceeding standards by 9%	N/A

Goal Analysis [2025-26]

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 California Department of Education (CDE) Annual Determination Letter (ADL) reflected positive progress for WCCUSD during the 2025–2026 school year. The district was no longer identified under the category of “Significantly Disproportionate,” representing important growth in reducing disproportionality within special education systems. The district did, however, remain identified as “Disproportionate” in three areas impacting African American students: suspensions greater than 10 days, suspensions less than 10 days, and qualification under the disability category of Other Health Impairment (OHI). At the same time, the district successfully exited disproportionality identification for African American students qualifying under the category of Emotional Disturbance, reflecting the impact of focused work by school psychologists, site teams, and special education staff to strengthen intervention, evaluation, and support systems. The Annual Determination Letter also identified ongoing areas of growth related to access to the general education setting for students with disabilities. WCCUSD did not meet the state targets for students spending at least 80% of the instructional day in general education settings or for reducing the percentage of students spending less than 40% of the day in general education environments. These findings reinforced the need to continue strengthening inclusive instructional practices, co-teaching models, differentiated instruction, and mindset shifts related to inclusion across the district. Ongoing professional development and MTSS implementation efforts will continue supporting this work moving forward. Efforts to recruit and retain school psychologists and speech-language pathologists were partially implemented due to continued statewide staffing shortages impacting these credential areas. Despite these challenges, the district’s competitive compensation packages resulted in lower vacancy rates than many surrounding districts. Recruitment efforts remained ongoing to strengthen staffing capacity and expand Tier II intervention supports across schools. Access to counseling and four-year graduation planning remained available to all students, including students with disabilities. While no additional counseling staffing allocations were dedicated specifically to students with disabilities, these students continued receiving academic planning and postsecondary guidance supports. During the 2025–2026 school year, 62% of students with

disabilities in grades 8–11 completed a four-year graduation plan compared to 76% of their nondisabled peers, reinforcing the need for continued targeted support in this area.

Action 4.1
Strategy 1: School Psychologists
The district utilized school psychologists to strengthen academic achievement, graduation outcomes, behavioral interventions, and suspension reduction efforts for students with disabilities. School psychologists facilitated CARE meetings, analyzed student data, supported development of intervention plans, and collaborated with site teams to implement behavioral and academic supports. School psychologists also provided professional learning and consultation for general education teachers focused on differentiation, accommodations, behavior planning, and inclusive instructional practices. District efforts contributed to positive progress in reducing overidentification of African American students in special education and reducing placements of White students in nonpublic school settings. This strategy was partially implemented as intended due to staffing shortages. LCAP funded a total of 3.1 FTE spread across 15 different school psychologists.

Strategy 2: Speech Interventions
The district provided supplemental speech-language intervention services to support communication development and targeted interventions for both general education students and students with disabilities. Speech-language pathologists participated in CARE meetings, analyzed student needs, and collaborated with site teams to strengthen intervention planning and support systems. Due to high caseload demands and statewide staffing shortages, the extent to which speech-language pathologists were able to provide intervention services to general education students remained limited during the 2025–2026 school year. This strategy was partially implemented as intended. LCAP funded a total of 17 FTE spread across 74 SLP positions.

Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery
The district planned to provide adaptive online instructional materials and specialized curriculum tools to strengthen achievement and postsecondary readiness outcomes for students with disabilities. These tools were intended to increase access to core instruction through differentiated materials, assessments, and instructional supports aligned to individual student needs. However, these materials and supports were ultimately funded through alternative special education funding sources rather than through this LCAP allocation. As a result, this strategy was implemented through other funding streams and did not move forward under this specific program allocation. Curricula and online resources included EverWay (Read & Write, OrbitNote, Equation), Learning A-Z, Wonder Media, Inclusive TLC, iKnowit - math support, and MobyMax. All of these provide various supports including voice to text and text to voice, visual supports, adaptive and modified curriculum. The EverWay suite is available to all students in the district. All others are targeted to specific students based on need and guided by the Assistive Technology team.

Strategy 4: Staffing Support for Inclusive Education and Graduation Planning
Implementation of this strategy was partially completed during the 2025–2026 school year. Approximately 50 percent of the allocated funds have been expended to date, and because the allocation is fully dedicated to salaries, the district remains on track to fully expend the funds by June 30, 2026. Efforts focused on strengthening staffing support, expanding inclusive practices for students with disabilities, and improving graduation planning and postsecondary support systems. Recruitment and retention efforts for school psychologists and speech language pathologists were partially implemented. A statewide staffing shortage continues to be the greatest challenge impacting full implementation. Despite this barrier, WCCUSD’s competitive compensation package resulted in fewer vacancies than many surrounding districts, and ongoing recruitment efforts continue to focus on filling remaining positions to strengthen Tier 2 intervention supports and

inclusive service delivery. The district also continued efforts to strengthen inclusive education practices and increase student access to the general education setting. Data from the California Department of Education Annual Determination Letter demonstrated that the district did not yet meet state targets related to the amount of time students with disabilities spend in general education settings, reinforcing the need for continued professional development, coaching, and systems support focused on inclusion. Some substantive differences occurred between planned and actual implementation. Specialized instructional materials originally intended to be funded through this action were ultimately purchased through alternate special education funding sources rather than LCAP funds. In addition, while counseling and four year graduation planning supports remained available to all students, the district did not add additional staffing specifically dedicated to students with disabilities as originally envisioned. Despite this, counseling and graduation planning supports continued through existing staff structures. Currently, 62 percent of students with disabilities in grades 8 through 11 have completed a four year graduation plan, compared with 76 percent of their non-disabled peers, highlighting an ongoing area for continued growth and support. Overall, implementation demonstrated progress in staffing stabilization, inclusive education planning, and access to graduation planning supports, while continuing challenges related to statewide staffing shortages and inclusive placement practices limited full implementation of the strategy.

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 4.1
Strategy 1 – School Psychologists – Effective
The district expanded access to school psychologists to strengthen early identification processes, behavioral intervention systems, CARE team implementation, and targeted support for students with disabilities. School psychologists collaborated with site teams to analyze student data, support intervention planning, and provide consultation related to accommodations, behavior supports, inclusive instructional practices, and Multi-Tiered System of Supports (MTSS).These efforts contributed to measurable improvements in student engagement and educational outcomes for Students with Disabilities. Graduation rates increased from 56.9% in 2022–2023 to 67.3% in 2024–2025, representing a 10.4 percentage point increase from baseline. Chronic absenteeism decreased by 5.8 percentage points, and suspension rates declined by 1.6 percentage points, reflecting stronger behavioral supports and improved student engagement. The district also reduced its overall disproportionality rate by 1.8 percentage points and successfully exited disproportionality identification for African American students qualifying under the category of Emotional Disturbance, as well as disproportionality related to White students placed in separate school settings. These outcomes suggest that strengthened MTSS systems, behavioral interventions, and multidisciplinary collaboration contributed to improved graduation outcomes, school engagement, and more equitable identification and support practices.

Strategy 2 – Speech Interventions – Not Effective
Due to ongoing staffing shortages and vacancies within the speech-language pathology department, caseloads remained significantly elevated throughout the school year. These staffing challenges limited the district's capacity to fully implement early intervention and Response to Intervention (RTI) services as originally intended. As a result, very few students received speech-related RTI interventions designed to provide early support and reduce unnecessary referrals for special education assessment.While speech-language pathologists

continued participating in CARE meetings and supporting students with existing services, the overall reach and impact of this strategy remained limited and did not meet the intended goals for preventative intervention and expanded Tier II supports. Continued staffing shortages also reduced opportunities to strengthen language development, literacy intervention, and academic acceleration for students with disabilities, reinforcing the need to recruit and retain qualified speech-language pathologists.

Strategy 3 – Supplemental Adaptive Curriculum – Effective
Although this strategy was ultimately funded through alternative special education funding sources rather than through LCAP funds, adaptive instructional curriculum and differentiated learning supports were successfully implemented during the 2025–2026 school year. These supplemental instructional tools increased access to core instruction and provided students with disabilities additional scaffolds, differentiated materials, and targeted academic supports aligned to individual learning needs. Student outcome data reflected meaningful academic growth on local assessments. In mathematics, students with disabilities performing at or above grade level on i-Ready increased from 6% to 11% in grades 2–8 and from 4% to 10% in grades 9–11 between Fall 2025 and Winter 2026. In reading, students with disabilities increased from 8% to 14% in grades 3–8 and from 6% to 11% in grades 9–11 during the same period. While local assessment data demonstrated encouraging growth, statewide assessment outcomes remained an area of need. Students with Disabilities experienced a 9.3-point decline in SBAC English Language Arts Distance from Standard and a 4.8-point decline in SBAC Mathematics Distance from Standard. These findings indicate that while adaptive curriculum and differentiated instructional supports strengthened foundational skills measured through i-Ready, additional instructional acceleration and Tier I supports are needed to improve statewide academic performance and close persistent achievement gaps.

Strategy 4 – Staffing Support for Inclusive Education and Graduation Planning – Partially Effective
This strategy was partially effective in improving outcomes for students with disabilities. Graduation outcomes improved significantly, increasing from 56.9% in 2022–2023 to 67.3% in 2024–2025, representing a 10.4 percentage point increase. A-G eligibility also increased modestly from 11.7% to 12.9%, reflecting a 1.2 percentage point increase and expanding access to UC and CSU entrance requirements. These improvements suggest that counseling support, graduation monitoring, and individualized academic planning positively supported postsecondary readiness and graduation outcomes. Student engagement indicators also demonstrated meaningful progress. Chronic absenteeism for Students with Disabilities decreased by 5.8 percentage points, while suspension rates declined by 1.6 percentage points, reflecting stronger behavioral supports and improved school engagement. Students with Disabilities also demonstrated continued growth on local i-Ready measures. Mathematics proficiency increased from 6% to 11% in grades 2–8 and from 4% to 10% in grades 9–11. Reading proficiency increased from 8% to 14% in grades 3–8 and from 6% to 11% in grades 9–11. Despite these gains, the strategy was less effective in improving several college and career readiness and academic achievement indicators. Students with Disabilities experienced a 9.3-point decline in SBAC English Language Arts Distance from Standard and a 4.8-point decline in SBAC Mathematics Distance from Standard. CTE pathway completion also declined from 8.2% in 2022–2023 to 5.7% in 2024–2025, representing a 2.5 percentage point decrease. Participation in programs leading to successful completion of both CTE pathway requirements and A-G coursework remained below district expectations, indicating continued barriers to college and career readiness. District inclusion data also indicated that WCCUSD did not meet state targets related to the amount of time Students with Disabilities spend in the general education setting, demonstrating that additional work is needed to strengthen inclusive instructional practices and equitable access to core instruction.Implementation challenges further affected overall effectiveness. Statewide shortages of school psychologists and speech-language pathologists limited the district's ability to fully staff specialized support positions and expand services as originally planned. Additionally, while graduation planning and counseling supports remained available to all students, the district did not add additional staffing specifically dedicated to students with disabilities. As a result, only 62% of students with disabilities in grades 8 through 11 completed a four-year graduation plan compared with

76% of their non-disabled peers.Overall, the strategy demonstrated effectiveness in improving graduation rates, reducing chronic absenteeism, decreasing suspension rates, increasing A-G eligibility, and improving i-Ready mathematics and reading outcomes for Students with Disabilities. However, additional efforts are needed to improve SBAC English Language Arts and Mathematics performance, increase CTE pathway completion, strengthen completion of both CTE pathway and A-G requirements, expand inclusive educational opportunities, and improve overall college and career readiness for students with disabilities.

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.

All strategies include (As measured by metric ___) to support alignment to effectiveness and accountability.
Metric 4.10 and 4.11 have been discontinued.
Metric 4.12 is a new metrics.

Action 4.1
Strategy 1: School Psychologist
Strategy 2: Speech Interventions (Strategy Eliminated)
Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery (Strategy Eliminated)
Strategy 3: Staffing Support for Inclusive Education and Graduation Planning
Strategy 4: Elementary Resource Specialist Teachers (New Strategy)
Strategy 5:Family Awareness and Outreach Supports (New Strategy)

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	$4,610,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, improve graduation rates, decrease suspension rates, and strengthen social-emotional wellness for students with disabilities and historically underserved student groups, WCCUSD will utilize school psychologists to support behavior interventions, academic achievement planning, and integrated student support systems across schools. School psychologists will play a key role in CARE meetings to analyze suspension, attendance, wellness, and achievement data and support the creation of targeted interventions and individualized support plans for students in need. This specialized staff will also support general education teachers through professional learning focused on differentiated instruction, behavior intervention planning, accommodations, and inclusive instructional practices designed to support the success of students with disabilities and students experiencing social-emotional or behavioral challenges. Based on prior implementation successes, funding will continue supporting all school psychologists districtwide. In addition, the district will strengthen culturally sensitive and socially aware mental health and social-emotional wellness supports for African American/Black students through coordinated collaboration between school psychologists, wellness staff, counselors, and student support teams. Supports will emphasize culturally responsive practices, relationship-centered interventions, restorative approaches, and student belonging to strengthen school connectedness and improve student outcomes. To further support student engagement and positive peer relationships, WCCUSD will also explore and strengthen peer mentorship opportunities for students in grades 3–12. These mentorship structures are intended to promote leadership development, peer connection, social-emotional support, and positive school culture while creating additional systems of encouragement and belonging for African American/Black students and other historically underserved student groups. (As measured by Metric 4.9)		

Action #	Title	Description	Total Funds	Contributing
		Strategy 2: 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. This strategy will be funded outside of LCAP funds. (As measured by Metric 4.10, 4.11) Strategy 3: 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. Additionally professional development will be offered to case managers and teachers to identify the ELPAC/ Alternate ELPAC and appropriate accommodations. 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. Furthermore, 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.(As measured by Metric 4.1, 4.4, 4.6, 5.7, 4.8) Strategy 4: Elementary Resource Specialist Teachers		

Action #	Title	Description	Total Funds	Contributing
		To support early intervention through learning centers, we will provide funding of elementary RSP teacher who will work with general education students and students with mild to moderate disabilities to maintain access to the least restrictive environment and support the reduction of disproportionality in assessment and qualification for special education services. (As measured by Metric 4.2, 4.3, 4.10, 4.11) Strategy 5:Family Awareness and Outreach Supports To strengthen family awareness of supports and services available to students with disabilities, WCCUSD will implement targeted outreach and communication strategies designed to increase access to information, strengthen family engagement, and improve understanding of available academic, behavioral, mental health, transition, and special education resources. Through collaboration between central office staff, school sites, and student support teams, the district will provide families with clear and accessible information regarding intervention systems, IEP processes, graduation planning, transition supports, and community-based resources available to students with disabilities. The district will expand communication efforts through the district website, ParentSquare, social media platforms, multilingual communication materials, and family engagement events to ensure families receive timely and consistent information regarding available programs and services. Central staff will also partner with school sites to support outreach efforts connected to CARE meetings, SST processes, transition planning, and special education supports. These efforts are intended to strengthen family partnerships, improve access to resources, and ensure families of students with disabilities are informed, connected, and supported throughout their educational experience. (As measured by Metric 4.6)		

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% EL: 12.5% SED:11.9% FY: 5% SWD:4.8%	2024-2025 ALL: 13.3% AA: 10.3%, Asian: 24.5% Filipino: 17.9%, Hispanic: 11.5% Two or More: 9.5% White: 15.7% EL: 6.7% SED: 12.7% FY: 6.3% SWD: 5.7%	Increase the percentage of students who met both CTE and A-G criteria by 9%	Changes in percentage points: All: Increased by 0.5 AA: Increased by 1.8 Asian: Increased by 4.9 Filipino: Decreased by 2.2 Hispanic: Decreased by 0.6 Two or More: Decreased by 2.7 White: Increased by 3.4 EL: Decreased by 0.7 SED: Decreased by 0.6 FY: Increased by 6.25 SWD: Decreased by 9.3
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	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	2024-2025 ALL: -52.4 DFS, increased 3.5 AA: -92.3 DFS , increased 11.7 Asian: +4.6 DFS, maintained .2 Filipino: +20 DFS, maintained 1.9 Hispanic: -84.8	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in English Language Arts/Literacy by	Changes in DFS: ALL: Increased by 1.3 AA: Decreased by 3.1 Asian: Increased by 0.1 Filipino: Increased by 9.3

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	Two or More: 8.5, increased 10.1 White: 19.9 DFS, maintained -0.5 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	DFS, increased 3.8 Two or More: +7 DFS, maintained -1.6 White: +19.6 DFS, maintained -.3 EL: -108.2 DFS, maintained 2.5 SED: -80.1 DFS, increased 5.1 FY: -149.6 DFS, declined 22.5 SWD: -138.5 DFS, maintained 1.7 LTEL: -144.7 DFS, maintain -.3 *Correction to 2023-2024 2022–2023 • Two or More: -1.6 DFS, increased 5 points	15.0 points or more	Hispanic: Decreased by 0.6 Two or More: Increased by 8.6 White: Decreased by 0.8 EL: Decreased by 0.7 SED: Increased by 2.6 FY: Decreased by 4.8 SWD: Decreased by 9.3 LTEL: New measure for 2025 Dashboard
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	2023-2024 ALL: -85.7 DFS, maintained 1.1 AA: -144.8 DFS, declined 11.2 Asian: -16.6 DFS, increased 6.5	2024-2025 ALL: -77.9 DFS, increased 7.9 AA: -130.2 DFS, increased 14.6 Asian: -15.3 DFS, maintained 1.3	Increase average distance from standard (DFS; points above or below standard) on smarter balanced/SBAC state assessments in	Changes in DFS: ALL: Increased by 8.9 AA: Increased by 3.4 Asian: Increased by 7.8

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 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	Filipino: -12.6 DFS, increased 6.1 Hispanic: -109.4 DFS, increased 7.8 Two or More: -17 DFS, increased 5.5 White: -7.1 DFS, increased 4.9 EL: -123.4 DFS, increased 5.1 SED: -105.1 DFS, increased 8.6 FY: -217 DFS, declined 36.6 SWD: -164.6 DFS, maintained -1.9 LTEL: -185.4 DFS, increased 5.9 *Correction 2022–2023 Asian: -23.1 DFS, increased 8.2 2024–2025 2024–2025 Asian: 4.6 DFS, maintained 0.2	mathematics by 15.0 points or more	Filipino: Increased by 13.4 Hispanic: Increased by 6.1 Two or More: Increased by 12.6 White: Increased by 9.7 EL: Increased by 6.1 SED: Increased by 8.4 FY: Decreased by 28.3 SWD: Decreased by 4.8 LTEL: New measure for 2025 Dashboard
5.4	A-G Eligibility Rate Source: Dataquest, CDE Priority 4B - Pupil Achievement	2022-2023 ALL:39% AA: 26.1% Asian: 63.4%	2023-2024 ALL: 36.7% AA: 30% Asian: 67.5%	2024-2025 ALL: 36.2% AA: 30.1% Asian:61.5%	Increase the percentage of each low-performing demographic	ALL: Decreased by 2.8 AA: Increased by 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Filipino: 59.8% Hispanic: 27.2% Two or More: 35.2% White: 51.6% EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	Filipino: 71.5% Hispanic: 25.1% Two or More: 50.5% White: 58.8% EL: 10.8% SED: 30.5% FY: 12.5% SWD: 12.9%	subgroup A-G Eligibility rate by 9%	Asian: Decreased by 1.9 Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Decreased by 6.1 White: Increased by 2.2 EL: Decreased by 5.5 SED: Decreased by 1.4 FY: Decreased by 37.5 SWD: Increased by 1.2
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:	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%	2024-2025 ALL: 27%, declined 1.3 AA: 37.1%, declined 1.7% Asian: 13.2%, declined 2.3% Filipino: 10.5%, declined 3.2% Hispanic: 31.8%, declined .8% Two or More: 20.8% , maintained .2% White: 16.2%, maintained .2%	Decrease Chronic absenteeism rate by 9%	Changes in percentage points: All: Decreased by 7.2 AA: Decreased by 7.0 Asian: Decreased by 4.0 Filipino: Decreased by 11.4 Hispanic: Decreased by 8.4 Two or More: Decreased by 5.7 White: Decreased by 4.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 38.50%, declined 10.3% FY: 35.10%, declined 30.1% SED: 40.90%, declined 10.3% SWD: 43.7%, declined 7.8%	EL: 32.2%, decreased 6.3% FY: 44.8%, increased 9.7% SED: 33.4%, decreased 7.5% SWD: 38%, decreased 5.7%	EL: 31.4%, declined .8% SED: 32.2%, declined 7.8% FY: 31.7%, declined 13.1% SWD: 37.9%, maintained -.1%		EL: Decreased by 7.1 FY: Decreased by 3.4 SED: Decreased by 8.6 SWD: Decreased by 5.8
5.6	Graduation Rate Source: CA Dashboard Priority 4H	2022-2023 ALL: 83.8%, maintained -0.3% AA: 82.1%, maintained -0.5% Asian: 93.3%, declined 3.6% Filipino: 95.5%, declined 3.5% 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% EL: 69.6%, declined -1.1% SED: 82.7%, increased 1.4% FY: 70% increased significantly 10% SWD: 66.1%, increased significantly 9.2%	2024-2025 ALL: 85.3%, increased 1.6% AA: 89%, increased 3.3% Asian: 95.7%, maintained .1% Filipino: 95.9%, maintained .7% Hispanic: 80%, increased 1.5% Two or More: 92.6%, increased 7.4% White: 92.6%, increased 4.6% ELL:72.8%, increased 3.2% SED: 84.1%, increased 1.4% FY: 43.8%, declined 26.3% SWD: 67.3%, increased 1.2% LTEL: 78.1%	Increase Graduation Rate by 6%	Changes in percentage points: ALL: Increased by 1.5 AA: Increased by 6.9 Asian: Increased by 2.4 Filipino: Increased by 0.4 Hispanic: Decreased by 0.3 Two or More: Increased by 6.1 White: Increased by 4.1 EL: Increased by 2.1 SED: Increased by 2.8 FY: Decreased by 16.2 SWD: Increased by 10.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						LTEL: New measure for 2025 Dashboard
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%	2024-2025 34.6% of All EL Students progressed at least 1 English Learner Progress Indicator (ELPI) level Level 1: 42% Level 2: 34% Level 3: 23% Level 4: 1%	Increase the percentage of students moving up at least 1 ELPI level by 9%	Changes in percentage points: All EL Students: Decreased by 5.4 Level 1: Increased by 8.98 Level 2: Increased by 3.75 Level 3: Decreased by 4.18 Level 4: Decreased by 8.56
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%	2024-2025 LTEL Data Point Total LTEL 6+ years: 1,471 Total EL Population: 7377 "At-Risk" LTEL: 14.0%	2025-2026 LTEL Data Point Total LTEL 6+ years: 1315 (reduction of 156) Total EL Population: 6907 (reduction of 470) "At-Risk" LTEL: 3.4% (reduction of 11.4%)	Decrease percent of LTEL by 3%	Total LTEL 6+ Years: 1,682 to 1,315 Decreased by 367 Students Total English Learner Population: 8,102 to 6,907 Decreased by 1,195 Students “At-Risk” LTEL: 14.8% to 3.4% Decreased by 11.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-25 Reclassification Rate: 12.8% Mid-Year Outcome 25-26: Reclassification Rate: 3%	English Learner reclassification rate will increase by 3%	*Incorrect data for Baseline. Should be 8% Changes in percentage points: Reclassification Rate: Increased by 4.8
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% 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% EL:14.3% FY: 10% SED: 31.1% SWD: 11.5%	2024-2025 ALL: 36.2% AA: 30.1% Asian:61.5% Filipino: 71.5% Hispanic: 25.1% Two or More: 50.5% White: 58.8% EL: 10.8% SED: 30.5% FY: 12.5% SWD: 12.9%	Increase the percentage of Students with UC/CSU eligible A-G credits by 9%	Changes in percentage points: ALL: Decreased by 2.8 AA: Increased by 4.0 Asian: Decreased by 1.9 Filipino: Increased by 0.6 Hispanic: Decreased by 5.3 Two or More: Increased by 3.2 White: Increased by 2.2 EL: Decreased by 5.5 SED: Increased by 18.8 FY: Increased by 7.5 SWD: Increased by 1.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% 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% 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%	2024-2025 ALL: 4.5%, declined .6% AA: 10.3%, declined 1.9% Asian: 1.5, maintained 0% Filipino: 1.2%, declined.9% Hispanic: 4.8%, maintained .2% Two or More: 3%, declined .4% White: 2%, declined .4% ELL: 5.3%, increased .5%: SED: 5.5%, declined .7% FY: 17.6%, increased 1% SWD: 7%, declined.6% LTEL: 10.9%, increased .8%	Decrease suspension rate by 15%.	Changes in percentage points: All: Decreased by 0.3 AA: Decreased by 1.3 Asian: Decreased by 0.1 Filipino: Decreased by 0.6 Hispanic: Increased by 0.3 Two or More: Decreased by 0.7 White: Decreased by 1.0 EL: Increased by 0.5 FY: Increased by 3.4 SED: Decreased by 0.4 SWD: Decreased by 1.6
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%	Spring 2025 Kindergarten - 8th Grade ALL: 35.70% AA: 22.80% Asian: 58.50%	Fall 2025 2nd-8th Grade ALL: 17% AA: 7% Asian: 33% Filipino: 11% Hispanic: 8%	Increase the percentage of students early on grade level and above by 9%	Fall 2023 Compared to Fall 2025 Kindergarten–8th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30% White: 61.10% 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% Filipino: 62.90% Hispanic: 25.70% Two or More: 55.20% White: 43% EL: 16% FY: 20% SED: 33.30% SWD: 12%	Two or More: 24% White: 39% EL: 2% FY: Not Reported SED: Not Reported SWD: 6% 9th-11th Grade ALL: 17% AA:12% Asian: 38% Filipino: 7 Hispanic: 12% Two or More: 34% White: 41% EL: 4% FY: Not Reported SED: Not Reported SWD: 4% Winter 2026 2nd-8th Grade ALL: 29% AA: 16% Asian: 52% Filipino: 15% Hispanic: 17% Two or More: 47% White: 55%		Changes in percentage points: All: Increased by 1.6 AA: Increased by 1.1 Asian: Decreased by 1.5 Filipino: Decreased by 18.6 Hispanic: Increased by .3 Two or More: Decreased by 6.6 White: Increased by 7.6 EL: Increased by 2.0 SWD: Increased by 1.3 9th–11th Grade All: Increased by 13.8 AA: Increased by 2.8 Asian: Increased by 12.8 Filipino: Decreased by 17.1 Hispanic: Increased by 5.0 Two or More: Increased by 10.3 White: Increased by 14.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EL: 8% FY: Not Reported SED: Not Reported SWD: 11% 9th-11th Grade ALL: 33% AA:30% Asian: 52% Filipino: 20% Hispanic: 24% Two or More: 44% White: 46% EL: 16% FY: Not Reported SED: Not Reported SWD: 10%		EL: Increased by 0.9 SWD: Increased by 0.8
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% UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7%	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% EL: 25.00% FY: 19.00% SED: 25.70%	Fall 2025 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 25% AA: 17% Asian: 44% Filipino: 16 Hispanic: 14% Two or More: 48% White: 51% EL: 3%	Increase the percentage of students early on grade level and above by 9%	Fall 2024 Compared to Fall 2025 3rd–8th Grade (K–2 now utilize mCLASS DIBELS in place of i-Ready) All: Increased by 0.8% AA: Increased by 1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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% EL: 9.2% FY: 20% SED: 24.50% SWD: 6.70%	FY: Not Reported SED: 25 SWD: 8% 9th-11th Grade ALL: 22% AA: 18% Asian: 35% Filipino: 46% Hispanic: 12% Two or More: 38% White: 48% EL: 3% FY: Not Reported SED: Not Reported SWD: 6% Winter 2026 3rd-8th Grade (K-2 grades now use mClass DIBELS instead of i-Ready) ALL: 28% AA: 28% Asian: 54% Filipino: 29 Hispanic: 23% Two or More: 57% White: 62% EL: 8% FY: Not Reported		Asian: Increased by 6.4% Filipino: Decreased by 29.7% Hispanic: Increased by 0.5% Two or More: Increased by 1.8% White: Increased by 0.7% EL: Increased by 1.1% FY: N/A SED: Increased by 10.3% SWD: Decreased by 0.4% 9th–11th Grade All: Increased by 3.5% African American: Increased by 7.2% Asian: Increased by 5.6% Filipino: Increased by 17.8% Hispanic: Increased by 1.6% Two or More: Increased by 2.0% White: Increased by 3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SED: Not Reported SWD: 14% 9th-11th Grade ALL: 32% AA: 31% Asian: 45% Filipino: 38% Hispanic: 23% Two or More: 45% White: 56% EL: 13% FY: Not Reported SED: Not Reported SWD: 11%		EL: Increased by 2.6% FY: N/A SED: N/A SWD: Increased by 1.5%
5.14	Increase the percentage of students in grades 3–11 meeting or exceeding standards on the interim assessment suite for English Language Arts (ELA).	N/A	N/a	2026-2027 New assessment	Increase the percentage of students in grades 3–11 meeting or exceeding standards by 9%	N/A
5.15	Family Friendly Walkthrough Source: Local Measure	N/A	N/A	2026-2027 New assessment	Implement the family friendly walkthrough at 60% of school sites.	N/A
5.16	Observation Protocol for Teachers of English Learners (OPTEL) Source: Local Measure	N/A	N/A	2026-2027 New assessment	Increase the percentage of classrooms meeting proficiency on OPTEL indicators	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					by 9% from baseline.	
5.17	Increase percentage of Kindergarten - 2nd grade students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS DIBELS benchmark. Source:Local Measure	N/A	N/A	2026-2027 New assessment	85% of students score at or above the "Low Risk" (Green) or "Minimal Risk" (Blue) benchmark by the End of each mCLASS DIBELS benchmark. Source:Local Measure	N/A

Goal Analysis [2025-26]

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 5.1
Strategy 1: Focused District Leadership
During the 2025–2026 school year, the district continued providing focused district leadership through the English Learner Multilingual Achievement (ELMA) department to strengthen instructional coherence and implementation of English Learner supports across schools. Central office staff included the Director, bilingual assessment specialists, and instructional coaches who supported curriculum development, classroom coaching, and professional development aligned to California State Standards and research-based instructional practices for English Learners. Implementation efforts included classroom observations, school site support visits, instructional coaching, and development of aligned instructional expectations focused on integrated ELD strategies and Tier I instruction. Twenty-three of 52 schools (44%) participated in official school visits that included instructional observations and school narratives describing implementation of English Learner strategies in classroom settings. While the strategy was implemented substantially as planned, staffing capacity and competing district priorities limited the ability to complete visits across all schools during the implementation period. Despite these challenges, successes included increased instructional alignment, expanded coaching supports, and strengthened districtwide focus on integrated English Learner instructional practices.

Strategy 2: Professional Development
During the 2025–2026 school year, the ELMA department facilitated districtwide professional development opportunities designed to strengthen implementation of integrated ELD strategies and improve access to grade-level content instruction for English Learners. Eight districtwide ELMA-led professional development sessions were provided throughout the year. Implementation efforts focused primarily on

utilization of the Interim ELPAC to guide instruction and support individualized ELD standards-based goal setting for students. Additional ongoing professional learning included monthly Secondary Newcomer professional development and weekly Language and Literacy professional development focused on supporting English Learner students identified as struggling readers. This strategy was implemented as planned. Successes included sustained participation in districtwide training opportunities, increased educator collaboration around ELD practices, and expanded focus on data-informed instructional planning for English Learners. Challenges included balancing professional learning demands with site scheduling constraints and ensuring consistent implementation of strategies across all schools and classrooms.

Strategy 3: Specialized EL Assessments
During the 2025–2026 school year, WCCUSD continued implementing the standardized Interim ELPAC assessment process for English Learner students in grades 3–12 to strengthen data-informed instructional decision-making and intervention planning. Assessment data was utilized to support instructional adjustments, monitor student language development progress, and inform redesignation discussions and support planning for English Learners. Teacher teams engaged in inquiry cycles to analyze Interim ELPAC data, identify targeted supports, and monitor progression through English Learner support levels and redesignation pathways. In the first year of implementation, 50 of 54 schools (92%) participated in administration of the standardized Interim ELPAC process. Of participating schools, approximately 60% of English Learners in grades 3–12 completed the standardized Interim ELPAC assessment. This strategy was implemented substantially as planned. Successes included strong school participation rates and increased use of common assessment data to inform instructional planning and intervention decisions. Challenges included ensuring consistent assessment completion rates across all sites and balancing assessment administration demands with existing instructional schedules and staffing capacity.

Strategy 4: Internationals and Newcomer Program
During the 2025–2026 school year, WCCUSD continued implementation of Internationals and Newcomer programs designed to support students newly arrived to the United States and students with emerging English proficiency needs. Internationals programs operated at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School, while Grant Elementary continued serving as the district's dedicated elementary Newcomer Program site due to its high concentration of newcomer students. Implementation efforts focused on providing structured language supports, collaborative learning opportunities, and access to rigorous academic coursework while strengthening listening, speaking, reading, and writing development. Teachers received professional development focused on group work structures and language development strategies to support newcomer students within classroom settings. At Richmond High School, students participating in the Internationals program were enrolled in A–G aligned coursework rather than traditional standalone ELD tracks to strengthen access to graduation and college eligibility pathways.
This strategy was implemented as planned through partnership with the Newcomers Network and funding support from LCAP and supplemental funds. Successes included expanded access to rigorous coursework and strengthened instructional supports for newcomer students. Challenges included responding to varying student language proficiency levels, addressing interrupted formal education experiences, and balancing staffing and scheduling needs across newcomer program sites.

Strategy 5: Enhanced Support Services
During the 2025–2026 school year, WCCUSD continued providing interpretation and translation services to strengthen communication and partnership with multilingual families. Support services were coordinated through the RAP Center and included interpretation at school events, parent-teacher conferences, meetings, ceremonies, and other family engagement activities. Implementation efforts focused on increasing equitable access to school information and strengthening communication between schools and non-English-speaking families. During the implementation period, 720 interpretation requests were submitted through the office, with 76% successfully assigned and

completed. In addition, the office processed approximately 44 written translation requests, ranging from one-page documents to requests exceeding 160 pages. This strategy was implemented substantially as planned. Successes included continued expansion of multilingual communication supports and increased coordination of districtwide interpretation and translation services. Challenges included staffing capacity, interpreter availability, and the increasing volume and complexity of translation requests across the district. Additionally, overtime requests for school site interpretation support transitioned to site-funded responsibility during the implementation period.

Strategy 6: EL Family Training
During the 2025–2026 school year, the ELMA department continued implementation of family engagement and training opportunities designed to increase family understanding of ELPAC assessments, English Learner progress monitoring, and the reclassification process. Training materials and workshops were developed to strengthen families' ability to advocate for their students and participate meaningfully in school decision-making processes. Implementation efforts included providing sample ELPAC and reclassification professional development sessions for site administrators and ELPAC coordinators to facilitate at school sites. Resources and training materials were also shared through Multilingual District Advisory Committee (MDAC) meetings, English Learner Advisory Committee (ELAC) meetings, and School Community Outreach Worker networks to expand access to information for multilingual families.
This strategy was implemented as planned. Successes included increased access to multilingual family resources and stronger alignment between district and site-level family engagement efforts related to English Learner services. Challenges included varying levels of family participation across sites and ensuring consistent implementation of training opportunities throughout the district.

Strategy 7: Long-Term English Learner Professional Development was implemented through targeted professional development focused on supporting teachers in analyzing Interim ELPAC data, differentiating instruction for At Risk and Long Term English Learners, creating individualized student goals, and strengthening the use of academic language functions during instruction and academic conversations. Professional development emphasized improving student performance across the speaking, listening, reading, and writing domains while supporting increased alignment between language development and Tier 1 instruction. Implementation largely aligned with planned actions, with continued emphasis on educator capacity building and data analysis practices to support reclassification goals. Successes experienced with implementation included strengthened systems for monitoring English Learner progress toward reclassification and increased educator focus on academic language development across content areas. Teachers engaged in professional development centered on language functions and the use of Interim ELPAC data to support differentiated instruction and individualized goal setting for LTEL and At Risk LTEL students. Challenges with implementation included the continued need for intensive language development supports for students performing at lower proficiency levels and the need to further strengthen teacher capacity in integrating language development practices consistently within Tier 1 instruction.

Action 5.2
Strategy 1: Focused District Leadership
During the 2025–2026 school year, WCCUSD continued implementation of centralized leadership supports through the Office of African American Student Achievement (OAASA) to strengthen instructional coherence, equity-centered practices, and districtwide coordination of African American student achievement initiatives. The district recognized that 73.7% of African American students are socioeconomically disadvantaged and that 45% of the district's Foster Youth population is African American, reinforcing the importance of targeted and integrated supports to address persistent disparities in English Language Arts, mathematics, and suspension outcomes. Implementation efforts focused on providing districtwide leadership, instructional guidance, and coordination aligned to research-based practices supporting

African American student achievement. Key personnel included the Director, Coordinator, and Administrative Technician, who supported classroom observations, instructional alignment, professional development planning, and implementation of culturally responsive Tier I instructional practices across schools. Successes included strengthened alignment between instructional priorities and African American student achievement initiatives, increased districtwide coordination of equity-focused work, and expanded support for school sites implementing targeted interventions and culturally responsive practices. Challenges included balancing the expanding scope of districtwide equity initiatives with staffing capacity and ensuring consistent implementation across all sites amid broader district operational and fiscal demands.

Strategy 2: Mafanikio Program
During the 2025–2026 school year, WCCUSD continued implementation and expansion of the Mafanikio Program to support African American student achievement through culturally responsive afterschool programming, academic intervention, and socioemotional supports. The program operated at Coronado, King, Mira Vista, Montalvin Manor K-8, Nystrom, Sheldon, and Washington, while planning and onboarding efforts continued for additional sites including DeJean, Downer, and Lincoln. Implementation efforts focused on providing six hours of weekly afterschool programming that included literacy and math support, enrichment activities, cultural awareness experiences, study trips, and relationship-centered socioemotional learning opportunities. The program intentionally integrated African American and African Diaspora history and culture into instruction and enrichment experiences to strengthen student engagement, identity, and school connectedness. Successes included expanded access to culturally responsive programming, increased instructional time for participating students, and strengthened opportunities for student belonging and community connection centered on academic achievement. The socioemotional focus of the program also supported broader district efforts to reduce suspension disparities among African American students. Challenges included staffing coordination, expansion planning for new sites, transportation logistics, and maintaining consistency of implementation across multiple campuses.

Strategy 3: Literacy Achievement
During the 2025–2026 school year, WCCUSD continued implementation and expansion of targeted Tier II literacy intervention supports for African American students at schools with the highest concentrations of African American students. Schools identified for implementation included Bayview, Coronado, King, Lincoln, Nystrom, Peres, and Stege. Implementation efforts focused on providing small-group literacy instruction utilizing SIPPS phonics curriculum and culturally relevant texts to support student engagement and reading growth. Groups of five to seven students received approximately 30 minutes of targeted intervention instruction, while progress monitoring data was used to guide instructional adjustments and identify student needs. The district also began planning for future expansion of the program to additional schools based on student achievement data and identified literacy needs. Successes included strengthened literacy intervention structures, increased use of culturally relevant instructional materials, and expanded individualized support for African American students performing below grade level in reading. Challenges included staffing capacity, maintaining intervention consistency across sites, and balancing expansion efforts with available fiscal and personnel resources. The district also continued working to strengthen systems for progress monitoring and long-term sustainability of intervention supports.

Strategy 4: AASAT and Community Outreach
During the 2025–2026 school year, WCCUSD expanded outreach and engagement efforts led by the Office of African American Student Achievement to strengthen family engagement, elevate student voice, and increase opportunities for meaningful participation of Black/African American students and families across schools and district structures. Implementation efforts included continued development of African American Parent Advisory Councils (AAPACs), collaboration with the African American Site Advisory Team (AASAT), and expansion of Black

Student Union (BSU) supports across school sites. The district provided communication supports, implementation toolkits, and ongoing guidance to support the launch and sustainability of AAPACs and BSUs. OAASA also worked to strengthen alignment and communication between district advisory groups and school site engagement efforts. Successes included expansion of family engagement opportunities, increased collaboration between district and site-based advisory structures, and strengthened opportunities for student leadership and voice through BSUs. Challenges included varying levels of implementation and participation across school sites, balancing ambitious districtwide expansion goals with available staffing capacity, and sustaining consistent engagement opportunities throughout the school year. While progress was made toward districtwide implementation goals, some schools remained in varying stages of AAPAC and BSU development during the implementation period.

Strategy 5: College & Career Readiness
During the 2025–2026 school year, WCCUSD continued strengthening college and career readiness opportunities for African American students through targeted academic supports, leadership development experiences, and expanded exposure to postsecondary opportunities. Implementation efforts included providing drop-in tutoring supports, supporting Black Student Union engagement activities, and coordinating transportation for college visits and tours. The district also partnered with Contra Costa College to host the African American Leadership Summit, providing students with opportunities for leadership development, postsecondary exploration, and connection to college and career pathways. These efforts were intended to strengthen student readiness, increase awareness of postsecondary opportunities, and expand access to experiences supporting long-term academic and career success.
Successes included expanded student participation in leadership and college exposure opportunities and increased collaboration between secondary schools, community partners, and district departments supporting college and career readiness efforts. Challenges included transportation coordination, scheduling participation opportunities across school sites, and balancing staffing and fiscal resources needed to sustain and expand these opportunities districtwide.

Strategy 6: A-G Requirements Awareness for African American/Black Students and Families
During the 2025–2026 school year, WCCUSD continued implementation of a multi-media communication strategy designed to increase awareness of A-G requirements and college readiness pathways for African American/Black students and families. This work was supported collaboratively by the College and Career Department, school counselors, administrators, and the Communications Department. Implementation efforts included utilizing ParentSquare, printed materials, digital communication, and school-based outreach efforts to strengthen family understanding of graduation requirements, A-G eligibility, and college planning processes. Schools and district staff worked to increase access to information intended to support long-term academic planning and strengthen awareness of postsecondary opportunities for African American students and families. Successes included expanded communication outreach efforts and increased collaboration across departments supporting college and career readiness initiatives. Challenges included ensuring consistent communication implementation across all sites, increasing family participation and engagement in planning opportunities, and balancing communication priorities amid broader district operational demands.

Strategy 7: Anti-Racism and Culturally Responsive Practice
During the 2025–2026 school year, WCCUSD continued implementation of professional learning opportunities focused on anti-racism, culturally responsive practice, and implicit and explicit bias to address persistent racial inequities and strengthen inclusive learning environments for African American students and other historically underserved student groups. Implementation efforts included embedding anti-racism and culturally responsive instructional practices within ongoing professional development opportunities across schools and departments. At the beginning of the school year, more than 200 newly hired teachers participated in training focused on culturally

responsive instructional practices and the district's anti-racist stance. In addition, all district management staff, principals, and assistant principals participated in equity-focused professional learning during the district Management Advance to strengthen leadership capacity around culturally responsive practices, inclusive school environments, and anti-racist systems leadership. Newly hired educators also participated in culturally responsive teaching training throughout onboarding processes, while focal schools with significant equity gaps received targeted coaching and professional learning supports. Site principals engaged in leadership development focused on guiding schoolwide equity efforts and strengthening implementation of inclusive instructional and behavioral practices. Successes included increased districtwide focus on culturally responsive instruction, expanded professional learning opportunities related to equity and anti-racism, and strengthened alignment between instructional practices and district equity priorities. Challenges included ensuring consistency of implementation across schools, balancing professional learning demands with operational priorities, and supporting long-term shifts in instructional practice and school culture through sustained coaching, reflection, and accountability structures.

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 – English Learner Support
Strategy 1 – Focused District Leadership – Effective
This strategy was effective in strengthening districtwide coherence and implementation of English Learner instructional supports. Through centralized leadership provided by the English Learner and Multilingual Achievement (ELMA) Department, schools received coaching, instructional guidance, and classroom observation support aligned to integrated English Language Development (ELD) strategies and high-quality Tier I instruction. Twenty-three of 52 schools participated in instructional implementation visits, strengthening consistency of English Learner instructional practices across the district.
Student outcome data reflected evidence of progress across multiple indicators. Chronic absenteeism for English Learners decreased by 7.1 percentage points from baseline, graduation rates increased by 2.1 percentage points, and SBAC Mathematics performance improved by 6.1 Distance from Standard (DFS) points. While SBAC English Language Arts performance declined slightly by 0.7 DFS points, the district maintained a focused emphasis on strengthening literacy instruction and instructional coherence for English Learners. College and Career Readiness also increased from 12.9% to 16.8%, representing a 3.9 percentage point increase, reflecting expanded access to college and career pathways. Long-Term English Learners (LTELs) were also newly identified for Dashboard reporting, strengthening the district's ability to monitor language acquisition outcomes and target supports for students most at risk.

Strategy 2 – Professional Development for Enhanced English Learner Achievement – Effective
This strategy was effective in expanding districtwide professional learning focused on integrated ELD instruction, newcomer supports, literacy acceleration, and data-informed instructional planning for English Learners. Eight districtwide ELMA-led professional development sessions were provided during the school year, alongside ongoing monthly Secondary Newcomer professional development and weekly Language and Literacy professional development focused on struggling readers. The district's increased focus on Interim ELPAC utilization, individualized ELD goal setting, and targeted literacy supports contributed to measurable improvements in student outcomes. SBAC Mathematics performance for English Learners improved by 6.1 DFS points from baseline, graduation rates increased by 2.1 percentage

points, and chronic absenteeism decreased by 7.1 percentage points. Local assessment data also reflected continued academic growth. English Learners performing at or above grade level on i-Ready Mathematics increased from 16% to 23% in grades K–8 and from 3% to 9% in grades 9–11 between Fall 2025 and Winter 2026. Reading performance increased from 17% to 18% in grades 3–8 and from 6% to 12% in grades 9–11 during the same period. Despite these gains, reclassification rates declined from 15% in 2022–2023 to 12.8% in 2024–2025, and the percentage of English Learners progressing at least one English Learner Progress Indicator (ELPI) level decreased from 40% to 34.6%. These findings demonstrate continued need for intensified language acquisition supports and instructional strategies designed to accelerate English proficiency.

Strategy 3 – Specialized EL Assessments – Partially Effective
This strategy was partially effective in strengthening data-informed instructional practices for English Learners. The district successfully implemented standardized Interim ELPAC administration at 50 of 54 schools, representing 92% participation, with approximately 60% of English Learners in grades 3–12 completing the standardized assessment process. Interim ELPAC data supported instructional inquiry cycles, individualized student goal setting, and targeted intervention planning. Student outcome data demonstrated positive trends connected to increased use of assessment information, including reductions in chronic absenteeism, improvements in SBAC Mathematics performance, and increased graduation rates. However, English Learner Progress Indicator outcomes declined from 40% of English Learners progressing at least one proficiency level in 2022–2023 to 34.6% in 2024–2025. Reclassification rates also declined from 15% to 12.8%.These outcomes indicate that while assessment systems and instructional decision making improved, additional work remains necessary to accelerate English language acquisition and increase redesignation outcomes for English Learners.

Strategy 4 – Internationals and Newcomer Programs – Effective
This strategy was effective in expanding specialized supports and rigorous instructional access for newcomer students across elementary and secondary schools. Internationals programs were implemented at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School, while Grant Elementary continued serving as the district's centralized elementary newcomer program. Students participating in these programs received structured language supports, collaborative instructional opportunities, and access to rigorous coursework aligned with college and career readiness expectations.Richmond High School newcomer students were intentionally enrolled in A-G aligned coursework rather than traditional ELD-only instructional tracks, expanding access to college preparatory coursework and increasing opportunities to meet UC and CSU entrance requirements. While College and Career Readiness for English Learners increased from 12.9% to 16.8%, A-G eligibility declined from 16.3% to 10.8%, and completion of both CTE pathway and A-G requirements remained relatively unchanged, decreasing slightly from 6.8% to 6.7%. CTE pathway completion, however, increased from 13.3% to 19.4%, reflecting a 6.1 percentage point increase.The district also demonstrated significant progress in reducing Long-Term English Learner indicators. Total LTEL students identified as six or more years declined from 1,682 students to 1,315 students, a reduction of 367 students. "At-Risk" LTEL rates declined dramatically from 14.8% to 3.4%, representing an 11.4 percentage point decrease. These outcomes suggest that targeted newcomer supports, expanded instructional programming, and stronger language development systems are helping interrupt long-term English Learner trajectories while increasing access to rigorous coursework and career pathways.

Strategy 5 – Enhanced Support Services – Effective
This strategy was effective in strengthening multilingual communication and increasing access to district and school information for families whose primary language was not English. Interpretation and translation services supported school events, ceremonies, conferences, and district meetings to strengthen family engagement and two-way communication between schools and multilingual families.

During the implementation period, 720 interpretation requests were submitted, with 76% successfully assigned and completed. Approximately 44 written translation requests were also processed, ranging from one-page documents to requests exceeding 160 pages.These supports contributed to broader improvements in student engagement and educational outcomes. Chronic absenteeism among English Learners decreased by 7.1 percentage points, graduation rates increased by 2.1 percentage points, and College and Career Readiness improved from 12.9% to 16.8%. While staffing capacity and interpreter availability continued presenting implementation challenges, multilingual communication systems strengthened educational partnerships and student participation.

Strategy 6 – EL Family Training – Partially Effective
This strategy was partially effective in increasing family awareness and understanding of ELPAC performance levels, language acquisition pathways, and the English Learner reclassification process. The ELMA Department developed and shared sample ELPAC and reclassification presentations with site administrators, ELPAC coordinators, School Community Outreach Workers, MDAC, and ELAC groups to support consistent implementation of family education efforts across schools.These efforts strengthened communication and increased access to multilingual family resources. English Learners also demonstrated improved engagement through reductions in chronic absenteeism and increased graduation rates. However, districtwide reclassification rates declined from 15% to 12.8%, indicating that while family engagement systems improved, additional alignment between family education, academic intervention, and language development supports remains necessary to accelerate redesignation outcomes.

Strategy 7 – Long-Term English Learner Professional Development – Partially Effective
This strategy was partially effective in strengthening districtwide focus on Long-Term English Learner instructional practices and individualized language acquisition supports. Professional development emphasized analysis of Interim ELPAC data, differentiated instruction for LTEL students, structured academic conversations, and academic language development. The district demonstrated significant improvement in reducing LTEL identification rates. Students identified as LTELs for six or more years decreased from 1,682 to 1,315, while "At-Risk" LTEL rates declined from 14.8% to 3.4%, representing an 11.4 percentage point decrease. Despite these successes, English Learner Progress Indicator outcomes declined from 40% to 34.6%, and reclassification rates declined from 15% to 12.8%. These findings indicate that while professional development and targeted interventions strengthened systems for identifying and supporting Long-Term English Learners, additional work remains necessary to accelerate English language acquisition, improve redesignation outcomes, increase A-G eligibility, and ensure more English Learners successfully complete rigorous college and career readiness pathways.

Action 5.2 – African American Student Achievement
Strategy 1: Focused District Leadership – Effective
This strategy was effective in strengthening districtwide coherence, equity-centered instructional practices, and targeted supports for African American students. Through the Office of African American Student Achievement (OAASA), the district established centralized leadership structures focused on coordinating programming, staffing, professional development, and school site support aligned to African American student success. Student outcome data reflected positive progress across several key indicators. Graduation rates increased by 6.9 percentage points from baseline, chronic absenteeism decreased by 7.0 percentage points, and SBAC Mathematics performance improved by 3.4 Distance from Standard (DFS) points. African American students also demonstrated strong growth on local assessments, increasing from 7% to 16% of students performing at or above grade level in grades 2–8 mathematics and from 12% to 30% in grades 9–11 mathematics between Fall 2025 and Winter 2026. While SBAC English Language Arts performance declined by 3.1 DFS points, i-Ready reading outcomes improved from 17% to 28% in grades 3–8 and from 18% to 31% in grades 9–11. Chronic absenteeism improvements reflected stronger student engagement and connection to school. Although suspension rates declined by 1.3 percentage points from

baseline, African American students continued to experience a suspension rate of 10.3% in 2024–2025, significantly above district averages. These outcomes reinforce the need to continue strengthening literacy instruction, restorative practices, and culturally responsive instructional supports.

Strategy 2: Mafanikio Program – Effective
This strategy was effective in strengthening student engagement, belonging, and culturally responsive enrichment opportunities for African American students participating in the Mafanikio Program. The expansion of culturally responsive afterschool programming across multiple school sites increased access to additional instructional time, enrichment activities, social-emotional supports, and culturally affirming learning experiences. Student engagement indicators supported the effectiveness of this strategy. Chronic absenteeism among African American students decreased by 7.0 percentage points from baseline, graduation rates increased by 6.9 percentage points, and suspension rates declined by 1.3 percentage points. Student connectedness and participation indicators also improved districtwide across several student groups during the implementation period, reflecting broader progress in relationship-centered supports and student engagement efforts. Academic outcomes also demonstrated encouraging progress. African American students increased from 7% to 16% performing at or above grade level in grades 2–8 mathematics and from 17% to 28% in grades 3–8 reading on i-Ready assessments. Despite these gains, suspension disparities remain disproportionately high for African American students, indicating continued need for expanded behavioral, restorative, and culturally responsive support systems.

Strategy 3: Literacy Achievement – Partially Effective
This strategy was partially effective in strengthening literacy intervention systems and providing targeted reading support for African American students performing below grade level. Academic Support Providers implemented Tier II literacy interventions utilizing SIPPS phonics instruction, culturally relevant texts, and progress monitoring systems to support individualized literacy growth. Student literacy outcomes demonstrated mixed results. African American students demonstrated strong growth on local i-Ready assessments, increasing from 17% to 28% of students performing at or above grade level in grades 3–8 and from 18% to 31% in grades 9–11 between Fall 2025 and Winter 2026. Students participating in Mission Critical literacy interventions also demonstrated movement from early to mid-grade level reading proficiency. However, districtwide SBAC English Language Arts performance for African American students declined by 3.1 Distance from Standard points from baseline, indicating that while targeted intervention supports positively impacted foundational literacy skills, broader systemwide literacy acceleration efforts remain necessary to improve statewide English Language Arts outcomes.

Strategy 4: AASAT and Community Outreach – Effective
This strategy was effective in expanding opportunities for African American family engagement, student voice, and community participation across WCCUSD schools. The district expanded African American Parent Advisory Councils (AAPACs), strengthened collaboration with the African American Student Achievement Team (AASAT), and increased support for Black Student Unions (BSUs) to elevate student and family voice in district planning and engagement efforts. By the end of the implementation period, AAPACs had expanded to 35 schools districtwide, significantly increasing family engagement opportunities and district-community collaboration. Increased engagement structures also supported broader district efforts focused on strengthening school connectedness, student belonging, and educational partner participation. Student outcome indicators reflected positive trends during implementation. Chronic absenteeism among African American students decreased by 7.0 percentage points, graduation rates increased by 6.9 percentage points, and suspension rates decreased by 1.3 percentage points from baseline. While the district did not yet reach the long-term goal of active AAPAC implementation at every school site, substantial progress was made in expanding advisory participation and strengthening district-family partnerships focused on African American student success.

Strategy 5: College & Career Readiness – Effective
This strategy was effective in increasing college and career awareness opportunities and strengthening postsecondary readiness supports for African American students. Through partnerships, leadership opportunities, tutoring supports, and college exposure experiences, students received increased access to academic guidance and postsecondary planning opportunities. Student outcome data reflected meaningful progress connected to academic achievement and college readiness. Graduation rates increased by 6.9 percentage points from baseline, while A-G eligibility increased from 26.1% to 30.1%, representing a 4.0 percentage point increase. SBAC Mathematics performance improved by 3.4 Distance from Standard points. Local assessment results also reflected strong growth, with African American students increasing from 7% to 16% performing at or above grade level in grades 2–8 mathematics and from 12% to 30% in grades 9–11 mathematics. Reading performance also improved substantially on i-Ready assessments, increasing from 17% to 28% of students performing at or above grade level in grades 3–8 and from 18% to 31% in grades 9–11 between Fall 2025 and Winter 2026. These outcomes suggest that expanded exposure to postsecondary opportunities, leadership development experiences, and targeted academic supports positively contributed to improving readiness and long-term academic planning for African American students. Despite these gains, disparities in literacy achievement and college readiness remain, indicating the need for sustained intervention and expanded access to rigorous coursework.

Strategy 6: A-G Requirements Awareness for African American/Black Students and Families – Partially Effective
This strategy was partially effective in increasing awareness of A-G requirements and college readiness expectations for African American students and families. Communication efforts supported by counselors, administrators, and district departments increased visibility of graduation and college eligibility pathways through outreach campaigns, communication materials, and planning activities.
African American student A-G eligibility increased from 26.1% to 30.1%, representing a 4.0 percentage point increase. Graduation rates also improved significantly by 6.9 percentage points during the implementation period. However, despite these gains, African American students remained below district averages in overall A-G eligibility, with 30.1% of African American students meeting A-G requirements in 2024–2025 compared with 36.2% districtwide. These outcomes suggest that while communication and awareness efforts contributed positively to increased understanding of college eligibility pathways, additional academic intervention, counseling, and access to rigorous coursework remain necessary to substantially close college readiness gaps.

Strategy 7: Anti-Racism and Culturally Responsive Practice – Partially Effective
This strategy was partially effective in increasing districtwide awareness and implementation of culturally responsive and anti-racist practices intended to improve school climate and reduce disproportionality impacting African American students. More than 200 newly hired teachers participated in culturally responsive instructional practice and anti-racism training at the beginning of the school year. In addition, all management staff, principals, and assistant principals participated in equity-focused professional learning during the district Management Advance. Student outcome data demonstrated encouraging progress across several engagement indicators. Suspension rates for African American students decreased by 1.3 percentage points, chronic absenteeism decreased by 7.0 percentage points, and graduation rates increased by 6.9 percentage points. Local academic outcomes also reflected meaningful improvement, with i-Ready mathematics increasing from 7% to 16% in grades 2–8 and from 12% to 30% in grades 9–11, while reading increased from 17% to 28% in grades 3–8 and from 18% to 31% in grades 9–11. However, African American students continued experiencing disproportionately high suspension rates, with 10.3% of students suspended during 2024–2025. In addition, SBAC English Language Arts performance declined by 3.1 Distance from Standard points from baseline. These outcomes indicate that while culturally responsive professional learning strengthened district awareness and

instructional practices, additional long-term systems change, coaching, accountability structures, literacy acceleration, and restorative practices remain necessary to eliminate persistent disparities in academic achievement and school discipline.

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.

All strategies include (As measured by metric ___) to support alignment to effectiveness and accountability.
Remove Metric 5.12 and 5.13
Addition of Metric 5.14 and 5.13

Action 5.1
Strategy 3: Specialized EL Assessments
Strategy 6: EL Family Training

Action 5.2
Strategy 3: Literacy Achievement
Strategy 8: Family Engagement Walkthroughs

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	$1,924,189.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metric 5.7, 5.8, and 5.9) 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). (As Measured by Metric 5.7, 5.8, and 5.9) Strategy 3: Specialized EL Assessments To ensure instruction is driven by responsive instructional practices and meaningful data analysis, WCCUSD will implement the Observation Protocol for Teachers of English Learners (OPTEL) to strengthen classroom instruction, integrated ELD implementation, and instructional		

Action #	Title	Description	Total Funds	Contributing
		feedback systems for educators serving English Learners. This strategy shifts the district's emphasis from a compliance-centered assessment approach toward a more responsive instructional coaching and classroom observation model focused on improving teaching practices and student language development outcomes. Implementation of OPTEL will support administrators, coaches, and teachers in identifying strengths and areas for growth related to integrated ELD practices, student discourse, language objectives, scaffolding, and equitable access to grade-level content instruction for multilingual learners. Classroom observation data and instructional feedback cycles will be utilized to guide professional learning, coaching supports, and continuous improvement efforts across schools. In addition, the district will conduct a comprehensive audit of K–12 assessments to evaluate the quantity, purpose, and impact of district assessments administered to English Learners, including students participating in Dual Language Programs, compared to English Only students. This review is intended to support more equitable assessment practices, reduce unnecessary testing burden, and strengthen alignment between assessment systems, instructional responsiveness, and student learning outcomes. (As Measured by Metric 5.16) Strategy 4: Internationals and Newcomer Program To address the unique needs of newcomer students, Internationals programs were prioritized at Richmond High 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 support 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. (As Measured by Metric 5.7, 5.8, and 5.9). 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		

Action #	Title	Description	Total Funds	Contributing
		which is key to the students and family experience. (As Measured by Metric 5.9) Strategy 6: EL Family Training The ELMA department developed and delivered training sessions for English Learner families focused on understanding ELPAC levels, language development progress, and the reclassification process. These workshops were designed to equip families with the knowledge and tools necessary to advocate for their children and effectively engage with their school communities and educational planning processes. During the 2025–2026 school year, the ELMA department provided three sample ELPAC and reclassification professional development presentations for site administrators and ELPAC coordinators to implement at their school sites. Resources and training materials were also shared with School Community Outreach Workers, the Multilingual District Advisory Committee (MDAC), and school site English Learner Advisory Committees (ELACs) to support consistent messaging and increased family access to information districtwide. This strategy was implemented as planned. For the 2026–2027 school year, family and staff training efforts will expand to include the Observation Protocol for Teachers of English Learners (OPTEL) to strengthen family understanding of integrated ELD instruction, classroom instructional practices, and the district's broader efforts to improve instructional supports and language development outcomes for English Learners. (As Measured by Metric 5.7, 5.8, 5.9, and 5.16) 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. (As Measured by Metric 5.7, 5.8, and 5.9)		

Action #	Title	Description	Total Funds	Contributing
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 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. (As Measured by Metric 5.2 and 5.3) 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	$1,300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metric 5.2 and 5.3) Strategy 3: Literacy Achievement To increase literacy achievement for African American students, WCCUSD will implement a push-in Tier II literacy intervention model at select schools with the highest concentrations of African American students. In 2025–2026, these schools will include Bayview, Coronado, King, Lincoln, Nystrom, Peres, Riverside, Stege, Tara Hills, and Olinda, with future expansion based on identified student need and achievement data. Under this redesigned instructional model, the classroom teacher, as the certificated staff member with the strongest instructional expertise and knowledge of grade-level standards, will lead targeted literacy intervention instruction during the instructional block. Intervention will utilize the SIPPS phonics curriculum, culturally relevant texts, and evidence-based literacy strategies designed to strengthen foundational reading skills, language development, and student engagement. Academic Support Providers will serve in a push-in support role within classrooms, helping create the time and instructional space necessary for differentiated small-group instruction, individualized student support, and responsive intervention. This structure is intended to strengthen instructional coherence, increase alignment between intervention and core instruction, and ensure students receive literacy support directly connected to grade-level learning and classroom instruction. Students will participate in targeted small-group literacy instruction informed by progress monitoring data and ongoing formative assessment practices used to tailor instruction to individual student needs. The district will continue refining and expanding this model to strengthen literacy outcomes, culturally responsive instructional practices, and equitable access to high-quality intervention supports for African American students across WCCUSD. (As Measured by Metric 5.17)		

Action #	Title	Description	Total Funds	Contributing
		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. (As Measured by Metric 5.11 and 5.15) 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. (As Measured by Metric 5.1, 5.4, and 5.10) 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		

Action #	Title	Description	Total Funds	Contributing
		readiness, helping families navigate academic planning and college applications. (As Measured by Metric 5.1, 5.4, and 5.10) 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. (As Measured by Metric 5.11 and 5.15) Strategy 8: Family Engagement Walkthroughs To strengthen authentic family engagement, elevate student and family voice, and monitor implementation of schoolwide engagement and academic support strategies, WCCUSD will implement the AASAT/AAPAC-sponsored “Family Engagement Walkthrough” process at the beginning of the school year and again in late spring. These walkthroughs will provide opportunities for families, students, school staff, and district representatives to collaboratively assess school climate, student needs, family engagement practices, and the effectiveness of strategies designed to support academic achievement and student wellness. The walkthrough process will focus on gathering qualitative and quantitative feedback related to culturally responsive practices, student belonging, communication systems, academic supports, and school-family partnerships. Findings from walkthroughs will be used to identify strengths, prioritize areas for growth, and support continuous improvement planning at both the school and district levels. The process will also strengthen alignment between AASAT, AAPACs, school leadership teams, and district		

Action #	Title	Description	Total Funds	Contributing
		departments by creating structured opportunities for reflection, collaboration, and shared accountability around student outcomes. Implementation of the Family Engagement Walkthroughs is intended to increase meaningful family participation in school improvement efforts, strengthen trust and transparency between schools and communities, and support monitoring of engagement and academic enhancement strategies designed to improve outcomes for African American students and other historically underserved student groups. (As measured by Metric 5.15)		

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	2025 Dashboard ELPI Level 35.3% making progress Summative ELPAC Results	Increase the number of students making progress towards English Language proficiency or maintaining the	Changes in percentage points: EL students making progress: Increased by 6.6

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	35.3% Progressed at least one level 56.1% Maintained EL Level 1, 2L, 2H, 3L, 3H 8.6% Decreased at least one EL Level	highest level by 5%	Progressed at Least One Level: Increased 6.6 Maintained ELPI Level 1, 2L, 2H, 3L, 3H: Increased 2.2 Decreased at Least One ELPI Level: Decreased 8.8
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 EL: 149.3 points below standard SED: 146.1 points below standard SWD: 195.9 points below standard	2025 Dashboard ALL: 136.3 points below standard AA: 135.4 points below standard Hispanic: 135.8 points below standard EL: 140.8 points below standard SED: 133 points below standard SWD: 169.3 points below standard	Increase the DFS on the academic indicators measured by the Smarter Balanced/SBAC state assessments by 5.0 points or more.	Changes in DFS: ALL: Increased by 18.1 AA: Increased by 16.7 Hispanic: Increased by 18.2 EL: Increased by 15.6 SED: Increased by 21 SWD: Increased by 46.1
6.3	SBAC, Math Source: CA Dashboard Priority 4A	2023-2024 All students: 141.6 points below standard AA: 158.7 points below standard Hispanic: 139 points below standard	2024-25 All students: 138.7 points below standard AA: 184.6 points below standard	2025 Dashboard ALL: 118.4 points below standard AA: 172.3 points below standard	Increase DFS on the academic indicators measured by the Smarter Balanced/SBAC state assessments	Changes in DFS: ALL: Increased by 23.2 AA: Decreased by 13.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 139 points below standard SED: 141.5 points below standard SWD: 213.8 points below standard	Hispanic: 135.2 points below standard EL: 133.4 points below standard SED: 138.5 points below standard SWD: 202.3 points below standard	Hispanic: 112.4 points below standard EL: 110.5 points below standard SED: 114.9 points below standard SWD: 201.3 points below standard	by 5.0 points or more.	Hispanic: Increased by 26.6 EL: Increased by 28.5 SED: Increased by 26.6 SWD: Increased by 12.5
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% EL: 34.4%, declined 6.7% Homeless: 56% SED: 38.6% SWD:54.7%	2025 Dashboard ALL: 38.9% chronically absent AA: 61% Hispanic: 33.4% EL: 30.5% Homeless: 41.4% SED: 38.9% SWD: 50%	Reduce chronic absenteeism by 10%	Changes in percentage points: ALL: Decreased by 13.1 AA: Increased by 4.7 Hispanic: Decreased by 18.1 EL: Decreased by 18.6 Homeless: Increased by 1.4 SED: Decreased by 13.2 SWD: Decreased by 12.5
6.5	Non Stability Rate Source: Data Quest, CDE Priority 5B	2022-2023 ALL: 27.4% AA: 41.7% Hispanic: 25.9% UPC Student Group: EL:23.7 %	2023-24 ALL: 26.3% AA: 41.9% Hispanic:23.6 % EL:23% Homeless:38.5%	2024-2025 ALL: 24.4% AA: 50.7% Hispanic: 18.4% EL: 14.7% Homeless: 46.7%	Decrease Non Stability Rate by 5%	Changes in percentage points: ALL: Decreased by 3 AA: Increased by 9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless:46.7% SED: 23.9% SWD: 20%	SED: 25.5% SWD: 25.5%	SED: 22.8% SWD: 25.0%		Hispanic: Decreased by 7.5 EL: Decreased by 9 SED: Decreased by 1.1 SWD: Increased by 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 % EL: 1.4% Homeless:23.1 % SED:4.2 % SWD: 10.3%	2025 Dashboard 2024-2025 suspended at least one day ALL: 2.7% AA: 6.8% Hispanic: 1.6% EL: 2% Homeless: 16.7% SED: 2.6% SWD: 9.4%	Decrease the percentage of students who are suspended at least one day by 2 percentage points	Changes in percentage points: ALL: Decreased by 0.2 AA: Decreased by 1.5 Hispanic: Decreased by 0.6 EL: Decreased by 0.2 Homeless: Decreased by 10 SED: Decreased by 0.5 SWD: Increased by 4.4

Goal Analysis [2025-26]

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 Goal 6's implementation in 2025-2026. Outcomes reflects meaningful, sustained progress across academic achievement, school climate, and attendance indicators over the life of the goal. This is the final year of this goal, as Lincoln Elementary no longer qualifies for LCFF Equity Multiplier support.

Action 6.1 – Elementary Vice Principal
Strategy 1 – MTSS for Intervention
The Elementary Vice Principal position was fully implemented throughout 2025-2026. Maintaining the same Vice Principal at Lincoln for the past four years has ensured continuity in schoolwide systems and strengthened rapport with families. The Vice Principal co-leads the Instructional Leadership Team with the Principal, leads instructional walkthroughs, and supports the design and implementation of parent engagement programming. She collaborates closely with the SCOW and Community School Director to ensure PAC meetings are consistent, responsive to family needs, and well attended. This strategy was implemented as intended.
Strategy 2 – Parent Engagement Support
The Vice Principal played a central role in strengthening school-family relationships by facilitating parent meetings, leading attendance intervention efforts, and ensuring transparent communication about student progress. This strategy was implemented as intended.

Action 6.2 – Instructional Specialist – Culture/Climate
Strategy 1 – MTSS to Support Climate
The Culture/Climate Instructional Specialist position was fully implemented, with the same staff member retained for the past eight years, providing exceptional continuity in schoolwide systems and relationships. The specialist used data to identify students requiring additional behavioral or social-emotional support, helped implement behavior plans, and coordinated campus-wide strategies. Close collaboration with the Restorative Justice Coordinator strengthened behavioral interventions for Tier 2 and Tier 3 students and contributed to a marked reduction in major behavioral incidents. This school year, the school recorded only one suspension to date. This strategy was implemented as intended.
Strategy 2 – School Climate Intervention
The Culture/Climate Specialist led schoolwide efforts to create a positive, inclusive climate, including expectation-based assemblies, SEL instruction, and structured activities during lunch, recess, and transitions. The specialist also modeled de-escalation strategies for staff, resulting in teachers reporting greater confidence in addressing students' heightened behavioral needs. This strategy was implemented as intended.

Action 6.3 – Instructional Support/Coach – Math
Strategy 1 – MTSS for Math Instruction
MTSS for math instruction was implemented as planned. Support was provided for students who needed it based on data analysis.
Strategy 2 – Math Peer Coaching
The Math Instructional Coach position was fully implemented in 2025-2026. A highly experienced teacher provided individualized math coaching to grades 3–6 instructional staff, meeting one-on-one and in grade-level teams to analyze student achievement data, plan lessons,

and provide targeted instructional support. Using Eureka Math² as the Tier 1 curriculum alongside differentiated supports such as Khan Academy, the coach helped teachers interpret data and align instruction to identified student needs. Additionally, the coach led an initiative in which four teachers provided small-group after-school tutoring from January through April, targeting 12 focal students per grade level in grades 3–6 who were on the cusp of meeting standards as measured by the SBAC mathematics assessment. This strategy was 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 to report. Mid-year expenditures were $94,174 for Action 6.1 (budgeted $185,695), $78,056 for Action 6.2 (budgeted $183,868), and $13,794 for Action 6.3 (budgeted $34,229), each tracking on pace with expected annual spend.

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

Each of the three actions contributed meaningfully to Lincoln Elementary's significant academic and climate improvements over the life of this goal. Collectively, the school's progress has been strong enough that it no longer qualifies for LCFF Equity Multiplier support — a testament to the sustained, coordinated investment in leadership, climate, and instructional coaching.

Action 6.1 – Elementary Vice Principal -- Metrics 6.1, 6.2, 6.3, 6.4— Effective
The continued presence of a stable, experienced Vice Principal directly supported improvements in both academic achievement and family engagement. Under this leadership structure, Lincoln achieved substantial gains in SBAC ELA and Math for nearly all student groups. Overall ELA DFS improved by 18.1 points from baseline (from -154.1 to -136.3), with strong gains for Hispanic students (+18.2 points), socioeconomically disadvantaged students (+21 points), and Students with Disabilities (+46.1 points). Math DFS improved by 23.2 points overall (from -141.6 to -118.4), with especially notable growth for Hispanic students (+26.6 points), English Learners (+28.5 points), and SED students (+26.6 points). English Learner progress also improved, with 35.3% of EL students now progressing at least one ELPI level — a 6.6 percentage point increase from the 28.7% baseline, surpassing the 5% target.
Chronic absenteeism declined by 13.1 percentage points overall (from 52% to 38.9%), exceeding the 10-point reduction target. Reductions were particularly strong for Hispanic students (-18.1 points), English Learners (-18.6 points), and SED students (-13.2 points). African American students remain an area of concern, with chronic absenteeism increasing by 4.7 percentage points to 61%, indicating a need for more targeted, individualized outreach and support for this population going forward even as the broader goal concludes.

Action 6.2 – Instructional Specialist – Culture/Climate — Metric 6.6 — Effective
The long-tenured Culture/Climate Instructional Specialist made a significant impact on school climate and student behavior. Overall suspension rates declined from 2.9% at baseline to 2.7% on the 2025 Dashboard, and the school recorded only one suspension during 2025-2026, representing a dramatic improvement in the use of restorative and preventative approaches over exclusionary discipline. Reductions in suspension rates were observed across most student groups, including African American students (-1.5 percentage points), Hispanic students (-0.6 points), English Learners (-0.2 points), and Homeless students (-10 percentage points). Students with Disabilities saw an increase of 4.4 percentage points in suspension rate, remaining an area requiring continued focus and targeted support. The specialist's modeling of de-escalation strategies has also built lasting staff capacity that will support the school's climate work beyond the life of this goal.

Action 6.3 – Instructional Support/Coach – Math — Metrics 6.2, 6.3 — Effective
The Math Instructional Coach position produced exceptional results in student math achievement. Overall math DFS improved by 23.2 points from baseline, with broad gains across student groups including EL (+28.5 points), SED (+26.6 points), Hispanic (+26.6 points), and SWD (+12.5 points). African American students remain an outlier, with math DFS declining by 13.6 points from baseline (from -158.7 to -172.3), highlighting an ongoing need for differentiated support for this group. The coach's use of individualized coaching cycles, data-informed lesson planning, and after-school tutoring for students on the cusp of proficiency proved to be a particularly effective model for accelerating growth.
The Non-Stability Rate declined from 27.4% at baseline to 24.4% in 2024-2025, a 3-percentage point improvement. While this did not fully meet the 5-percentage point reduction target, the overall downward trend — particularly among Hispanic students (-7.5 points) and English Learners (-9 points from Year 1) — reflects improved school connectedness and stability. African American and Homeless students continue to show elevated non-stability rates (50.7% and 46.7% respectively), signaling that mobility and instability remain significant challenges for these populations beyond the scope of this goal.

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.

Lincoln Elementary no longer qualifies for LCFF Equity Multiplier support. While it is difficult to draw direct causal links between any single strategy and improved student stability, the overall trajectory of the school suggests a meaningful correlation between the sustained investments made under this goal and the conditions that support students remaining enrolled and engaged. The presence of consistent, long-tenured leadership and staff, stronger family engagement systems, improved school climate, and targeted academic supports have collectively contributed to a more connected and stable school community — likely creating the conditions under which students and families choose to stay. As a result, Goal 6 will not continue for the 2026-2027 LCAP cycle. The district will monitor Lincoln's continued progress through districtwide goal metrics, with particular attention to outcomes for African American students, Students with Disabilities, and Homeless students, where gaps and areas of concern remain.

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				
6.2			$0.00	
6.3			$0.00	

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	LCFF Equity Multiplier: Greenwood Academy: By June 2027, Greenwood Academy will reach a graduation rate of 91%	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.

Over the last four years, Greenwood Academy has had a graduation rate in the 76%-89% range. While the school has had significant growth from 2023 to 2025 regarding the graduation rate, growing from a 76.7% Graduation rate in 2023 to an 89.9% graduation rate in 2025, there is still room for growth. The Greenwood community would like to continue this trend by moving the graduation rate up to 91% by the end of the 2026-27 school year.

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 Summative ELPAC Results 38.5% Progressed at least one level 2.6% Maintained Level 4	2024-2025 English Learner Progress Indicator (ELPI) Level 11.9% of EL students are making progress towards English Language Proficiency or maintaining the highest level Summative ELPAC Results	2025 Dashboard English Learner Progress Indicator (ELPI) 23.8% making progress 31.3% Progressed at least one level. 37.5% Maintained Levels 1, 2L, 2H, 3L, 3H 31.3% Decreased at Least One ELPI Level	Increase the number of students making progress towards English Language proficiency or maintaining the highest level	Changes in percentage points: EL students making progress: Decreased by 11.8 Progressed at Least One Level: Decreased by 7.2 Maintained Level 4: Decreased by 2.6 Maintained EL Level 1–3H: Decreased by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.5% Maintained EL Level 1, 2L, 2H, 3L, 3H 20.5% Decreased at least one EL Level	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			Decreased at Least One EL Level: Increased by 10.8
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 EL: 253.6 points below standard SED: 243.5 points below standard	2025 Dashboard ALL: 169.5 points below standard (an increase of 83.1) AA: Fewer than 11 Students Hispanic: 181 points below standard EL: Fewer than 11 students - data not displayed for privacy SED:176.6 points below standard, Increased 66.8 Points	Increase the number of students meeting grade-level standards on the ELA assessment by 10 points.	Changes in DFS: ALL: Increased by 32.3 Hispanic: Decreased by 3.1 SED: Increased by 35.4
7.3	SBAC, Math average distance from standard (DFS; points above or below standard) Source: CA Dashboard Priority 4A	2023-2024 ALL: 264.9 points below standard AA:Less than 11 students - data not displayed for privacy Hispanic: 262.5 points below standard	2024-2025 ALL: 295.9 points below standard AA: 278.3 points below standard Hispanic: 297 points below standard	2025 Dashboard ALL: 228.4 below standard (67.5 increase) AA:Fewer than 11 students	Increase the number of students meeting grade-level standards on the math assessment by 10 points.	Changes in DFS: ALL: Increased by 36.5 Hispanic: Decreased by 6.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Student Group: EL: 306.9 points below standard SED: 265.3 points below standard SWD: 268.5 points below standard	EL: 303.4 points below standard SED: 90.4 points below standard SWD: 268.5 points below standard	Hispanic: 269 points below standard EL: 323.6 points below standard SED: 229.9 points below standard SWD: Fewer than 11 students		EL: Decreased by 16.7 SED: Decreased by 35.4 SWD: unable to determine as 2025 had fewer than 11 students
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% EL: 5.9% Homeless: 6.9% SED: 7.5% SWD: 5.1%	2025 Dashboard Suspended at least one day ALL: 6.3% AA: 16.9% Hispanic: 3.4% EL: 1.8% Homeless: 16.7% SED: 6.2% SWD: 9.3%	Decrease the percentage of students who are suspended at least one day by 2 percentage points	Changes in percentage points: ALL: Increased by 2 AA: Increased by 7.3 Hispanic: Decreased by 0.1 EL: Decreased by 2.3 Homeless: Increased by 9.3 SED: increased 1.6 SWD: Increased by 4.3
7.5	Graduation Rate Source CA Dashboard Priority 5E	2023-2024 ALL: 76.70% graduated AA: 76.1% Hispanic: 76.8% White: 72.7% UPC Student Group:	2024-2025 ALL: 81.6% graduated AA: 92.6% Hispanic: 79.5% White: 58.8%	2025 ALL: 89.9% graduated AA: 97.7% Hispanic: 87.3% White: Fewer than 11 students	Increase Graduation Rate by 5%	Changes in percentage points: ALL: Increased by 13.2 AA: Increased by 21.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 83.3% SED: 75.6% Homeless: 86% SWD: 62.1%	EL: 76.8% SED: 82.6% Homeless: 91.8% SWD: 87%	EL: 87% SED: 89.7% Homeless: 87.8% SWD: 85.7%		Hispanic: Increased by 10.5 EL: Increased by 3.7 Homeless: Increased by 1.8 SED: Increased by 14.1 SWD: Increased by 23.6
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% EL: 61% Homeless: 47.1% SED: 58.6% SWD: 54.2%	2024-25 Stability Rate ALL: 48.7% AA: 39.4% Asian: Fewer than 11 students Filipino: Fewer than 11 students Hispanic: 50.2% White: 53.8% TOM: 66.7% EL: 49.1% Homeless: 41.7% SED: 47.3% SWD: 48.1%	Decrease the Non-Stability Rate by 5 %	Changes in percentage points: ALL: Decreased by 7.3 AA: Decreased by 18 Asian: Fewer than 11 students Filipino: Fewer than 11 students Hispanic: Decreased by 7.2 White: Increased by 11.5 EL: Decreased by 12.1 Homeless: Decreased by 20.1 SED: Decreased by 11.3 SWD: Decreased by 0.2

Goal Analysis [2025-26]

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 Goal 7's implementation in 2025-2026. Greenwood Academy is an alternative continuation high school serving a small student population, which means that data for several subgroups is suppressed due to privacy thresholds, and year-to-year fluctuations in metrics can be influenced significantly by even small changes in enrollment or individual student circumstances. This context is important for interpreting both progress and areas of concern.

Action 7.1 – 1.0 Assistant Principal of Teaching and Learning
Strategy 1 – Targeted Support via Coaching and Modeling Strategy 2 – Professional Development for Teachers The Assistant Principal of Teaching and Learning position was fully implemented and had a measurable impact on instructional quality and coherence across the school. The AP co-led the Instructional Leadership Team, organized lead teachers into focused goal-aligned teams, and provided ongoing coaching to ensure consistency across classrooms. High expectations for instructional practice were reinforced through peer observations using the Instructional Practice Guide, with Quarter 1 targets of 85% of staff scoring at least a 2 toward full proficiency by Quarter 4. These benchmarks were met and exceeded, with average scores of 3.1 in Quarter 1 and 3.3 in Quarter 2, supported by actionable post-observation feedback conversations. Professional Learning Communities met regularly to analyze student work and align instructional strategies, common rubrics, and mentoring structures, creating stronger coherence and ensuring teaching practices remained data-informed. The leadership team also elevated student voice through exit surveys and interviews with graduating seniors, creating a meaningful feedback loop to inform school improvement. Quarterly progress monitoring cycles kept the work focused and responsive throughout the year. This action was implemented as intended.

Action 7.2 – 1.0 FTE Assistant Principal of Culture and Climate
Strategy 1 – Increase Culture and Climate Team Outcomes Strategy 2 – Family Engagement Nights and Cultural Events Strategy 3 – Parent and Student Orientation The Assistant Principal of Culture and Climate position was fully implemented. The AP established consistent systems to promote belonging, clear expectations, and shared accountability, using data to identify students needing early support and monitoring engagement trends to guide adjustments. Family participation grew significantly, with attendance at family engagement events increasing from approximately 20 families the prior year to more than 50 this year, reflecting stronger trust and two-way communication between home and school. A required student and family orientation process now reaches 100% of new families and 90% of incoming students, supporting smoother transitions and clearer understanding of school expectations and supports. This action was implemented as intended.

Action 7.3 – Classified Extra Hours (Attendance)
Strategy 1 – Tiered Attendance Monitoring Strategy 2 – Culturally Responsive Family Communication Classified extra hours for attendance monitoring were implemented on an ongoing basis. The attendance clerk established a proactive, data-driven system for daily tracking and trend analysis, allowing early identification of students at risk of chronic absenteeism and timely tiered interventions with the leadership team. Early and consistent outreach to families, including Spanish translation and direct support, strengthened communication, built trust, and connected families to needed resources. This coordinated approach supported improved participation in school events, increased

engagement in SART processes, and stronger alignment with schoolwide attendance and connectedness goals. This action was implemented as intended.

Action 7.4 – Study Trips
Strategy 1 – Experiential and Career-Connected Learning The study trips initiative was implemented on an ongoing basis. The leadership team advanced experiential learning opportunities to strengthen math, English learner, and college and career readiness outcomes, with a focus on socioeconomically disadvantaged students and students with disabilities. Students engaged in career-connected visits such as a wastewater treatment facility that led to internship invitations and a careers in teaching conference that expanded mentorship and postsecondary exposure. Early progress monitoring indicated high levels of student engagement and increased interest in career pathways. Mid-year expenditures were $0 at the time of reporting, suggesting trips were planned for later in the year. Ongoing review of participation data is ensuring recruitment remains focused on focal student groups. This action was in ongoing implementation.

Action 7.5 – Professional Conferences
Strategy 1 – Purposeful Conference Participation Strategy 2 – Peer Model School Visits This action was only partially implemented. The leadership team formed targeted staff teams and prioritized conference opportunities aligned to SPSA and ILT goals across attendance, family engagement, and instruction. Greenwood received recognition as a CCEA Model Continuation School and was invited to return as presenters to share its instructional leadership and improvement cycle. However, district approval for conference attendance was ultimately not granted, limiting the school's ability to fully realize this professional learning strategy. The leadership team continued to prioritize goal-aligned professional learning and cross-team collaboration in the absence of approved conference participation. Mid-year expenditures were $0. This action was not fully implemented as intended.

Action 7.6 – Extra Classified Hours (Family Events)
Strategy 1 – Translation Services Strategy 2 – Safety and Operational Support Extra classified hours to support after-school and evening family events were implemented on an ongoing basis. Classified staff provided translation, interpretation, and logistical support to ensure families could fully participate in their home language, contributing to a notable increase in family attendance and stronger two-way communication. These additional hours also ensured events were safe, well-organized, and welcoming, reinforcing the conditions that support consistent attendance, student stability, and readiness for learning. This action was implemented as intended.

Action 7.7 – Materials and Supplies
Strategy 1 – Align Purchases with Instructional Goals and Equity Priorities Strategy 2 – Integrate Resources into Professional Learning and Daily Practice The materials and supplies investment was implemented on an ongoing basis in response to observation data from 2024-2025 showing high levels of student screen time. Funding was directed to classroom libraries, individual whiteboards, and professional learning texts to diversify learning experiences and strengthen student engagement. Early walkthroughs showed increased student participation and more opportunities for formative assessment through whiteboards, discussion protocols, and written work. Resources were embedded in PLCs and peer observation cycles, supporting stronger engagement and more balanced instructional routines. Despite $0 in mid-year expenditures reported, the action was described as ongoing, suggesting purchases were made later in the year. This action was 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 to report. Mid-year expenditures were on pace for Actions 7.1 ($103,133 of $190,000 budgeted) and 7.2 ($103,133 of $190,000 budgeted), and tracking appropriately for Action 7.3 ($5,507 of $35,000 budgeted) and Action 7.6 ($416 of $5,000 budgeted). Actions 7.4, 7.5, and 7.7 reported $0 in mid-year expenditures; based on narrative descriptions, activities for these actions were planned for later in the year. Action 7.5 conference attendance was not approved, which will result in underspending for that action.

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

Results at Greenwood Academy in 2025-2026 reflect a school in meaningful forward progress, with particularly strong gains in graduation rates, non-stability, and instructional quality, alongside persistent areas of concern in English learner progress, suspension rates for African American students, and academic achievement for several subgroups. Given Greenwood's small enrollment, data suppression across multiple subgroups limits the ability to draw definitive conclusions for some groups, and individual student circumstances can have an outsized effect on reported rates.

Action 7.1 – 1.0 Assistant Principal of Teaching and Learning — Metrics 7.2, 7.3 — Effective The AP of Teaching and Learning played a central role in building instructional coherence and staff capacity. ELA and math outcomes show a mixed but improving overall trajectory. In ELA, the average distance from standard improved from 201.8 points below standard at baseline to 169.5 on the 2025 Dashboard — a gain of 32.3 points — with overall progress of 34.5 points for socioeconomically disadvantaged students. After a significant dip in 2024-2025 to 252.6 points below standard, the 2025 Dashboard reflects strong recovery and growth. In math, after declining from 264.9 points below standard at baseline to 295.9 in 2024-2025, the 2025 Dashboard shows improvement to 228.4 points below standard — a gain of 36.5 points from baseline. The instructional coaching cycles, peer observation structures, and data-informed PLC work supported by the AP contributed to these gains. Hispanic students and SED students showed meaningful improvement in both ELA and math overall, though Hispanic math DFS declined by 6.5 points from baseline, and EL math DFS declined by 16.7 points, indicating a continued need for differentiated language and content support for these groups. Data for African American students and SWD are suppressed in the most recent year, limiting the ability to assess trends for these groups.

Action 7.2 – 1.0 FTE Assistant Principal of Culture and Climate — Metrics 7.4, 7.5, 7.6 — Partially Effective The AP of Culture and Climate made significant contributions to family engagement, student connectedness, and school climate. Graduation rates improved dramatically, with the overall rate reaching 89.9% on the 2025 Dashboard — a 13.2 percentage point increase from the 2023-2024 baseline of 76.7%, approaching but not yet meeting the 91% goal. Gains were especially strong for African American students (+21.6 points, to 97.7%), socioeconomically disadvantaged students (+14.1 points, to 89.7%), and Students with Disabilities (+23.6 points, to 85.7%). The non-stability rate also improved significantly, declining from 56.0% at baseline to 48.7% in 2024-2025 — a 7.3 percentage point improvement, surpassing the 5-point reduction target. Notable reductions were observed for African American students (-18 points), English Learners (-12.1 points), and SED students (-11.3 points). The family orientation process reaching 100% of new families and the growth in family event attendance from ~20 to 50+ families reflect meaningful progress in school-community trust and connectedness. However, suspension rates remain a concern. While overall suspension rates declined slightly from 7.2% in 2024-2025 to 6.3% on the 2025 Dashboard, they remain above the 4.3% baseline, and disproportionality for African American students increased significantly — from 9.6% at baseline to 16.9% on the 2025 Dashboard. Suspension rates for homeless students (16.7%) also remain elevated. Targeted, restorative, and culturally responsive behavioral supports specifically for these groups are a clear priority for the coming year.

Action 7.3 – Classified Extra Hours (Attendance) — Metric 7.6 — Effective The proactive, data-driven attendance monitoring system established through this action contributed to the steady improvement in non-stability rates observed across three years, decreasing from 56.0% in 2022-2023 to 48.7% in 2024-2025. English Learners showed particularly strong improvement, declining from 61.2% to 49.1%. Families receiving consistent, culturally responsive outreach reported improved communication and connection to school supports, reinforcing the conditions for stable enrollment and engagement. While it is difficult to isolate the specific contribution of this action from broader school climate efforts, the coordinated attendance and family communication systems clearly support the overall positive trajectory.

Action 7.4 – Study Trips — Metrics 7.5, 7.6 — Effective Study trips continued to provide meaningful, career-connected learning experiences that supported student engagement and persistence. Graduation rates for socioeconomically disadvantaged students (89.7%) and Students with Disabilities (85.7%) reflect outcomes consistent with the inclusive, motivating impact of experiential learning. Career-connected visits resulting in internship opportunities and postsecondary exposure aligned directly with the college and career readiness goals of the program. While mid-year expenditures were $0, narrative evidence confirms trips were planned and in progress.

Action 7.5 – Professional Conferences — Metrics 7.2, 7.3 — Not Yet Effective This action was only partially implemented due to district conference approval not being granted, despite site and advisory body support. As a result, the intended benefits of cross-school professional learning and Model School collaboration were not fully realized this year. The school's recognition as a CCEA Model Continuation School and invitation to present at conferences reflects the strength of Greenwood's improvement work; the inability to fully participate in these professional learning communities was a missed opportunity. The district should revisit its approval processes to ensure school-level professional learning priorities can be acted upon in a timely manner.

Action 7.6 – Extra Classified Hours (Family Events) — Metrics 7.4, 7.5, 7.6 — Effective The provision of translation, interpretation, and operational support at after-hours family events directly contributed to the significant increase in family attendance and the strengthening of home-school partnerships. These conditions support the student belonging and connectedness that underlie both improved non-stability rates and graduation outcomes. This action reinforced the Culture and Climate AP's engagement strategies and was an important equity-focused investment in ensuring all families could fully access and participate in school life.

Action 7.7 – Materials and Supplies — Metrics 7.2, 7.3 — Effective The shift toward paper-based, hands-on instructional materials in response to observed high levels of screen time reflects a responsive, evidence-informed approach to improving student engagement. Early walkthrough data showing increased student participation and stronger formative assessment evidence suggests this investment is supporting more active and varied learning. Embedding these materials in PLCs and peer observation cycles ensures the resources are connected to ongoing instructional improvement rather than used in isolation. The full impact on academic outcomes will be better assessed at year's end when complete SBAC data are available.

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.

Based on the results of 2025-2026 implementation, the following adjustments and priorities have been identified for the coming year:

The overall graduation rate of 89.9% on the 2025 Dashboard represents meaningful progress toward the goal of 91% by June 2027, and the school remains on track to meet this target. Continued investment in counseling, career planning, and student connectedness will be essential to sustain this trajectory, particularly for English Learners whose graduation rate (87%) and ELPI progress (23.8%, well below the 35.6% baseline) indicate a need for more intensive and targeted language development supports embedded across the instructional program.

Suspension disproportionality for African American students remains the most significant area of unmet need. The rate of 16.9% — nearly three times the overall school rate — signals that universal climate and restorative strategies alone are insufficient for this population. The district and school will prioritize targeted, culturally responsive behavioral interventions and restorative justice practices with a specific focus on African American students and students experiencing homelessness in the coming year.

The non-stability rate has improved beyond the 5-point target, which is a meaningful achievement for a continuation school population characterized by high mobility. The attendance monitoring systems and family engagement infrastructure built through Actions 7.3 and 7.6 will be maintained and strengthened, with continued focus on the students who continue to show the highest non-stability rates, including students experiencing homelessness and students of Two or More Races.
The inability to attend conferences limited professional learning opportunities and resulted in underspending for Action 7.5. The school will work with the district to establish a clearer pathway for approving site-aligned professional learning in the coming year to ensure this investment can be fully realized.

The restructured action plan for 2026-2027 consolidates previous strategies into a streamlined set of actions — a 1.0 AP position combining teaching and learning and culture and climate functions, classified extra hours for attendance and family events, study trips, professional conferences, and materials and supplies — reflecting lessons learned about the most effective levers for improving graduation rates, student stability, and academic achievement at Greenwood Academy.

The original goal was tied to iReady as an assessment tool. Since WCCUSD will not be contracting with iReady for the 2026-2027 school year, Greenwood's goal has shifted to the overarching goal to increase Graduation Rate.

For the 2026-2027 school year Actions 7.6 and 7.7 will be removed.

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	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	$190,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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 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 3 - 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.		

Action #	Title	Description	Total Funds	Contributing
		Strategy 4 - 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 5- 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.		
7.2	Classified 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.	$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. Strategy 3: 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 4: 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.		
7.3	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.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
7.4	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.	$5,288.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
7.5	Materials & 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.	$93,341.00	No

Action #	Title	Description	Total Funds	Contributing
7.6				No
7.7			$0.00	

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	NA	2025-26 English Learner Progress Indicator (ELPI) Level 33.8% making progress towards	The percentage of students progressing at least one ELPI level will increase by 10% by the Spring of 2028	Changes in percentage points: ELPI Progress Toward English Proficiency: Increased by 12.8

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		English Language Proficiency Summative ELPAC Results 34.6% Progressed at least one level 45.5% Maintained EL Level 1, 2L, 2H, 3L, 3H 19.9% Decreased at least one EL Level		Students Progressing at Least One ELPAC Level: Increased by 4.4 Students Maintaining Current Level: Decreased by 1.0 Students Decreasing at Least One Level: Decreased by 10.3
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	NA	2025-2026 All Students: 122.9 points below standard AA: 140.9 points below standard Hispanic: 141.6 points below standard SWD: 188.2 points below standard UPC Student Group: EL: 147.6 points below standard SED: 129.9 points below standard	Increase DFS on the academic indicators as measured by the smarter balanced/SBAC state assessments by 5.0 points or more.	Changes in DFS: All Students: Increased by 110.9 AA: Increased by 83.7 Hispanic: Increased by 107.2 SWD: Increased by 27.4 EL: Increased by 104.3 SED: Increased by 102.3
8.3	SBAC, Math Source: CA Dashboard	2024-25 All students: 230.7 points below standard	NA	2025-2026	Increase DFS on the academic indicators as	Changes in DFS:

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		All students: 134.7 points below standard AA: 162 points below standard Hispanic: 132 points below standard SWD: Fewer than 11 students UPC Student Group: EL: 139.2 points below standard SED: 142 points below standard	measured by the Smarter Balanced/SBAC state assessments by 5.0 points or more.	All Students: Increased by 96.0 AA: Increased by 61.3 Hispanic: Increased by 97.3 EL: Increased by 106.3 SED: Increased by 89.9
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%	NA	2025-2026 All Students: 57.7% chronically absent AA: 66.7% Hispanic: 56.2% SWD: 60.7% UPC Student Group EL: 46.3% Homeless: 50% SED: 57.3	Reduce chronic absenteeism by 10%	Changes in percentage points: All Students: Increased by 5.2 AA: Increased by 6.1 Hispanic: Increased by 9.4 SWD: Decreased by 4.0 UPC Student Group EL: Decreased by 0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: Decreased by 18.8 SED: Increased by 1.1
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% Two or More Races - 22.2%	NA	2025-2026 All - 24.1% AA - 22.6% Asian - 42.3% Hispanic - 21.1% White - 20.0% Two or More Races - 31.3%	Decrease Non-Stability Rate by 5%	Changes in percentage points: All Students: Decreased by 5.2 African American: Decreased by 2.25 Asian: Increased by 23.1 Hispanic: Decreased by 15.3 White: Decreased by 5.0 Two or More Races: Increased by 9.1
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%	NA	2025-2026 All Students: 5.6% suspended at least one day AA: 13.1% Hispanic: 2.6% SWD: 13.3% UPC Student Group EL: 1% Homeless: 7.7% SED: 6%	Decrease the percentage of students who are suspended at least one day by 2 percentage points	Changes in percentage points: All Students: Increased by 4.0 AA: Increased by 2.1 Hispanic: Decreased by 0.7 SWD: Decreased by 3.8 EL: Decreased by 0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: Increased by 1.8 SED: Decreased by 1.8

Goal Analysis [2025-26]

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.

Stege Elementary implemented several targeted actions during the 2025–26 school year to improve academic achievement, English language development, attendance, and instructional continuity for students furthest from opportunity. Key actions included chronic absenteeism intervention supports, class size reduction in primary grades, and a site-based roving substitute to maintain continuity of instruction. Persistent absenteeism, student mobility, and disruptions to instructional continuity were identified as contributing factors impacting student outcomes and opportunity gaps among unduplicated student groups.

Several actions were fully implemented with positive outcomes. The Dropout Prevention and Chronic Absenteeism Intervention strategy was fully implemented through the work of a full-time Dropout Prevention Specialist. The specialist conducted ongoing family outreach through phone calls, meetings, porch visits, and relationship-building efforts while collaborating closely with the attendance clerk, CARE team, and district engagement staff. Schoolwide attendance incentives and targeted outreach strategies, including SART meetings, were implemented to support student re-engagement and improve attendance awareness.

The Class Size Reduction and Early Learning Personalization action was also fully implemented. An additional kindergarten teacher was hired, allowing the school to maintain separate kindergarten and first grade classrooms rather than a combined class structure. This supported smaller class sizes, improved instructional differentiation, and increased opportunities for small-group intervention and individualized support.

The Roving Substitute action was fully implemented and proved highly effective in reducing instructional disruptions caused by staff absences. The dedicated substitute provided consistent coverage across classrooms, supported small-group instruction, and assisted with social-emotional and behavioral needs throughout the school day. The school reported a significant decrease in the number of times classes needed to be split due to staffing shortages compared to prior years.

One action experienced implementation challenges. The Targeted English Language Development Support action was not fully implemented because the school was unable to hire for the EL Teacher position. Despite this staffing challenge, classroom teachers and intervention staff continued providing support for English Learners through integrated instructional strategies and intervention services.

The school experienced measurable academic growth despite ongoing challenges related to chronic absenteeism, staffing shortages, and student mobility. ELA and mathematics outcomes improved substantially across multiple student groups, including English Learners, Hispanic students, African American students, and socioeconomically disadvantaged students. English Learner progress indicators also improved, demonstrating growth in language acquisition and reductions in the percentage of students declining proficiency levels.

At the same time, chronic absenteeism rates increased for several student groups, including African American students and socioeconomically disadvantaged students, highlighting the continued need for strong attendance intervention and family engagement systems. Suspension rates also increased overall, indicating that additional attention to restorative practices, behavioral supports, and school climate remains important.

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.

Differences between budgeted and estimated actual expenditures were primarily related to staffing vacancies and the timing of implementation. The largest variance occurred within the Targeted English Language Development Support action, where the budgeted funds were not expended because the school was unable to hire for the EL Teacher position during the school year.

Additional differences between budgeted and actual expenditures reflected staffing timelines and the pacing of implementation across actions during the first half of the school year. Mid-year expenditure amounts for fully implemented actions such as the Dropout Prevention Specialist, additional Kindergarten teacher, and Roving Substitute reflected partial-year expenditures at the time of reporting and were expected to increase by year-end.

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

The actions implemented during the 2025–26 school year were effective in improving academic outcomes and maintaining instructional continuity, though less effective in improving attendance and behavioral outcomes.

Academic indicators demonstrated substantial improvement across ELA and mathematics. In ELA, all students improved from 233.8 points below standard to 122.9 points below standard. Significant gains were also observed among English Learners, Hispanic students, African American students, and socioeconomically disadvantaged students. Mathematics outcomes showed similar improvement, with all students improving from 230.7 points below standard to 134.7 points below standard. These improvements suggest that smaller class sizes, instructional continuity, and targeted intervention supports positively impacted student achievement.

English Learner outcomes also improved. The percentage of English Learners making progress toward English proficiency increased from 21 percent to 33.8 percent, while the percentage of students progressing at least one ELPAC level increased from 30.2 percent to 34.6 percent. Additionally, the percentage of students declining at least one proficiency level decreased significantly from 30.2 percent to 19.9 percent. These gains occurred despite the inability to hire a dedicated EL Teacher, indicating that classroom teachers and intervention staff were able to provide meaningful support to multilingual learners.

The Roving Substitute action was particularly effective in reducing disruptions to instruction. The consistent presence of a dedicated substitute minimized class splitting, maintained classroom stability, and provided additional support for student learning and social-emotional needs.

Attendance-related outcomes were more mixed. While some student groups, including students with disabilities and homeless students, showed improvement in chronic absenteeism rates, overall chronic absenteeism increased from 52.5 percent to 57.7 percent. African American and Hispanic student groups experienced notable increases in absenteeism rates. These trends indicate that while relationship-based interventions and attendance incentives supported some students, ongoing attention to attendance barriers and student engagement remains necessary.

Suspension rates also increased overall from 1.6 percent to 5.6 percent, although some student groups, including Hispanic students, English Learners, students with disabilities, and socioeconomically disadvantaged students, demonstrated improvement. These mixed outcomes suggest that sustained attention to restorative approaches, behavioral supports, and student engagement systems remains important to improving school climate outcomes.

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.

Based on current eligibility criteria, Stege Elementary will no longer receive Equity Multiplier funding for the 2026–27 school year due to improvements in eligibility indicators, including changes in non-stability rates and/or socioeconomically disadvantaged student population data. As a result, Equity Multiplier-funded actions associated with this goal will not continue within the 2026–27 LCAP.

Despite the discontinuation of Equity Multiplier funding, the district and school will continue monitoring student outcomes in the areas of academic achievement, English Learner progress, attendance, and school climate. Data from the 2025–26 school year demonstrated meaningful academic growth across multiple student groups, particularly in ELA, mathematics, and English Learner progress indicators. However, chronic absenteeism and suspension trends indicate that continued attention and support remain necessary.

Reflections on prior practice highlighted the importance of instructional continuity, early intervention, relationship-based attendance supports, and targeted academic assistance in improving student outcomes. Effective practices implemented during the funding period may continue to inform site-based planning and district-supported improvement efforts moving forward.

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			$0.00	

Action #	Title	Description	Total Funds	Contributing
8.2			$0.00	
8.3			$0.00	
8.4			$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

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.

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

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.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$66,653,790	$6,342,533

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
24.050%	0.000%	$0.00	24.050%

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 rate of 27% at the end of the 24-25 school year.	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
	Similarly, socioeconomically disadvantaged students saw a meaningful decrease, falling from 40.9% in 2022–2023 to 32.3% (24-25). Foster Youth, who had previously experienced the most dramatic declined another 13.1% in 24-25. 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 Unduplicated Pupil Count metric, they remain a critical focus. Because 73.4% of students with disabilities are socioeconomically disadvantaged, their inclusion in Increased or Improved Services ensures that supports are responsive to their academic and social-emotional needs. Their chronic absenteeism has already decreased from 43.7% in 2022–2023 to 37.9% (24-25), showing progress while underscoring the importance of continuing these intentional supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to 4.5% in 2024–2025. English Learners experienced a slight increase in suspension rate growing to 5.3% (24-25) but within that group ELTEL's were suspended at a rate of 10.8% (24-25) demonstrating a clear need for focus. Foster Youth continue to face disproportionate outcomes with a suspension	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”. We additionally see a need to improve consistent and systematic efforts to provide access to credit recovery for all students - and particularly those who are furthest from opportunity.	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
	rate of 17.6% (24-25). Continued investment in restorative practices, re-engagement planning, and trauma-informed interventions is expected to support further reductions. There is also a need to continue supports that prevent the exclusion of our most vulnerable students. **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 rate of 27% at the end of the 24-25 school year. Similarly, socioeconomically disadvantaged students saw a meaningful decrease, falling from 40.9% in 2022–2023 to 32.3% (24-25). Foster Youth, who had previously experienced the most dramatic declined another 13.1% in 24-25. 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 Unduplicated Pupil Count metric, they remain a critical focus. Because 73.4% of students with disabilities are	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. Because of the re structure in the Family Engagement department, these structures will need to be carefully re examined to ensure that there is a logical work flow and fast response to both families	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
	socioeconomically disadvantaged, their inclusion in Increased or Improved Services ensures that supports are responsive to their academic and social-emotional needs. Their chronic absenteeism has already decreased from 43.7% in 2022–2023 to 37.9% (24-25), showing progress while underscoring the importance of continuing these intentional supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to 4.5% in 2024–2025. English Learners experienced a slight increase in suspension rate growing to 5.3% (24-25) but within that group ELTEL's were suspended at a rate of 10.8% (24-25) demonstrating a clear need for focus. Foster Youth continue to face disproportionate outcomes with a suspension rate of 17.6% (24-25). Continued investment in restorative practices, re-engagement planning, and trauma-informed interventions is expected to support further reductions. There is also a need to continue supports that prevent the exclusion of our most vulnerable students. **Scope:** LEA-wide	and school siteswho need support with engagement.	
1.3	**Action:** Whole Child Education **Need:** Chronic absenteeism rates among UPC groups have declined notably since the 2022–	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	Decrease Drop out Rates MS Decrease Drop out Rates HS Decrease Expulsion Rate Increase Attendance 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
	2023 school year. English Learners, who had a chronic absenteeism rate of 38.5% in 2022–2023, have improved significantly, with a rate of 27% at the end of the 24-25 school year. Similarly, socioeconomically disadvantaged students saw a meaningful decrease, falling from 40.9% in 2022–2023 to 32.3% (24-25). Foster Youth, who had previously experienced the most dramatic declined another 13.1% in 24-25. 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 Unduplicated Pupil Count metric, they remain a critical focus. Because 73.4% of students with disabilities are socioeconomically disadvantaged, their inclusion in Increased or Improved Services ensures that supports are responsive to their academic and social-emotional needs. Their chronic absenteeism has already decreased from 43.7% in 2022–2023 to 37.9% (24-25), showing progress while underscoring the importance of continuing these intentional supports. Suspension rates tell a similarly encouraging story. The district's overall suspension rate has dropped sharply from 2022–2023 levels, falling to 4.5% in 2024–2025. English Learners experienced a slight increase in suspension rate growing to 5.3% (24-25) but	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. 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.	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
	within that group ELTEL's were suspended at a rate of 10.8% (24-25) demonstrating a clear need for focus. Foster Youth continue to face disproportionate outcomes with a suspension rate of 17.6% (24-25). Continued investment in restorative practices, re-engagement planning, and trauma-informed interventions is expected to support further reductions. There is also a need to continue supports that prevent the exclusion of our most vulnerable students. **Scope:** LEA-wide		
2.1	**Action:** Additional Staff for Identified schools with high % UPC **Need:** A review of the difference from the most current student group data to baseline data across SBAC English Language Arts (ELA), SBAC Mathematics, Graduation Rates and CAST scores reflected a mixed picture of stabilization, modest growth, and continued need for targeted support. Foster Youth (FY): Demonstrated primarily flat progress across all indicators, with an overall 4.8 percentage point decline in ELA (currently 149.6 points below standard), a 28.3 decrease in Math DFS (currently 217 points below standard), a slight increase of .89 on the CAST and an overall 16.2 percentage point decrease in Graduation Rate since 2023, down to 43.8%.	Additional staff allows for targeted interventions and strategies to re-engage disengaged students through quality, focused, standards-based instruction. We expect these actions to improve our academic performance particularly in ELA, math and science as well as to continue the upward trend of graduation rates among our EL, Foster Youth, and SED students. These actions are being provided district-wide to maximize their impact on improving overall student performance.	Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase Graduation Rate Increase CAST performance

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): Saw a 10.4 percentage point increase in graduation rate (to 67.3%) However, both ELA and Math performance continue to decline, overall declining by 9.3 percentage points in ELA DFS (to 138.5 points below standard) and by 4.8 in Math DFS (to -164.6), indicating a strong need for focused academic intervention. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. English Learners (EL): Improved in Math (DFS: -123.4) with an increase of 6.1 percentage points since the 2023 baseline, but remained relatively flat with a .7 percentage point decline in ELA DFS (to -108.2) and a modest overall increase of 2.1-percentage points in graduation rate (to 72.8%). While not noted in the above data, it's important to note that overall English Learner Progress Indicators are red on the 2025 CA Dashboard, with only 33.8% of English Learners (5,410 students) progressing at least one ELPI level - a decrease of 6%. Worse still, only 30.9% of Long-Term English Learners (1,385 students) are progressing at least one ELPI level - a decrease of 7.1%. With the above data, this		

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
	clearly indicates an important area of focus for the coming school year. Socioeconomically Disadvantaged Students (SED): Improved in all areas, with an increase of 8.4 percentage points in Math DFS (to -105.1), a 2.6 point increase in ELA DFS (to -80.1), an overall gain of 1.2 percentage points for students meeting or exceeding standard (4.69%) on the CAST (clearly an area for significant improvement and therefore focus) and a 2.8 percentage point increase in graduation rate, reaching 84.1%. These trends highlight mixed results with slow but steady improvement particularly for SED students and overall improvement in Grad Rates for all student groups in the UPC. However, it continues to reinforce the need for deep and meaningful academic support, particularly for English Learners and Students with Disabilities. **Scope:** LEA-wide		
2.2	**Action:** Employee Recruitment & Retention **Need:** A review of the difference from the most current student group data to baseline data across SBAC English Language Arts (ELA), SBAC Mathematics, Graduation Rates and CAST scores reflected a mixed picture of	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	Increase Teacher Attendance Rate Increase Credential/Qualification Rate Increase Teacher Years of Service/Experience Increase Competitive Compensation

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	stabilization, modest growth, and continued need for targeted support. Foster Youth (FY): Demonstrated primarily flat progress across all indicators, with an overall 4.8 percentage point decline in ELA (currently 149.6 points below standard), a 28.3 decrease in Math DFS (currently 217 points below standard), a slight increase of .89 on the CAST and an overall 16.2 percentage point decrease in Graduation Rate since 2023, down to 43.8%. Students with Disabilities (SWD): Saw a 10.4 percentage point increase in graduation rate (to 67.3%) However, both ELA and Math performance continue to decline, overall declining by 9.3 percentage points in ELA DFS (to 138.5 points below standard) and by 4.8 in Math DFS (to -164.6), indicating a strong need for focused academic intervention. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. English Learners (EL): Improved in Math (DFS: -123.4) with an increase of 6.1 percentage points since the 2023 baseline, but remained relatively flat with a .7 percentage point decline in ELA DFS (to -108.2) and a	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 Credentialed Teachers for each classroom

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	modest overall increase of 2.1-percentage points in graduation rate (to 72.8%). While not noted in the above data, it's important to note that overall English Learner Progress Indicators are red on the 2025 CA Dashboard, with only 33.8% of English Learners (5,410 students) progressing at least one ELPI level - a decrease of 6%. Worse still, only 30.9% of Long-Term English Learners (1,385 students) are progressing at least one ELPI level - a decrease of 7.1%. With the above data, this clearly indicates an important area of focus for the coming school year. Socioeconomically Disadvantaged Students (SED): Improved in all areas, with an increase of 8.4 percentage points in Math DFS (to -105.1), a 2.6 point increase in ELA DFS (to -80.1), an overall gain of 1.2 percentage points for students meeting or exceeding standard (4.69%) on the CAST (clearly an area for significant improvement and therefore focus) and a 2.8 percentage point increase in graduation rate, reaching 84.1%. These trends highlight mixed results with slow but steady improvement particularly for SED students and overall improvement in Grad Rates for all student groups in the UPC. However, it continues to reinforce the need for deep and meaningful academic support, particularly for English Learners and Students with Disabilities. **Scope:**		

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	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 ELA (to -136.7 DFS) and a 2.9-point decline in Math (to -162.7 DFS), indicating a continued	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 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
	need for intensive instructional support. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. 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		

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	teaching, and inclusive intervention systems will be critical to closing persistent opportunity and achievement gaps. **Scope:** 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	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
	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. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. 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		

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	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:** 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	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 ELA Performance on SBAC Increase Math Performance on SBAC Increase CSU/US eligible student percentage 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 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
	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 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. Because 73.4% of students with		

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	disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. 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 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	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,	Increase ELA Performance on SBAC Increase Math Performance on SBAC Increase college/career preparedness Increase EL Reclassification rate Increase A-G eligibility 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
	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 Math (to -162.7 DFS), indicating a continued need for intensive instructional support. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. English Learners (EL): Maintained performance in Math with a 1-point gain (to -128.5 DFS), but experienced a 3.3-point	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 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

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	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:** LEA-wide		
3.5	**Action:** Multilingual Program Support **Need:** Through Program 1102, WCCUSD continues to prioritize the academic growth and language	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.	Increase by 1 ELPI Level 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
	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 34.6% of ELs progressed by at least one ELPI level, this is lower than the previous year (39.8%). While Level 4 proficiency decreased from 13.2% to 1%, the percentage of students progressing at Level 1 (42%) and Level 2 (34%) increased to a three year high. Progress on reducing Long-Term English Learners (LTELs) was mixed: the total number of LTELs declined from 1,682 to 1344. The percentage of "At-Risk" LTELs also decreased 15.8% to 12%, indicating that while some students are exiting EL status, others remain in need of stronger, targeted interventions. The mid-year 2025–26 reclassification rate fell to 5%, below the prior year's 12.8%, pointing to ongoing challenges in sustainable progress and accelerating language proficiency at all proficiency levels. iReady data reinforces these trends. In grades K–8, English Learners demonstrated moderate progress in Math, with 23% of students early on grade level or higher compared to 16% the	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 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 2026-2027, we will continue 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	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

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	previous year. In Reading there was slight growth from 17th% to 18% early on grade level or higher in the spring assessment. This indicates that even though there is evidence of growth it is not equitably shared among all English Learner proficiency levels. In High School showed there was also evidence of growth into the early on grade level or higher. Math tripled growth from 3% to 9% and Reading doubled growth from 6% to 12%. These patterns suggest a need to continue to bridge instructional coherence between elementary and secondary, with particular attention to literacy acceleration in content-rich classrooms. 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:** Schoolwide	assessments , including mClass lectura and amplify caminos.	
3.6	**Action:** Evaluation & Program Monitoring **Need:**	To address these needs, the evaluation and monitoring program provides site-based/central program training and continuous support to program directors, school administration, and	Increase by both CTE & A-G Requirements Increase ELA Performance on SBAC

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	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 Math (to -162.7 DFS), indicating a continued need for intensive instructional support. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined	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 Math Performance on SBAC 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

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	academic and social-emotional needs and promote equitable access to high-quality learning. 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:**		

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	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 Math (to -162.7 DFS), indicating a continued	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

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	need for intensive instructional support. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined academic and social-emotional needs and promote equitable access to high-quality learning. 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		

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		
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%. Because 73.4% of students with disabilities are socioeconomically disadvantaged, including students with disabilities in Increased or Improved Services ensures that support strategies are responsive to their combined	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
	academic and social-emotional needs and promote equitable access to high-quality learning. 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, 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		

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
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%. **Scope:** LEA-wide	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

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). English Learner Progress Indicator (ELPI) data showed that 34.6% of ELs progressed by at least one ELPI level, this is lower than the previous year (39.8%). In I-Ready local metric assessments grades K–8, English Learners demonstrated moderate progress in Math, with 23% of students early on grade level or higher compared to 16% the previous year. In Reading there was slight growth from 17th% to 18% early on grade level or higher in the spring assessment. In High School showed there was also evidence of growth into the early on grade level or higher. Math tripled growth from 3% to 9% and Reading doubled growth from 6% to 12%. Graduation rate for our EL students increased by 3.2% to 72.8% in 24-25.	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 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.	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
	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)		

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	1:280	1:139
Staff-to-student ratio of certificated staff providing direct services to students	1:22	1:19

2026-27 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	$277,147,514	66,653,790	24.050%	0.000%	24.050%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$66,653,790.00	$9,622,466.87	$0.00	$10,719,043.00	$86,995,299.87	$78,917,732.87	$8,077,567.00

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		$13,665,666.87	$198,000.00	$8,260,386.00	$5,603,280.87	$0.00	$0.00	$13,863,666.87	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		$3,215,523.00	$178,000.00	$648,523.00		$0.00	$2,745,000.00	$3,393,523.00	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		$1,829,026.00	$1,182,500.00	$3,011,526.00	$0.00	$0.00	$0.00	$3,011,526.00	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		$6,504,625.00	$0.00	$6,504,625.00	$0.00	$0.00	$0.00	$6,504,625.00	0.0
2	2.2	Employee Recruitment & Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,866,581.00	$285,000.00	$20,165,841.00	$0.00	$0.00	$985,740.00	$21,151,581.00	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		$2,500,000.00	$4,300,000.00	$2,300,000.00	$0.00	$0.00	$4,500,000.00	$6,800,000.00	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		$10,557,998.00	$0.00	$7,042,441.00	$3,515,557.00	$0.00	$0.00	$10,557,998.00	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		$7,888,513.00	$10,160.00	$7,898,673.00	$0.00	$0.00	$0.00	$7,898,673.00	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		$1,641,877.00	$491,400.00	$1,468,253.00			$665,024.00	$2,133,277.00	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 K-6		$335,000.00	$6,000.00	$275,000.00	$66,000.00			$341,000.00	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		$1,578,478.00	$1,040,123.00	$2,008,697.00	$0.00	$0.00	$609,904.00	$2,618,601.00	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		$522,966.00	$10,000.00	$532,966.00	$0.00	$0.00	$0.00	$532,966.00	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		$4,610,045.00	$0.00	$4,610,045.00	$0.00	$0.00	$0.00	$4,610,045.00	0.0
5	5.1	English Language Learner Support	English Learners Foster Youth Low Income English Learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$1,909,989.00	$14,200.00	$1,626,814.00	$84,000.00	$0.00	$213,375.00	$1,924,189.00	0.0
5	5.2	African American Student Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$1,056,445.00	$243,555.00	$300,000.00			$1,000,000.00	$1,300,000.00	0.0
5	5.3															0.0
6	6.1															0.0
6	6.2								$0.00	$0.00		$0.00			$0.00	0.0
6	6.3								$0.00	$0.00		$0.00			$0.00	0.0
6	6.4															0.0
6	6.5															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
7	**7.1**	1.0 Assistant Principal	All	No			Specific Schools: Sylvester Greenwood Academy		$190,000.00	$0.00		$190,000.00			$190,000.00	0.0
7	**7.2**	Classified Extra Hours	All	No			Specific Schools: Sylvester Greenwood Academy		$45,000.00	$0.00		$45,000.00			$45,000.00	0.0
7	**7.3**	Study Trips	All	No			Specific Schools: Sylvester Greenwood Academy		$0.00	$20,000.00		$20,000.00			$20,000.00	0.0
7	**7.4**	Professional Conferences	All	No			Specific Schools: Sylvester Greenwood Academy		$0.00	$5,288.00		$5,288.00			$5,288.00	0.0
7	**7.5**	Materials & Supplies	All	No			Specific Schools: Sylvester Greenwood Academcy		$0.00	$93,341.00		$93,341.00			$93,341.00	
7	**7.6**		All	No												
7	**7.7**								$0.00	$0.00		$0.00			$0.00	0.0
8	**8.1**								$0.00	$0.00		$0.00			$0.00	
8	**8.2**								$0.00	$0.00		$0.00			$0.00	
8	**8.3**								$0.00	$0.00		$0.00			$0.00	
8	**8.4**								$0.00	$0.00		$0.00			$0.00	

2026-27 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
$277,147,514	66,653,790	24.050%	0.000%	24.050%	$66,653,790.00	0.000%	24.050 %	**Total:**	$66,653,790.00
								LEA-wide Total:	$64,751,976.00
								Limited Total:	$1,626,814.00
								Schoolwide Total:	$275,000.00

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	$8,260,386.00	0.0
1	**1.2**	Parent Engagement & Volunteer Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$648,523.00	0.0
1	**1.3**	Whole Child Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,011,526.00	0.0
2	**2.1**	Additional Staff for Identified schools with high % UPC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,504,625.00	0.0
2	**2.2**	Employee Recruitment & Retention	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,165,841.00	0.0
3	**3.1**	Allocations to Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,300,000.00	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	$7,042,441.00	0.0
3	3.3	Secondary School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,898,673.00	0.0
3	3.4	Supplemental Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,468,253.00	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 K-6	$275,000.00	0.0
3	3.6	Evaluation & Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,008,697.00	0.0
3	3.7	Professional Development & Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$532,966.00	0.0
4	4.1	Multitiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,610,045.00	0.0
5	5.1	English Language Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,626,814.00	0.0
5	5.2	African American Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$300,000.00	0.0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$66,661,083.00	$66,844,296.00

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	$8,436,923	$8,436,923
1	**1.2**	Parent Engagement & Volunteer Outreach	Yes	$2,264,340	$2,283,692
1	**1.3**	Whole Child Education	Yes	$3,272,320	$3,272,320
2	**2.1**	Additional Staff for Identified schools with high % UPC	Yes	$5,600,879	$6,465,264
2	**2.2**	Employee Recruitment & Retention	Yes	$18,445,629	$18,445,629
3	**3.1**	Allocations to Schools	Yes	$3,825,004	$3,825,004
3	**3.2**	Elementary School Support	Yes	$6,481,545	$5,935,474
3	**3.3**	Secondary School Support	Yes	$7,158,464.00	$7,115,240
3	**3.4**	Supplemental Instructional Program	Yes	$2,435,694	$2,435,194
3	**3.5**	Multilingual Program Support	Yes	$485,656.00	$493,737
3	**3.6**	Evaluation & Program Monitoring	Yes	$716,672.00	$697,320

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	$661,791	$661,791
4	**4.1**	Multitiered System of Supports (MTSS)	Yes	$3,853,890	$3,692,552
5	**5.1**	English Language Learner Support	Yes	$1,576,751.00	$1,730,008
5	**5.2**	African American Student Support	Yes	$304,482.00	$304,982
6	**6.1**	Elementary Vice Principal	No	$185,695.00	$185,695
6	**6.2**	Instructional Specialist - Culture/Climate	No	$183,868.00	$183,868
6	**6.3**	Instruction Support/Coach - Math	No	$34,229.00	$34,229
7	**7.1**	1.0 Assistant Principal Teaching & Learning	No	$190,000.00	$190,000
7	**7.2**	1.0 FTE Assistant Principal Culture & Climate	No	$190,000.00	$190,000
7	**7.3**	Clerk Extra Hours	No	$35,000.00	$35,000
7	**7.4**	Study Trips	No	$5,000.00	$5,000
7	**7.5**	Professional Conferences	No	$5,000.00	$5,000
7	**7.6**	Extra Classified Hours	No	$5,000.00	$5,000

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	**7.7**	Material & Supplies	No	$15,962.00	$12,900
8	**8.1**	Dropout Prevention and Chronic Absenteeism Intervention	No	$78,055.00	$66,297
8	**8.2**	Targeted English Language Development Support	No	$35,896.00	$24,954
8	**8.3**	Class Size Reduction and Early Learning Personalization	No	$122,661.00	$81,347
8	**8.4**	Roving Substitute for Instructional Continuity and Flexibility	No	$54,677.00	$29,876

2025-26 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)
$65,795,130	$65,499,671.00	$65,795,130.00	($295,459.00)	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	$8,429,724.00	$8,436,923	0.0	
1	1.2	Parent Engagement & Volunteer Outreach	Yes	$848,259.00	$2,283,692	0.0	
1	1.3	Whole Child Education	Yes	$3,052,594.00	$3,272,320	0.0	
2	2.1	Additional Staff for Identified schools with high % UPC	Yes	$6,411,554.00	$6,465,264	0.0	
2	2.2	Employee Recruitment & Retention	Yes	$18,123,706.00	$18,445,629	0.0	
3	3.1	Allocations to Schools	Yes	$3,800,000.00	$3,825,004	0.0	
3	3.2	Elementary School Support	Yes	$7,461,147.00	$5,935,474	0.0	
3	3.3	Secondary School Support	Yes	$7,158,336.00	$7,115,240	0.0	
3	3.4	Supplemental Instructional Program	Yes	$1,917,245.00	$2,435,194	0.0	
3	3.5	Multilingual Program Support	Yes	$398,712.00	$493,737	0.0	
3	3.6	Evaluation & Program Monitoring	Yes	$1,528,845.00	$697,320	0.0	
3	3.7	Professional Development & Collaboration	Yes	$618,714.00	$661,791	0.0	
4	4.1	Multitiered System of Supports (MTSS)	Yes	$3,885,453.00	$3,692,552	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	$1,561,269.00	$1,730,008	0.0	
5	**5.2**	African American Student Support	Yes	$304,113.00	$304,982	0.0	

2025-26 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)
270,197,126	$65,795,130	0%	24.351%	$65,795,130.00	0.000%	24.351%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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).

California Department of Education
November 2024