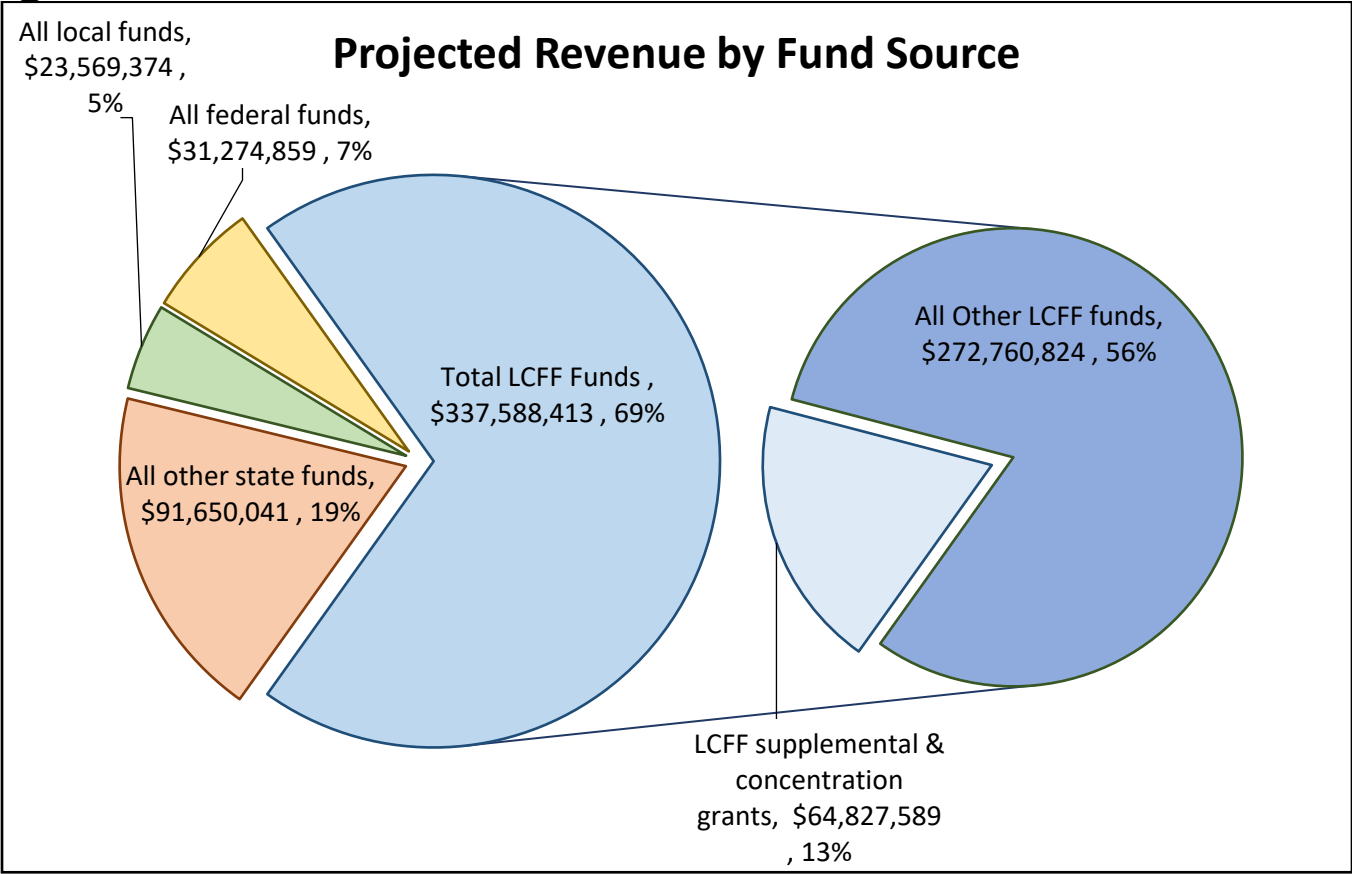


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: West Contra Costa Unified School District  
CDS Code: 07617960000000  
School Year: 2024-25  
LEA contact information:  
Dr. Kenneth Chris Hurst  
Superintendent  
chris.hurst@wccusd.net  
510-231-1104

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

## Budget Overview for the 2024-25 School Year

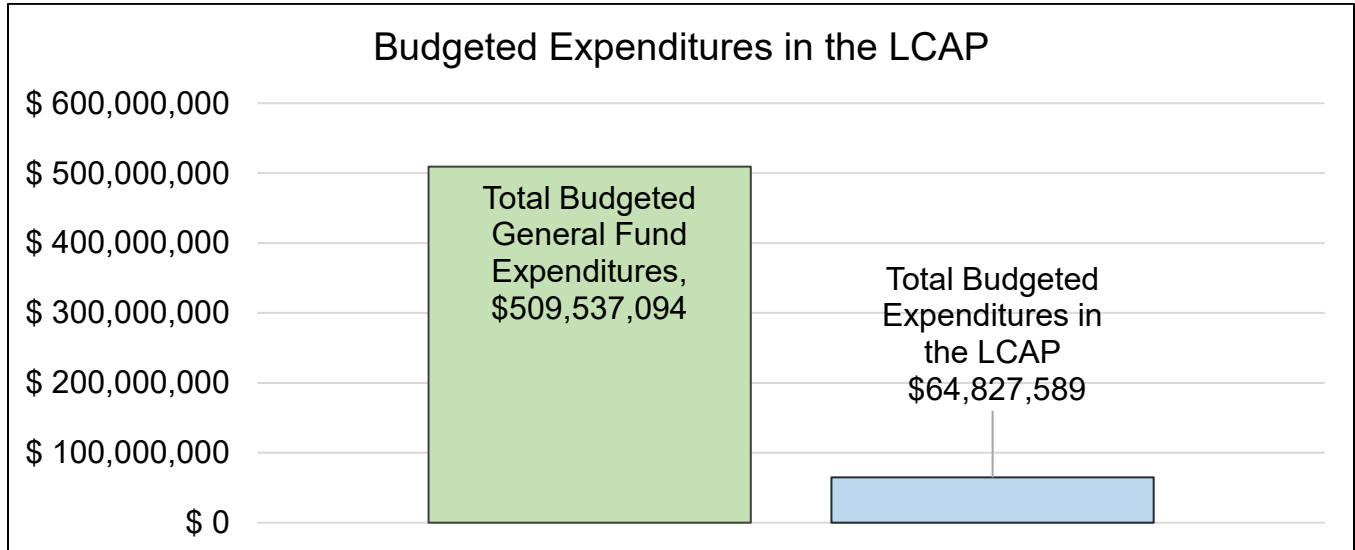


This chart shows the total general purpose revenue West Contra Costa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for West Contra Costa Unified School District is \$484,082,687, of which \$337,588,413 is Local Control Funding Formula (LCFF), \$91,650,041 is other state funds, \$23,569,374 is local funds, and \$31,274,859 is federal funds. Of the \$337,588,413 in LCFF Funds, \$64,827,589 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

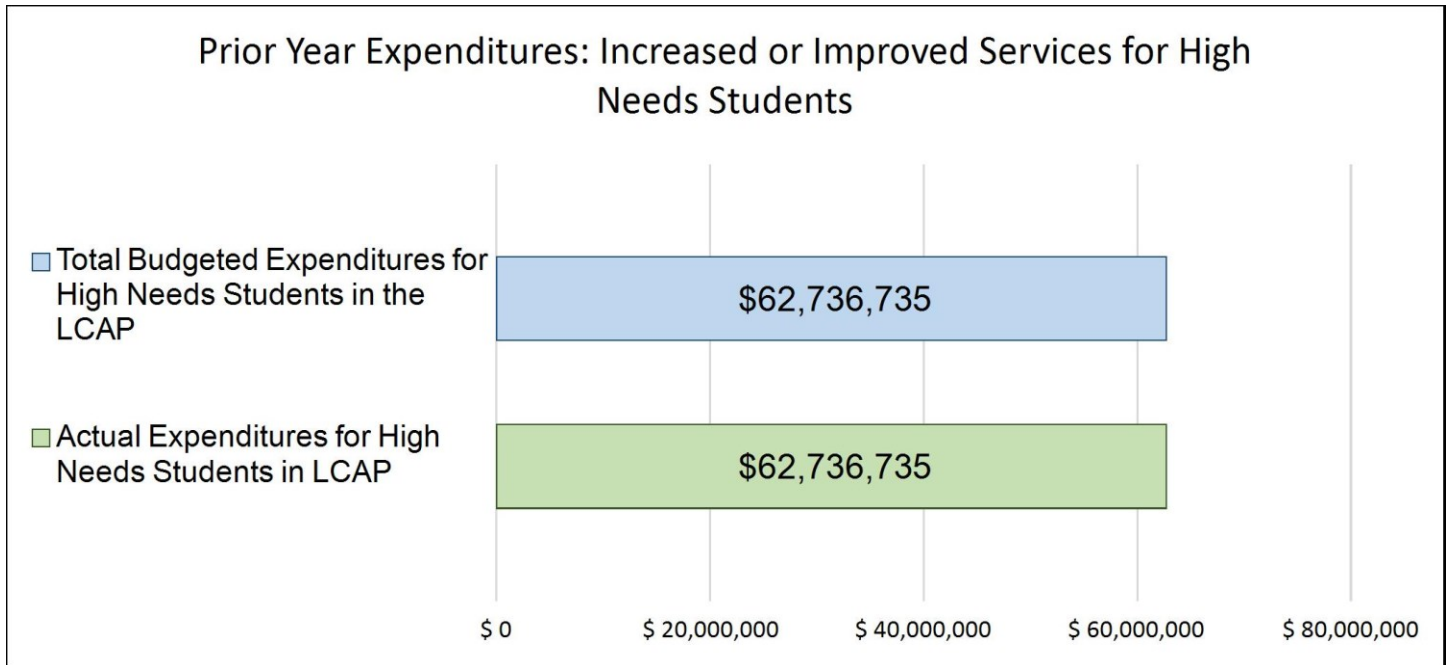
The text description of the above chart is as follows: West Contra Costa Unified School District plans to spend \$509,537,094 for the 2024-25 school year. Of that amount, \$64,827,589 is tied to actions/services in the LCAP and \$444,709,505 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, West Contra Costa Unified School District is projecting it will receive \$64,827,589 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 \$64,827,589 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 2023-24



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 2023-24, West Contra Costa Unified School District's LCAP budgeted \$62,736,735 for planned actions to increase or improve services for high needs students. West Contra Costa Unified School District actually spent \$62,736,735 for actions to increase or improve services for high needs students in 2023-24.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Contra Costa Unified School District	Dr. Kenneth Chris Hurst Superintendent	Chris.Hurst@WCCUSD.net 510-231-1104

## Goals and Actions

### Goal

Goal #	Description
1	Achieving Students: Deepen the implementation of quality learning, teaching and leadership practices in our classrooms and schools.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 100% of students with access to standards aligned materials (per Williams' certification)  Priority 1B - Basic Services	2019-20: 100% of students had access Fall 2019 Williams County Report	2021-22: 100% of students had access Fall 2021 Williams County Report	2022-23: 100% of students had access Fall 2022 Williams County Report	100% of students had access to standards aligned materials per fall 2023 COE Williams Reporting	100% of students will have access in 2023-2024
Increase score on CDE Self Reflection rubric (5 points scale) - Implementation of Standards annually toward a 2 point increase in 3 years  Priority 2B - Basic Services	19-20: rubric score of 15/25 points	21-22: rubric score of 9/25 points	2022-23: rubric score of 17/25 points	2023-2024 rubric score of 23/25	2 point increase on Self Reflection Rubric - Basic Services
Increase percent of students passing AP exams with a score of 3 or higher by 2% annually	2019-20: ALL: 46.62%; EL: N/A; LI: 40.5	2020-21 EOY: ALL: 40.67% AA: 21.21% EL: Data not available LI: Data not available	2021-22 EOY: ALL: 46% AA: 19% EL: Data not available LI: Data not available	2022-23 EOY All: 43.7% AA: 37.4% EL: NA LI: 30%	Increase percent of students passing AP exams by 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA), Special Ed (SPED), Foster Youth (FY)  Priority 4G - Pupil Achievement					
Increase number of facilities with Good / Exemplary rating by 2 schools annually as measured by County Facility Inspection Tool  Priority 1C - Basic Services	2019-20: 2 out of 29 Williams schools have facilities with ratings of Good / Exemplar	Fall 2021 County Williams FIT Report: 21 out of 29 schools have Good/Exemplary ratings  An increase of 19 schools with a Good/Exemplary	Fall 2022 County Williams FIT Report: 21 out of 26 schools have Good/Exemplary ratings	Fall 2023 County Williams FIT report: All 26 schools received Good/Exemplary facility ratings	Increase number of Williams schools with facilities with ratings of Good / Exemplar by 6 for a total of 8 Williams schools
Increase percent of students who successfully complete CTE and a-g courses from approved Pathways by 5% annually as measured by Power school reports	2019-20: 549 CTE Completers SED: 327 EL: 46 FY: 0 SPED: 38  19-20 a-g completers  New AMO for 2021-22	Completed A-G Requirements EOY 2020-21: All: 39.9% AA: 31.8% EL: 20.8% FY: 10.0% SED: 34.2% SPED: 13.9%	Completed A-G Requirements EOY 2021-22: All: 39.6% AA: 31.7% EL: 18.3% FY: 22.2% SED: 32.5% SPED: 13.4%	Completed A-G Requirements EOY 2022-23 All: 39% AA: 26.1% EL: 16.3% FY: 5.05 SED: 31.9% SPED: 11.7%	Increase percent of students who successfully complete a-g courses and CTE courses from approved Pathways by 15% as measured by Power school reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA), Special Ed (SPED), Foster Youth (FY)</p> <p>Priority 4C - Successful completion of CTE courses from approved pathways</p> <p>Priority 4D - Successful completion of a-g and CTE courses</p>		<p>Completed at Least One CTE Pathway EOY 2020-21</p> <p>All: 18.6%</p> <p>AA: 10.4%</p> <p>EL: 12.4%</p> <p>Foster Students: 10%</p> <p>Socioeconomically Disadvantaged: 18.6%</p> <p>SPED: 9%</p>	<p>Completed at Least One CTE Pathway (*calculation was different from years prior) EOY 2021-22</p> <p>All: 18.1%</p> <p>AA: 13.8%</p> <p>EL: 13.2%</p> <p>Foster Students: 0%</p> <p>Socioeconomically Disadvantaged: 19.4%</p> <p>SPED: 7.4%</p>	<p>Completed at Least One CTE Pathway EOY: 2022-23</p> <p>All: 18.15</p> <p>AA: 12.5%</p> <p>EL: 12.15</p> <p>FY: .10%</p> <p>SED: 19.3%</p> <p>SPED: 8.2%</p>	
<p>Increase score on CDE Self reflection tool (5 point scale) - Implementation of State Academic Standards annually toward a 2 point increase in 3 years</p> <p>Priority 2A - Implementation of State Standards</p> <p>Priority 2B- English Learner access to CCS and ELD standards</p>	2019-20: rubric score of 15/25 points	2021-22: rubric score of 9/25 points	2022-23: rubric score of 17/25 points		2 point increase on Self Reflection Rubric - Implementation of State Academic Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent of students who participate in, and demonstrate college preparedness pursuant to the SBAC Grade 11 Early Assessment Program (EAP) in English will increase by 2% annually</p> <p>Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA), Special Ed (SPED), Foster Youth (FY)</p> <p>Priority 4H - Pupil Achievement</p>	<p>2018-19: ELA: ALL: 32%; EL: 50%; LI: 24%</p> <p>Math: ALL: 19%; EL: 1%; LI: 11%</p>	<p>Data not available</p>	<p>2021-22:</p> <p>ELA: ALL: 44% AA: 23% EL: 6% HL: 37% SWD: 11% LI: 34%</p> <p>Math: ALL: 18% AA: 5% EL: 2% HL: 11% SWD: 1% LI: 11%</p>	<p>2022-23:</p> <p>ELA: ALL: 49% AA: 31% EL: 8% HL: 43% SWD: 13% LI: 42%</p> <p>Math: ALL: 18% AA: 9% EL: 0.3% HL: 9% SWD: 2% LI: 13%</p>	<p>Percent of students who participate in, and demonstrate college preparedness pursuant to the SBAC Grade 11 Early Assessment Program (EAP) in English will increase by 6%</p>
<p>Increase the percent of students moving up a level per ELPAC by 9% annually</p> <p>Priority 4E - English Learner progress towards English Proficiency</p>	<p>2018-19: Level 1: 25%; Level 2: 31%; Level 3: 33%; Level 4: 11%</p>	<p>2019 ELP baseline 44.5% ( New)</p> <p>English Learner progress indicator will be available again in Fall 2022</p> <p>Due to delay in access to the indicator the 4 summative ELPAC Levels are as follows:</p>	<p>DataQuest 21-22 Level 1:18.85% Level2: 30.66% Level 3: 35% Level 4:15.45%</p> <p>2022 ELP : 47% 2021-22 - Summative ELPAC scores: Level 1: 28.89% Level 2: 31.31%</p>	<p>2022-2023 DataQuest Level 1:20.73% Level2: 29.35% Level 3: 33.52% Level 4: 16.41%</p> <p>2022-23 - Summative ELPAC scores: Level 1: 33% Level 2: 31%</p>	<p>Increase the percent of students moving up a level per ELPAC by 27%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020-21 Summative ELPAC scores: Level 1: 28.08% Level 2: 30.74% Level 3: 30.08% Level 4: 11.15%  ELP will be reported moving forward 2019-20 ELPI baseline for Growth 44.5% (New) 42.3 + 2.3= 44.6%	Level 3: 28.50% Level 4: 11.30%  2022 ELPI Different Metric 44.8 Progreded 1 L 2.2 Maintains L at 4 35.5 Maintained at 1,2,3, 17.5 Decreased 1 L	Level 3: 27% Level 4: 9%  2023 ELPI Different Metric 40.2 Progreded 1 L 0.5 Maintains L at 4 40.1 Maintained at 1,2,3, 19.2 Decreased 1 L	
Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district-wide for ALL students and ELs by 15 % annually (an average of 80 students per school moving into meet or exceeded standard)  Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA),	2018-19: ELA: ALL: 35.16 % EL: 5.48% LI: 6.83% AA: 20.52% Homeless: 20.52%  Math: ALL: 23.94%; EL: 5.38% LI: 23.94% AA: 10.42% Homeless: 12.97%	STAR Renaissance Percentage of students meeting or exceeding the State Benchmark Fall 2021:  Reading All: 36.4% AA: 25.5% EL: 7.40% SWD: 8.9%  Math All: 23.6% AA: 10.6% EL: 6.0% SWD: 5.0%	2021-22 - SBAC Reading: ALL: 32% EL: 5.74% LI: 22% AA: 19% Homeless: 22% Foster: 15% SWD: 9%  Math: ALL:21% EL: 4.33% LI: 12% AA: 8% Homeless:12% Foster: 14% SWD: 7%  Winter STAR 2022-23 Reading:	2022-23 - SBAC ELA All: 32.5% EL: 5% LI: 22% AA: 20% Homeless: 15.7% Foster: 10.5% SWD: 9.5%  Math: All: 22.4% EL: 4.3% LI: 13.3% AA: 9.4% Homeless: 6.5% Foster: 5.6% SWD: 7.35%	Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district-wide for ALL students and ELs by 45 % (an average of 240 students per school moving into meet or exceeded standard)  COVID alternate assessment: ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will increase by 30+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Special Ed (SPED), Foster Youth (FY)</p> <p>COVID alternate assessment: ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will increase by 10% annually Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 10% annually</p> <p>Increase CAASPP - Alternate assessment (CAA) scores for Special Ed students District-wide annually by 15%</p> <p>Priority 4A- Pupil Achievement Unduplicated Pupils Priority 8A- Other Pupil Outcomes</p>			<p>ALL: 38% EL: 6% LI: not reported AA: 26% Homeless: 25% Foster: 14% SWD:14%</p> <p>Math: ALL: 23% EL: 6% LI: not reported AA: 10% Homeless: 13% Foster: 13% SWD:7%</p>	Winter local Assessment not available	Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 30%
English Learner reclassification rate will increase 9%	2019-20: 9.9 %	2020-21: 3.0%	Elevation internal district data in lieu of	Mid Year 23-24: 6.9%	English Learner reclassification rate will increase 27% as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>annually as measured by Dataquest reports</p> <p>Priority 4F - Pupil Achievement</p>			<p>unavailable CDE report:</p> <p>2018-19: 12%</p> <p>2019-20: 2%</p> <p>2020-21: 2%</p> <p>2021-22: 7%</p>		<p>measured by Dataquest reports</p>
<p>Increase percentage of students with UC/CSU eligible A-G credits by 5% annually as measured by Dataquest reports</p> <p>Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA), Special Ed (SPED), Foster Youth (FY)</p> <p>Priority 4B - Pupil Achievement</p>	<p>2019-20:</p> <p>ALL: 47% met;</p> <p>EL: 25.8%</p> <p>LI: 39.8%</p>	<p>2019-20 Updated Baseline for Student Groups:</p> <p>AA: 41.0%</p> <p>Homeless: 24.0%</p> <p>FY: 25.0%</p> <p>SWD: 15.1%</p> <p>20-21:</p> <p>ALL: 49.9%</p> <p>AA: 38.9%</p> <p>EL: 30.4%</p> <p>Homeless: 29.2%</p> <p>FY: 25.0%</p> <p>SWD: 23.0%</p> <p>LI: 43.3%</p>	<p>2021-22 Dataquest</p> <p>ALL: 49%</p> <p>AA:39.60%</p> <p>EL: 27.20%</p> <p>LI: 41.3%</p> <p>Homeless: 37.60%</p> <p>FY: 28.60%</p> <p>SWD: 22.20%</p>	<p>2022-23</p> <p>All: 39%</p> <p>AA: 26.1%</p> <p>EL: 16.3%</p> <p>LI: 31.9%</p> <p>Homeless: 16.4%</p> <p>FY: 5.0%</p> <p>SWD: 11.7%</p>	<p>Increase percentage of students with UC/CSU eligible A-G credits by 15% as measured by Dataquest reports</p>
<p>Maintain "green" performance level on California Schools Dashboard for graduation rate and increase by 2% annually as measured by Dataquest reports</p>	<p>2019-20:</p> <p>"Green " status of California's Schools Dashboard</p> <p>19-20 Grad Rate: 79.1%</p> <p>4 year adjusted cohort rate,</p>	<p>2020-21:</p> <p>"Green" status info is not available Spring 2022</p> <p>Combined 4 and 5 years</p> <p>All: 83.1%</p>	<p>2021-22:</p> <p>Status: Medium</p> <p>Combined 4 and 5 years:</p> <p>ALL: 84.10%</p> <p>AA: 82.60%</p> <p>EL: 71%</p> <p>Homeless: 79.10%</p>	<p>2022-23</p> <p>Status: Yellow</p> <p>All: 83.85</p> <p>AA: 82.1%, Yellow</p> <p>EL:70.7%, Orange</p> <p>Homeless: 74.2%, Yellow</p> <p>Foster Youth: 60%, Red</p>	<p>Maintain "green" performance level on California Schools Dashboard for graduation rate Green and increase by 6% to 85.1 % Grad rates measured by Dataquest reports</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E - Pupil Engagement	79.8 % combined 4 & 5 years		Foster Youth: 66.70% SWD: 62.10% LI: 81.90%	SWD: 56.9%, Red LI: 81.3%, Yellow	
Maintain 100% of WCCUSD students are enrolled in required core subject areas and a broad course of study annually (including social science, science, health, PE, VAPA, world language ,math and English) as measured by analysis of master schedules of students in grades 7-12. Data to include disaggregated information for: English Learners Low Income Foster Youth Special Needs  Priority 7A - Course Access Priority 7B - Course Access: unduplicated pupils 7C - Course access students with exceptional needs	2019-20: 100% of WCCUSD students are enrolled in required core subject areas and a broad course of study annually (including social science, science, health, PE, VAPA, world language ,math and English) as measured by analysis of master schedules of students in grades 7-12.	2020-21: 100%	2021-22: 100%	2022-23 100%	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study annually (including social science, science, health, PE, VAPA, world language ,math and English) as measured by analysis of master schedules of students in grades 7-12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase college preparedness for all students by 3% annually as measured by the California Dashboard College/Career indicator</p> <p>Results to be disaggregated by student group: Low Income (LI), English Learner (EL), African American (AA), Special Ed (SPED), Foster Youth (FY)</p> <p>Priority 4H - Pupil Achievement</p>	<p>2019-20: Increased by 2.6% from 37.4% in 2018-19</p>	<p>Results to be by student subgroup in year 1 outcome, year 1 data not available because CCI not calculated by CDE due to COVID.</p>	<p>Data not available because CCI is not calculated by CDE</p>	<p>2022-23 34.1% Prepared</p>	<p>Increase college preparedness for all students by 9% as measured by the California Dashboard College/Career indicator</p>

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The following is a review of LCAP programs to support the 23-24 academic school year.

### Action 1.1 - Program 1024 (Internationals and Newcomers)

The newcomer model supports English learners who have recently moved to the US and have been in the country for less than two years, three years if you are a Student with Limited or Interrupted Formal Education (SLIFE). This program intends to support newcomer students and their families to ensure each student receives the appropriate services and resources to enhance English language proficiency. The program budget includes teachers to specifically support ELs, a contract for professional development and support for the Internationals program, and counseling support for students. Newcomer models will be maintained at Helms Middle School, Richmond High School, and DeJean and Kennedy High School

**Action 1.2 - Program 1102 (Dual Immersion):**

The Dual Language Immersion programs offer a rich bilingual experience for learners. Instruction is divided between two high-quality, creative classrooms: one in English and one in the program's language. The focus is developing and nurturing bilingual English, Spanish, and Mandarin classroom settings. Stipends are provided to teachers assigned to dual immersion teachers with a BCLAD credential. The focus of these actions and services is specifically designed to recruit and maintain DLI teachers who meet the needs of dual immersion programs. The program budget includes teachers to specifically support ELs, a contract for professional development and support for the Internationals program, and counseling support for students.

**Action 1.6 - Program 1250 (Elementary School Support)**

This program provides additional staff support for instructional programs at the elementary level. This work focuses on increasing access to additional resources to enhance learning through smaller class sizes and expanded programming. This program aims to provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn. The desired outcomes of this program will provide interventions to support increased learning opportunities and improved academic performance. For 2023-24, this program provided 39.53 FTE to support the elementary school programs.

**Action 1.7 - Program 1251 (Secondary School Support )**

This program provides additional staff support and improved access to courses. It aims to provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn. This program provides additional teachers and school counselors to improve educational outcomes and increase student opportunities. The desired outcomes of this program will be interventions to support increased learning opportunities and improved academic performance. For 2023-24, this program provided 11.0 FTE to support additional school counselors at our secondary schools and 13.8 FTE to support teaching positions at the secondary level.

**Action 1.11 - Program 4230 (Visual and Performing Arts Programs)**

Throughout the year, this program supported elementary and secondary school teachers in music, visual art, theater arts, dance, and media arts across grade levels from 4th grade to 12th grade. We also provided professional development in using the arts as a vehicle for instruction and skill building for classroom teachers to increase student exposure to the arts at every grade level. Reflecting on the 2023-24 school year, we have been able to provide material supplies and personal support for all of our Arts teachers in both Elementary and Secondary schools. We have also been able to retain our cadre of teachers across grade levels and have continued to grow the number of students enrolled in our Arts programs.

**Action 1.14 - Program 5260 (Evaluation and Program Monitoring)**

For 2023-24, we provided a robust support structure for all aspects of the LCAP. This program supports all budgetary program planning efforts for both the District/Central office Department level and school sites. These efforts included data review, program planning, and solid budget/fiscal management practices aligned with these programs.

**Action 1.16 - Program 0000 (Site Funding to Implement School Plan for Student Achievement (SPSA))**

Each school site within WCCUSD receives LCFF funds to address the needs of the unduplicated subgroups at their school site. Each site develops its SPSA goals through data analysis, identifying and prioritizing needs, setting goals, planning actions, and leveraging resources to meet those goals and improve student outcomes. The SPSA includes strategies, actions, and interventions that support increased learning opportunities and academic achievement. Sites describe how to use these funds in their LCAP-aligned annual School Plan for Student Achievement (SPSA).

**Action 1.18 - Program 1261 (International Baccalaureate)**

The International Baccalaureate is a high school program with an embedded college prep curriculum. The IB program encourages students to think beyond the boundaries of their communities and see themselves as members of a global society. The International Baccalaureate (IB) Diploma Program is an intense curriculum for high school juniors and seniors emphasizing intercultural understanding and enrichment. The IB has six main areas of study: language and literature, language acquisition, individuals and societies, experimental sciences, mathematics and computer science, and the arts. In the past year, we have expanded the program, trained teachers, moved more students into higher learning courses, and engaged students in the program at all three campuses. This program's actions and services include hiring staff to support scheduling, coaching and professional development, assessments, and other needs to support centering and strengthening relationships that increase academic performance among all students.

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.

**Action 1.6 - Program 1250 (Elementary School Support)** This program was intended to provide additional support for elementary programs, particularly for TK students and students in grades 4-6 across the District. Unfortunately, due to high teacher vacancies, the implementation of support for the upper elementary grades was not as robust as initially expected.

**Action 1.16—Program 0000 (Allocations to Schools):** Based on a review of expenditures within our fiscal systems, as of the third interim, school sites had a remaining balance of \$1,054,936. We continue to work with our school sites to develop allocable strategies, interventions and supports to provide services to our foster youth, English Learners, and Socio-Economically disadvantaged students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

**Action 1.1 - Program 1024 (Internationals and Newcomers): " Effective & Adapt"**

The EL High School Graduation Rates have almost doubled in the last four years, increasing graduation from 48% to 90% for Newcomer Academy Students. Secondary International Models in RHS, HELMs, and Kennedy will be sustained. Adaption includes continuing to explore the option of an elementary newcomer model and academy at DeJean Middle School."The program budget provides for teachers to



specifically support ELs, a contract for professional development and support for the Internationals program, and counseling support for students.

#### Action 1.2 - Program 1102 (Dual Immersion): " Effective & Adapt"

Ten schools offer DLI options throughout the district, primarily in Spanish/English and one in Mandarin/English. Two schools are full DLI (Washington and WCM). Both sites extend to K-8. Students learn and grow to become bilingual and bi-literate. Washington and Grant have started training in the SEAL model, and WCM has implemented the IB program. There is also a DLI PAC where there has been discussion on how to support DLI at the secondary level and consider discussing with sites the possible transition from two tracks to a full DLI model. Teacher shortage affects the staffing in DLI programs, considering teacher attrition and program expansion beyond 6th grade. While there is a teacher stipend to attract and retain teachers, there is a need for more cohesive professional development. Per the UTR contract, central PD is optional. Teachers collaborate at their sites, but we could schedule regular professional collaboration to build better alignment with other sites and the ELMA department. Current data does not fully reflect the actual learning of literate students. Assessments need to reflect and inform students' biliteracy trajectory; for instance, we want to implement running records (as benchmark assessments 3X/ year) in English and LOTE to monitor reading progress. EL student's data needs to be examined to see areas of strength and need.

#### Action 1.6 - Program 1250 (Elementary School Support) "Effective & Continue"

Explanation- ELA and Math are the cornerstone of our instruction. For ELA this year, we have focused on identifying a comprehensive curriculum that supports students in learning to read, comprehend, and think critically. Professional development for our Tier 2 strategies is SIPPS( Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words ). SIPPS is a foundational skills reading curriculum designed to help new and struggling readers in TK-6. The program's systematic scope and sequence provide a structured literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. Once students are equipped with these foundational skills, we focus on comprehension and writing critically, as outlined in the grade level standards. The ELSB (Early Learning Site Based Literacy Grant) schools are ending the grant for focused and targeted literacy support for the early learners TK-3. Certain schools will receive a grant for a Literacy/Reading Specialist to continue supporting targeted literacy efforts. A COP(Community of Practice) of these coaches will provide focus, support, and the sharing of Best practices and an opportunity to share learning across the system. A Tier 1 supplemental will support a more comprehensive approach to reading for elementary. In grades 6th-8th, the focus has been training in the comprehensive state-adopted program of Study Sync. It is an ELA platform that is print and online and provides an opportunity to include culturally relevant text. The program has integrated reading and writing. There are embedded skills lessons and writing that include the writing process. The online platform allows teachers and students to use formative assessments to provide immediate feedback and guidance. The program will be expanding to grades 6th-10th in the Fall. For Math - The support has consisted of dedicated coaching on best standards-based mathematical practices. The supplemental program of Zearn for Tk-6 and DESMOS for middle and high school have been centrally supported through coaching and professional development opportunities this school year. A math adoption has been completed for Elementary Math, and "Eureka Math" was the committee's vote. An adoption costs approximately 5M-6M. We cannot afford it at this time but will continue with the supplemental math programs of Zearn and Desmos until we can do so. ELA and Math-I-Ready were expanded this year through 8th grade and will grow through high school in the Fall. It is important to have a formative local indicator that monitors student progress and growth and informs areas of focus for teachers. We have also rolled out Educlimber as the data warehouse to inform instruction and create learning groups. Lastly, constant training for teachers( on curriculum and a deeper understanding of the standards), coaching, and targeted student support are key to continuous improvement. The IPG is also an integral part of our norming of rigorous instruction. Norming around practices and feedback will continue to lead to improvement. We do have schools and students that are



gaining skills. It is important to be consistent and focused. We can't keep changing year to year. This has been the year of alignment for our department as we focus on students and achievement.

**Action 1.6—Program 1250 (Elementary School Support) "Effective & Continue"**

ELA and Math are the cornerstone of our instruction. For ELA this year, we have focused on identifying a comprehensive curriculum that supports students in learning to read, comprehend, and think critically. Professional development for our Tier 2 strategies is SIPPS( Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words ). SIPPS is a foundational skills reading curriculum designed to help new and struggling readers in TK-6. The program's systematic scope and sequence provide a structured literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. Once students are equipped with these foundational skills, we focus on comprehension and writing critically, as outlined in the grade level standards. A Tier 1 supplemental will support a more comprehensive approach to reading for elementary. In grades 6th-8th, the focus has been training in the comprehensive state-adopted program of Study Sync. It is an ELA platform that is print and online and provides an opportunity to include culturally relevant text. The program has integrated reading and writing. There are embedded skills lessons and writing that include the writing process. The online platform allows teachers and students to use formative assessments to provide immediate feedback and guidance. The program will be expanding to grades 6th-10th in the Fall. For Math - The support has consisted of dedicated coaching on best standards-based mathematical practices. The supplemental program of Zearn for Tk-6 and DESMOS for middle and high school have been centrally supported through coaching and professional development opportunities this school year. A math adoption has been completed for Elementary Math, and "Eureka Math" was the committee's vote. ELA and Math-I-Ready were expanded this year through 8th grade and will grow through high school in the Fall. It is important to have a formative local indicator that monitors student progress and growth and informs areas of focus for teachers. We have also rolled out Educlimber as the data warehouse to inform instruction and create learning groups. Lastly, constant training for teachers( on curriculum and a deeper understanding of the standards), coaching, and targeted student support are key to continuous improvement. The IPG is also an integral part of our norming of rigorous instruction. Adaptation includes norming around practices, and feedback will continue to lead to improvement. We plan to continue providing support through staffing and program levels in 2024-25. The program's actions, interventions, and strategies provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support they need to learn. The desired outcomes of this program will provide interventions to support increased learning opportunities and improved academic performance.

**Action 1.7 - Program 1251 (Secondary School Support ) "Effective & Continue"**

This program provides additional staff support and improved access to courses. It aims to provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn. The desired outcomes of this program will be interventions to support increased learning opportunities and improved academic performance. This program provides additional teachers and school counselors to improve educational outcomes and increase student opportunities. For 2023-24, this program provided 11.0 FTE to support additional school counselors at our secondary schools and 13.8 FTE to support teaching positions at the secondary level.

**Action 1.7—Program 1251 (Secondary School Support): "Effective & Continue"**

Staff is focused on support for a targeted group of students, providing academic intervention and socio-emotional support. Support for programs for the targeted schools with high UPP is a focus of central staff support at Tier 2 or 3 levels; Targeted and consistent support over time yields outcomes and is deemed an effective strategy.

Action 1.11—Program 4230 (Visual and Performing Arts Programs) "Effective & Continue"

For 2023-24, we intend to combine this program's actions, interventions, and strategies with Program 4220 (Well-Rounded Learners). The coordinator supports all VAPA programs across k-12, Materials and Supplies for the arts: For example, Sheet Music that serves as the curriculum for Elementary - High School programs, Instrument repair services for district-owned instruments so students can participate in their music class (F requirement in high school), All Schools offer VAPA Programs or courses and high schools provide F requirement courses as part of A-G requirement. All Schools offer VAPA Programs or courses, and high schools provide F-requirement courses as part of the A-G requirement.

Action 1.14 - Program 5260 (Evaluation and Program Monitoring) "Effective & Continue"

For 2023-24, we provided a robust support structure for all aspects of the LCAP. This program supports all budgetary program planning efforts for both the District/Central office Department level and school sites. These efforts included data review, program planning, and solid budget/fiscal management practices aligned with these programs.

Action 1.16 - Program 0000 (Site Funding to Implement School Plan for Student Achievement (SPSA) "Effective & Continue"

Each school site within WCCUSD receives LCFF funds to address the needs of the unduplicated subgroups at their school site. Each site develops its SPSA goals through data analysis, identifying and prioritizing needs, setting goals, planning actions, and leveraging resources to meet those goals and improve student outcomes. The SPSA includes strategies, actions, and interventions that support increased learning opportunities and academic achievement. Sites describe how to use these funds in their LCAP-aligned annual School Plan for Student Achievement (SPSA). Most school sites effectively develop and implement strategies, interventions, and actions that support their LCAP-aligned SPSA goals.

Action 1.18 - Program 1261 (International Baccalaureate) "Effective & Adapt"

Data indicates that the IB program continues to grow in overall numbers and has a greater representation of the focal subgroups at the three sites. This directly results from the coordinators' continued support and professional development. This growth indicates that continuing on the current track will likely increase representation and the overall number of IB participants and graduates. The program's actions and services, including hiring staff to support scheduling, coaching and professional development, and assessments, will be included in Program 1251 ( Secondary School Support). "

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

For the 2024-25 LCAP, we aligned our LCAP goals with WCCUSD 24-27 Strategic Plan. Three goals identified in the Strategic Plan will guide the actions, strategies, and interventions of the 24-27 LCAP.

The following are the three goals that will be included in the 24-27 Strategic Plan:

1. Authentic Engagement.
2. Universal Systems & Structures.

### 3. Relentless Attention to Achievement, Agency, and Access.

The current goal #1: Achieving Students: Deepening the implementation of quality learning, teaching, and leadership practices in our classrooms and schools will not be part of the 24-25 LCAP. In addition, the 23-24 LCAP goals will be restructured to intensify the focus of our actions, interventions, and strategies to support growth in student academic performance.

Action 1.1—Program 1024 (Internationals and Newcomers) For 2024-25, we intend to combine the actions, interventions, and strategies that support English Language Learners into Program 4170 (English Language Learners Support).

Action 1.2 - Program 1102 (Dual Immersion). For 2024-25, we intend to continue to provide stipends for bilingual teachers and teachers in combo classes in dual language programs, teacher extra time for training, and a contract for professional development related to language acquisition for ELs. Reflecting on our past year, we provided our intended support for Dual Language Immersion teachers and instruction, such as stipends.

Action 1.6—Program 1250 (Elementary School Support) We plan to continue providing support through staffing and program levels in 2024-25. The program's actions, interventions, and strategies provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support they need to learn. The desired outcomes of this program will provide interventions to support increased learning opportunities and improved academic performance.

Action 1.7—Program 1251 (Secondary School Support) For the 2024-25 school year, this program will include Program 1120 ( College & Career), Program 1121 ( Academies & Pathways), and Program 1260 (International Baccalaureate). The desired outcomes of this program will be actions, interventions, and strategies to support learning opportunities and improved academic performance at the secondary level.

Action 1.8—Program 1270 (Early Literacy Support): For 2024-25, we intend to combine the actions, interventions, and strategies of this program with Program 1290 (Supplemental Instructional). The program's actions and services will improve our teachers' capacity to meet our students' literacy needs. These supports include Professional Development, Support for teachers and coaches, and early literacy assessment tools and measures to guide and inform instructional practices will be included in Program 1290 (Supplemental Instruction)

Action 1.11—Program 4230 (Visual and Performing Arts Programs) For 2024-25, we intend to combine this program's actions, interventions, and strategies with Program 4240 (Full Service Community School - Whole Child). The program's actions and services will provide meaningful experiences that foster critical thinking, inspire creative self-expression, and develop a lifelong appreciation of the arts.

Action 1.18—Program 1261 (International Baccalaureate): For 2024-25, we intend to combine the actions, interventions, and strategies of this program with Program 1251 (Secondary School Support). The program's actions and services, including hiring staff to support scheduling, coaching and professional development, and assessments, will be included in Program 1251 ( Secondary School Support).

We discontinued the Achieving Students goal for the 24-25 school year and will bring forth a new goal for 24-25. We look forward to aligning our actions, strategies, and interventions with the strategic plan, 24-27. For the 24-27 LCAP, we transition to a new goal focused on student achievement.

**RELENTLESS ATTENTION TO ACHIEVEMENT:** Provide all students with the foundational skills, opportunities, resources, and support to achieve excellence and self-determination in a multilingual, technological, and increasingly global world. Establish cross-agency partnerships that innovatively use resources to support the whole child and community.

**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.**

## Goals and Actions

### Goal

Goal #	Description
2	Thriving Employees: Maintain talented staff through compensation, supportive conditions and quality and personalized professional learning.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher absences, excluding for PD days, as measured by e-school, will decrease by 5% district-wide annually  WCCUSD Local Measure	2018-19: 29,166	2021-22: 17,091 (2021-22 will serve as the new baseline to ensure data comparability across the years as we move forward)	2022-23: 15,910	2023-24: 12,063	Teacher absences, excluding for PD days, as measured by e-school, will decrease by 15 % district-wide
Number of permit holders, as measured by credential records analysis, will decrease by 10% district-wide annually  WCCUSD Local Measure	2018-19: 93	2021-22: 25 * (2021-22 will serve as the new baseline to ensure data comparability across the years as we move forward) * permit defined as PIP/STSP	2022-23: 160	2023-24: 174	Number of permit holders, as measured by credential records analysis, will decrease by 30% district-wide
Increase % of staff with 3+ years of teaching experience by 3%, as measured	2018-19: 30%	2021-22: 87 % (2021-22 will serve as the new baseline to	2022-23: 84%	2023-24: 89%	Increase % of staff with 3+ years of teaching experience

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by seniority report annually  WCCUSD Local Measure		ensure data comparability across the years as we move forward)  Update data source to be UTR salary schedule step rather than seniority report			by 9%, as measured by seniority report
Maintain competitive staff salary packages, as measured by CalEdFacts - CDE annually  Statewide average Salaries for 2018-29:  Teacher Annual Salary - large district: Beginning: \$50,029 Midrange: \$77,680 Highest: \$102,143  School-Site Principal Annual Salary - large district Elementary: \$128,528 Middle: \$133,574 High : \$147,006  WCCUSD Local Measure	2018-19: Teacher Annual Salary - WCCUSD Beginning: (year 1-R-3) 57,998.09 Midrange (year 15-R-3): 80,816.34 Highest (year 27- R-3): \$104,087.84  School-Site Principal Annual Salary - large district Elementary (Step 4): \$113,293 Middle (Step): \$118,899 High (Step 4): \$132898	2021-22 Teacher Beg Salary- Y1,R3: \$57,333 Teacher Mid Salary- Y15,R3: \$88,366 Teacher High Salary- Y27,R3: \$103,799 Elementary Principal Step 4: \$121,860 Middle Principal Step 4: \$129,171 High Principal Step 4: \$144,106	2022-23: Teacher Beg Salary- Y1,R3: \$ 58,964 Teacher Mid Salary- Y15,R3: \$102,099 Teacher High Salary- Y27,R3: \$111,064 Elementary Principal Step 4: \$ 127,880 Middle Principal Step 4: \$ 136,922 High Principal Step 4: \$ 152,753	2023-24: Teacher Beg Salary - Y1, R3: \$63,386 Teacher Mid Salary - Y16, R3: \$102,740 Teacher High Salary - Y27, R3: \$119,394 Elementary Principal Step 4: \$134,728 Middle Principal Ste 4: \$142,812 High Principal Step 4: \$159,324	Maintain competitive staff salary packages, as measured by CalEdFacts - CDE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Positive staff responses to safe and positive school climate as measured by a survey of staff will increase district-wide by 5% annually</p> <p>Priority 6C - School Climate</p>	<p>2018-19 : Per Youth Truth Survey</p> <p>Baseline of positive responses:</p> <p>Culture (employee response): 26%</p> <p>Engagement (employee response): 32%</p> <p>Relationships (employee response): 29%</p> <p>Professional Development &amp; Support (employee response): 31%</p>	<p>California Healthy Kids survey data will be available in Fall 2022</p> <p>Spring of 2022:</p> <p>CHKS survey- Staff School is supportive, inviting place for students to learn:</p> <p>Elem: 96% MS: 89% HS: 89%</p> <p>School is a supportive place for staff to work</p> <p>Elem: 90% MS: 86% HS: 86%</p> <p>School is a safe place for students</p> <p>Elem: 92% MS: 76% HS: 76%</p>	<p>Spring of 2023:</p> <p>CHKS survey- Staff School is supportive, inviting place for students to learn:</p> <p>Elem: 94% MS: 86% HS: 81%</p> <p>School is a supportive place for staff to work:</p> <p>Elem: 86% MS: 83% HS: 70%</p> <p>School is a safe place for students:</p> <p>Elem: 88% MS: 70% HS: 66%</p>	In Progress	<p>Positive staff responses to safe and positive school climate as measured by a survey of staff will increase district-wide by 15%</p>
<p>Ensure 100% appropriately assigned and fully credentialed teachers district-wide as measured by credential records analysis</p>	<p>2018-19: 100%</p>	<p>Data is not available in Dataquest</p>	<p>Data not available in Dataquest</p>	<p>2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent ]</p> <p>Total # Teaching FTE: 1,362.2</p> <p>Clear: 78%</p>	<p>Maintain 100% appropriately assigned and fully credentialed teachers district-wide as measured by credential records analysis</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A - Basic Services				Out-of-Field (lacking subject matter competence): 3.3% Intern: 2.9% Ineffective (Short Term/Sub Permits): 9.9% Incomplete: 5.5%	

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

**Action 2.1—Program 2312 (Teacher Salary Increase)** The Board of Education has acknowledged the importance of retaining highly qualified teachers to provide high-quality instruction for EL, Low-Income students. These funds were designed to improve salary conditions for teachers across the District, thus increasing the likelihood that we will attract and retain highly qualified teachers. They were fully expended as intended.

**Action 2.2 - Program 2311 (Professional Development Classified Training)** For 2023-24, the programs were designed to support capacity building of paraprofessionals to meet student needs in Literacy. Reflecting on our past year, we fully implemented the programs as intended by offering training to build the capacity of paraprofessionals to support early literacy development.

**Action 2.3 - Program 2315 (Teacher Recruitment and Retention Support)** The teacher recruitment and retention program will provide enhanced support to ensure that WCCUSD can hire, train, and continue employment for highly effective teachers. The teacher residency program and our well-developed TIP/TSAP program support new teachers' growth and development with instructional practices guided by experienced mentors at WCCUSD. In addition, training will be provided on published policies, regulations, and protocols for new employee onboarding. This program supports actions, strategies, and interventions to enhance the recruitment and retention of classroom teachers and ensure that every student has access to highly qualified, fully credentialed teachers.

**Action 2.4 - Program 6110 (Collaboration and Professional Development)** WCCUSD staff have designed a coherent set of actions and services to meet the need[s] of teachers in-services of meeting the needs of students. Staff, curriculum training, and hiring are essential for improving learning conditions for students. This program supports administrative and instructional support teams for district-wide staff training, extra time for teachers to train, and program support material. Promote systems of regular instructional feedback with a focus on universal access to complex tasks and a school culture of perseverance. Implement professional development for all instructional leadership



teams 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. Utilize research-based observational guides such as the Instructional Practice Guide (IPG) to support observation and feedback on instructional practices. Structure communities of practice analyze multiple data sources to identify and scale promising practices in Tier 1 and 2 instruction that accelerate students' achievement from underrepresented groups and close persistent equity gaps.

Action 2.6—Program 4150 (E-Learning Support) This program supports a coordinator of Educational Technology and an EdTech Coach to help teachers and staff use technology to teach students effectively. E-learning programs provide practical use of technology that supports classroom instruction. E-learning allows students to understand concepts and topics through a technology-based learning platform. These actions and services of the E-Learning Support Program include funding educational technology-certificated staff, subscriptions for supplementary online instructional supports, curriculum, training, instructional support team for e-learning, stipends for teachers and facilitators to lead e-learning site programs, and teacher extra time for training.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1—Program 2312 (Teacher Salary Increase): "Effective & Continue"  
Looking at the Goal 2 data, including salary data, absenteeism rates, and maintaining teaching staff with 3+ years of experience, the data has increased slightly or remained relatively stable for this second year of LCAP implementation.

Action 2.3—Program 2315 (Teacher Recruitment and Retention Support) "Effective & Continue"  
WCCUSD acknowledges the need to retain highly qualified teachers who provide high-quality standard-based instruction with specific targeted support and interventions to support all underperforming students. The teacher residency program and our well-developed TIP/TSAP program supported new teachers' growth and development with instructional practices. The program provides experienced mentors to help them throughout the school year. For the 2024-25 school year, we intend to provide training on published policies, regulations, and protocols for new employee onboarding.

Action 2.6—Program 4150 (E-Learning Support): "Effective & Continue"  
The E-Learning Support Program has been a pillar of support for all sites in navigating the rapidly evolving field of technology-based learning. Its actions and services, which include funding educational technology-certified staff, subscriptions for supplementary online instructional supports, curriculum, training, and an instructional support team for e-learning, have been instrumental in ensuring a smooth transition. The program also provides stipends for teachers and facilitators to lead e-learning site programs, and extra time for teacher training, further demonstrating its commitment to continuous improvement. The TTLs are stipend teachers who work closely with the coordinator to facilitate

this rollout and other technology-related instructional projects across the district. These positions have been integral in many areas and are currently focused on training the staff at their schools to support the active panel rollout.

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

**Action 2.1—Program 2312 (Teacher Salary Increase)** For the 24-25 school year, we intend to combine this program with Program 2315 (Employee Recruitment and Retention). The combined program will implement strategies, interventions, and actions that support creating and maintaining competitive salaries to reduce teacher turnover, attract and retain quality teachers in the classroom, lower teacher-student ratios, and strengthen academic programs by increasing the percentage of classroom-based teacher assignments with the appropriate credential authorization.

**Action 2.3—Program 2315 (Teacher Recruitment and Retention Support)** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 2312 (Teacher Salary Increase).

**Action 2.5 - Program 2180 (Practices for African American Student Support and Success.** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1180 (African American Student Achievement).

**Action 2.6 - Program 4150 (E-Learning Support )** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1290 (Supplemental Instructional Program).

For the 24-25 school year, we discontinue Thriving Employees: Maintain talented staff through compensation, supportive conditions and quality and personalized professional learning as an LCAP Goal. We look forward to aligning our actions, strategies and interventions with the strategic plan, 24-27. For the 24-27, we introduce a new goal.

**UNIVERSAL SYSTEMS & ACCESSIBLE SUPPORT:** We will ensure that all student needs are consistently respected and supported through personalized, holistic, high-quality instructional strategies at all site grade levels. We accomplish this goal by recruiting and retaining a culturally diverse, high-quality team of professional educators who can effectively provide a foundation for student success by enacting accountability that extends from the central offices to the classroom. We also develop and revise policies and regulations to ensure alignment with our core values and implement universal systems and accessible support for all students by cultivating inclusive educational communities, culturally responsive pedagogy, and anti-racist practices.

**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.**

## Goals and Actions

### Goal

Goal #	Description
3	Caring Schools: Create powerful school and District cultures predicated on positivity, trust, inclusion, safety and communication.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Maintain MET score on CDE Parent and Family Engagement questionnaire</p> <p>Results to include students with special needs</p> <p>Priority 3A - Parent Involvement</p> <p>Priority 3C - Parent Involvement: students with special needs</p>	<p>2019-20: Met</p>	<p>Survey format has changed based on CDE instructions. Following scores based on a 5 point rubric</p> <p>2021-22</p> <p>Building relationships - avg score: 1.33</p> <p>Building partnerships - avg score: 2.25</p> <p>Seeking input - avg score: 2.50</p>	<p>Following scores based on a 5 point rubric</p> <p>2022-23</p> <p>Building relationships - avg score: 1.5</p> <p>Building partnerships - avg score: 1.5</p> <p>Seeking input - avg score: 2.0</p>	<p>Will be done in LCAP development process.</p>	<p>Maintain MET score on CDE Parent and Family Engagement questionnaire</p>
<p>Middle School dropouts will decrease by 1 student as measured by CALPADS snapshot report 8.1B annually</p>	<p>2019-20: 4 students</p> <p>Disaggregated data not available</p>	<p>Spring 2021:</p> <p>All: 12</p> <p>AA: 3</p> <p>EL: 3</p> <p>SED: 7</p>	<p>2021-22</p> <p>All: 7</p> <p>AA: 2</p> <p>EL: 2</p> <p>SWD: 0</p> <p>LI: 4</p>	<p>2023-24: As of 5/1/2024</p> <p>All Students: 1</p> <p>Asian: 1</p> <p>AA: 0</p> <p>EL: 0</p> <p>SWD: 0</p> <p>LI: 0</p>	<p>Middle school dropouts will decrease by 3 students as measured by CALPADS snapshot report 8.1B</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results/outcomes to be disaggregated by student group  Priority 5C - Pupil Engagement					
High School dropout rate will decrease by 0.5% CALPADS reports  Results/outcomes to be disaggregated by student group  Priority 5D - Pupil Engagement	2019-20: 6.6 %  Disaggregated data not available	2020-21: All: 6.2% AA: 4.3% EL: 9.7% FY: 9.5% Homeless: 10.5% SED: 6.8% SPED: 9.8%	2021-22 All:9.2% AA: 8.4% EL: 17.5% FY: 4.3% Homeless: 12.7% SED: 10.6% SWD: 11.1%	2023-24: As of 5/1/2024 All: 108 AA: (15), 13.89% EL: (30), 27.78% Homeless: (11), 10.195 SED: (40), 37.04% SWD: (11), 10.19%	High School dropout rate will decrease by 1.5% as measured by CALPADS reports
Maintain expulsion rate for all students less than .2% annually as measured by CALPADS reports Results/outcomes to be disaggregated by student group  Priority 6B - School Climate	2018-19: 0% 1 Expulsion	Update: Correction to Data Source; Data Quest is our data source:  2018-19: ALL: 1 AA: 0 EL: 0 Homeless: 0 FY: 0 SWD:1  2019-20: ALL: 20 AA: 8	2021-22 ALL: 0% AA: .20% EL:0% Homeless:0% FY: .8% SWD:.10% LI: 0%	2022-23 Total Expulsions: 6 AA: 2 Hispanic: 4	Maintain expulsion rate for all students less than .2% annually as measured by Data Quest reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL: 5 Homeless: 3 FY:1 SWD:11  2020-21 : Data not available			
Number of schools with attendance higher than 95% will increase by 2 schools annually as measured by PowerSchool  Priority 5A - Pupil Engagement	2019-20: 14 schools had attendance rates higher than 95%	2021-22: 4 schools (Data as of 12/17/21)	2022-23 (as of 12/16/22): 3 Schools	As of 2/12/24, four schools are above 95%	Number of schools with attendance higher than 95% will increase by 6 schools as measured by PowerSchool
Chronic absent rate will decrease by 2% annually as measured by the California Dashboard  Results/outcomes to be disaggregated by student group  Priority 5B - Pupil Engagement	2018-19: 17.3 %	2020-21: All: 18.9% AA: 33.9% EL: 21.6% Foster Youth: 44.3% Homeless: 48.8% SWD: 26.9% LI: 24.1%	2021-22: All: 39.5%% AA: 50% EL: 47% Foster Youth: 60.6% Homeless: 46.6% SWD: 49.6% LI: 47.6%	2022-23 All Students: 34.2%, Yellow African American: 44.10%, Yellow Asian: 17.20%, Yellow Hispanic: 40.20%, Yellow Two or More Races: 26.50%, Yellow White: 21.10%, Orange EL: 38.50%, Yellow FY: 35.10%, Orange HL: 58.90%, Orange, SED: 40.90%, Yellow, SWD: 43.7%, Yellow]	Chronic absent rate will decrease by 6% as measured by the California Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Decrease suspension by .5% annually as measured by CALPADS</p> <p>Results/outcomes to be disaggregated by student group</p> <p>Priority 6A - School Climate</p>	2018-19: 5.6%	<p>2020-21: All: 0.0% (3 suspensions) AA: 0.0% (1 suspension) EL/Foster/SED: suppressed for data privacy</p>	<p>2021-22 All: 4.1% AA: 10.6% EL: 3.7% /Foster: 10.4% /SED: 5% SWD: 7% Homeless: 3.6%</p>	<p>2022-23 [All Students: 4.8%, Orange AA: 11.9%, red Asian: 1.6%, Green Filipino: 1.8%, Yellow Hispanic: 4.5%, Orange Two or More: 3.7%, Orange, White: 3%, Orange EL: 4.8%, Orange FY: 14.20%, Red HL: 13.70%, Red SED: 5.9%, Orange, SWD: 8.6%, Red]</p>	Decrease suspension by 1.5% as measured by CALPADS
<p>Increase survey scores in the areas of engagement, rigor and relationships for all student groups, including unduplicated pupils at all grade levels by 3% annually as measured by the Youth Truth Survey.</p> <p>Results/outcomes to be disaggregated by student group</p> <p>Priority 7B - Programs and services provided to unduplicated pupils.</p>	<p>2018-19: Elementary school students: 79% response rate Engagement: 2.81 rating/13th percentile, Academic Rigor: 2.47 rating/27th percentile, Instructional Methods: 2.53 rating/23rd percentile Relationships: 2.65 rating/20th percentile, Culture: 2.10 rating/26th percentile Middle school students: 82% response rate</p>	<p>California Healthy Kids survey data will be available in Fall 2022</p> <p>Spring 2022 CHKS Student: Meaningful participation Elem: 38% MS: 20% HS: 18%</p> <p>Academic motivation: Elem: 76% MS: 58% HS: 57%</p>	<p>Spring 2023 CHKS Student: Meaningful participation Elem: 32% MS: 23% HS: 26%</p> <p>Academic motivation: Elem: 72% MS: 57% HS: 63%</p> <p>Caring relationships: Elem: 53% MS: 55% HS: 54%</p>	In Progress	Increase scores for all categories, and all grade levels on student surveys by 9% + as measured by District survey results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6C - School Climate	<p>Engagement: 3.22 rating/8th percentile Academic Rigor: 3.59 rating/12th percentile Relationships: 3.11 rating/7th percentile Belonging and Peer Collaboration: 3.26 rating/24th percentile Culture; 3.07 rating/25th percentile</p> <p>High school students: 66% response rate Engagement: 3.40 rating/20th percentile Academic Rigor: 3.61 rating/14th percentile Relationships: 3.40 rating/41st percentile Belonging and Peer Collaboration: 3.33 rating/36th percentile Culture: 3.15 rating/41st percentile College and Career Readiness: 3.25 rating/36th percentile</p>	<p>Caring relationships: Elem: 64% MS: 54% HS: 42%</p>			
Increase parental participation in District-wide programs for EL, Foster Youth and Low Income, and special needs students as measured	2019-20: 1484 Volunteers	Year: 2021-22: 809 Volunteers	Year 2022-23: 2406 Volunteers	2295 Volunteers	Increase in the number of parent volunteers by 1200 Volunteers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by an increase in the number of parent volunteers by 400 each year  Priority 3B-Parent Involvement Priority 3C -Parent Involvement: students with special needs					

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1—Program 3180: (Practices for African American Student Support/Success—Parent Support) See also Goal 5 Action 5.9, which was added to Goal 5 due to the identification of Disproportionality for Other student groups.

Action 3.2—Program 1260: (Vice Principals and Assistant Principals). This program's actions and services include hiring and training vice and assistant principals for schools with high unduplicated student counts.

Action 3.3 - Program 3110: (Community Outreach) The program provided an administrative support team for parent outreach, an administrative support team for programs to improve student attendance, extra hours for School Community Outreach Workers to support parents, contracts to support parent communication about district-wide events,' contract to support student attendance, contract to support counseling services, conference fees, and program materials.

Action 3.4—Program 3120 (Parent University and Volunteer Support): The program focuses on creating powerful school and district cultures predicated on positivity, trust, inclusion, safety, and communication. We will also address the newly identified instructional focus goal of Whole Child: Empowered, Supported, Safe, Connected, and Engaged and the Pillar of Safe, Positive Climate and Partnerships with Families



and Community. Activities, Interventions, and actions include increasing parent education offerings at the central level, recruiting and supporting volunteers, and supporting SCOWs and site leaders in providing quality, site-based family engagement.

Action 3.5 - Program 4220 (Positive School Climate - Social Emotional Learning) Reflecting on the 23-24 school year, we have provided district-wide social and emotional learning curriculum (SEL) to all our school sites and training. We also funded an administrative technician position who directly supported data entry, parent outreach, and positive discipline practices. We also provided training to sites on mental health and behavior. Training was provided to staff to support students' mental well-being and licenses for climate surveys.

Action 3.6—Program 4240 (Full Service Community Schools) Family and Community Engagement continued to provide enhanced support for parents and families at the site and central levels. Centrally, we will provide parent training, volunteer recruitment, and support for SCOWs and site leaders in implementing the Parent's Bill of Rights and Family Engagement Rubric.

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.

Action 3.3 - Program 3110: (Attendance, Student Information, Community Outreach) - overspent \$2,406,729. In 23-24, we transferred four positions focused on truancy prevention to program 3110. The move was to support interventions, strategies, and supports to decrease our chronic absenteeism and improve the number of schools with a 95% attendance rate. As a result of these actions, our chronic absenteeism has decreased by 5 percentage points, and our schools with 95% attendance have increased by 1.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.2—Program 1260—Vice Principals and Assistant Principals. "Effective & Adapt"

The sites with additional administrators were able to more effectively and quickly respond to parent and safety concerns and had the time and space to focus on both teacher coaching and utilizing a restorative approach to discipline to fidelity. Additional administrators create thought partnership for each other and more ability/agency to work creatively in solving complicated issues. Additional Assistant Principals also create a leadership pipeline within the district. This program's actions and services include hiring and training vice and assistant principals for schools with high unduplicated student counts. The program effectively provided additional support for Chavez, Verde, and Stege. Adaptation will include combining this program with Program 1290 (Supplemental Instruction Program).

Action 3.3 Program 3110: (Attendance, Student Information, Community Outreach) "Effective & Adapt"

The program effectively provided an administrative support team for parent outreach, an administrative support team for programs to improve student attendance, extra hours for School Community Outreach Workers to support parents, contracts to support parent communication

about district-wide events' contract to support student attendance, contract to support counseling services, conference fees, program materials. Adaptation will include combining this program a new program to be name, "Positive School Culture and Climate".

**Action 3.4 - Program 3120 (Parent University and Volunteer Support) "Ineffective & Adapt"**

The Student Support Supervisor position was not hired due to a hiring freeze. The Family Engagement Coordinator position was vacant for half of the year. These funds were used to pay for the volunteer background check and fingerprinting system, food and materials and supplies for the Parent as Partners and Leaders conference and Family Engagement Office, and overtime for SCOWs and babysitters to support the Title I Funded Franklin Covey Leader in Me workshops (2 conferences during the 23-24 academic year) and the Parent as Partners and Leaders conference. For the 24-25 school year, the program name will change to Parent Engagement & Volunteer, which will allow the ability to develop interventions, strategies, and actions outside of the scope of "parent university" This program will provide comprehensive support for community outreach and capacity building. By offering administrative program support, additional staff hours, and even babysitting services for parents attending meetings, the program aims to make community engagement more accessible and convenient. Moreover, the program will provide contracts to support parent outreach, student needs, and necessary materials to ensure smooth and effective program implementation. The program will focus on creating powerful school and district cultures predicated on positivity, trust, inclusion, safety, and communication. The program will also address the newly identified instructional focus goal of Whole Child: Empowered, Supported, Safe, Connected, and Engaged and the Pillar of Safe, Positive Climate and Partnerships with Families and Community.

**Action 3.5—Program 4220 (Positive School Climate—Social Emotional Learning): "Effective & Adapt"**

Using several data sources, including PowerSchool, survey data, and discipline data, we see an increase in students receiving services at school sites, including during general education instruction. We also see an increase in the number of sites using the SEL curriculum in their classrooms to support student well-being. Adaptation will include combining this program a new program to be name, "Positive School Culture and Climate".

**Action 3.6—Program 4240 (Full Service Community Schools) "Effective & Adapt"**

For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 4220 (Well Rounded Learners). The program was effective in providing universal support to each community school, focusing on offering integrated student support and enrichment, a positive school climate and community, and family and student engagement. Adaptation will include combining this program a new program to be name, "Positive School Culture and Climate".

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

**Action 3.1—Program 3180 (Practices for African American Student Support/Success—Parent Support)** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1180 (African American Student Achievement). The program plans to maximize African American students' academic growth, responsibility, and achievement by cultivating social-emotional well-being,

creating a safe and engaging environment, and engaging parents and families to support student success. The focus of these actions and services will be specifically designed to support the educational needs [s] of African American families.

**Action 3.2 - Program 1260 (Vice Principals and Assistant Principals)** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1120 (Secondary School Supports). Program 1120 supports actions, interventions, and strategies that ensure all students access high-quality, standards-based instruction at the secondary level. This program aims to provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn. The desired outcomes of this program will provide interventions to support increased learning opportunities and improved academic performance.

**Action 3.3 - Program 3110: Community Outreach.** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 3110 (Positive School Climate). The Positive School Climate and Strategies for Social Emotional Learning program provides specialized student support to resolve complicated or persistent student attendance or behavior problems. This program also provides student support, trains staff, identifies and implements initiatives to improve school climate, and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education.

**Action 3.5 - Program 4220 (Well-Rounded Learners)** For the 24-25 school year, we intend to combine Program 4230 (Visual Performing Arts) and Program 4240 (Full Service Community Schools) with Program 4220 (Well-Rounded Learners). The combined program will implement strategies, interventions, and actions that support a rigorous, professionally led standards-based curriculum for all students, providing meaningful experiences that foster critical thinking, inspire creative self-expression, and develop a lifelong appreciation of the arts.

**Action 3.6 - Program 4240 (Full Service Community Schools)** For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 4220 (Well-Rounded Learners).

This will be the final year for Goal #3: Caring Schools: Create powerful school and District cultures predicated on positivity, trust, inclusion, safety, and communication. In 24-25, we intend to add a new goal. This new goal was derived out of the 24-27 Strategic Plan.

**AUTHENTIC ENGAGEMENT:** All students will demonstrate a level of engagement in learning activities through available educational programs as a result of increased social-emotional and behavioral support for all students, promotion of strong connections between schools and families, providing student support, staff training, implementation of initiatives to improve school climate, drop out prevention strategies, recovering those who have chronic absenteeism, and guiding each student through successful completion of their education program

**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.**

## Goals and Actions

### Goal

Goal #	Description
4	Students with Disabilities - Providing support to enable our Special Needs students to Achieve and Thrive

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>From Goal 1</p> <p>Increase percent of students who successfully complete CTE and a-g courses from approved Pathways by 5% annually as measured by Power school reports</p> <p>Results to be disaggregated by student group: Special Ed (SPED)</p> <p>Priority 4C - Successful completion of CTE courses from approved pathways</p> <p>Priority 4D - Successful completion of a-g and CTE courses</p>	<p>2019-20: 549 CTE Completers SPED: 38</p> <p>2019-20 a-g completers</p> <p>New AMO for 2021-22</p>	<p>Completed A-G Requirements EOY 2020-21: All: 39.9% SPED: 13.9%</p> <p>Completed at Least One CTE Pathway EOY 20-21 All: 18.6% SPED: 9%</p>	<p>Completed A-G Requirements EOY 2021-22: All: 39.6% SPED: 13.4%</p> <p>Completed at Least One CTE Pathway (*calculation was different from years prior) EOY 2021-22 All: 18.1% SPED: 7.4%</p>	<p>EOY 2022-23 Completed A-G Requirements All Students: (850), 39% AA: (80), 26.1% Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic: (363), 30.4% Two or More Races: (35), 47.3% White: (133), 56.6% EL: (91), 16.3% FY: (1), 5.0% SED: (553), 31.9% SWD: (33), 11.7%</p> <p>Completed at Least One CTE All Students: (395), 18.1% AA: (40), 13% Asian: (60), 26.8% Filipino: (30), 22.4% Hispanic: (219), 18.3%</p>	<p>Increase percent of students who successfully complete a-g courses and CTE courses from approved Pathways by 15% + as measured by Power school reports</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Two or More Races: (12), 16.2% White: (334), 14.5% EL: (68), 13% FY: (2), 5.0% SED: (334), 31.9% SWD: (23), 11.7%	
<p>From Goal 1: Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district wide for ALL students and ELs by 15 % annually (an average of 80 students per school moving into meet or exceeded standard)</p> <p>Results to be disaggregated by student group: Special Ed (SPED)</p> <p>COVID alternate assessment: ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will</p>	<p>2018-19: ELA: ALL: 35.16 % SPED: Data not available</p> <p>Math: ALL: 23.94%; SPED: Data not available</p>	<p>STAR Renaissance Percentage of students meeting or exceeding the State Benchmark</p> <p>Fall 2021: Reading All: 36.4% SWD (SPED): 8.9%</p> <p>Math All: 23.6% SWD (SPED): 5.0%</p>	<p>2021-22 - SBAC Reading: ALL: 32% SWD: 9%</p> <p>Math: ALL:21% SWD: 7%</p> <p>Winter STAR 2022-23 Reading: ALL: 38% SWD:14%</p> <p>Math: ALL: 23% SWD:7%</p>	<p>SBAC, 2022-23[ All Students: 53.7 pts below standard, Maintained .6 pts, “Orange” AA: 89.2 pts below standard, increased 13.6pts, “Orange” Asian: 4.5 pts above standard, increase 5.9 pts, “Green” Hispanic: 84.2 pts below standard, declined 3.7 pts, “Red” Two or More: 56.9 pts below standard, increased 5 pts, “Green” White: 20.4 pts above standard, increased by 14.6pts, “Green”  EL: 107.5 pts below standard, declined 10 pts, “Red”</p>	<p>Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district wide for ALL students and ELs by 45 % (an average of 240 students per school moving into meet or exceeded standard)</p> <p>COVID alternate assessment: ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will increase by 30+% Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>increase by 10% annually Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 10% annually</p> <p>Increase CAASPP - Alternate assessment (CAA) scores for Special Ed students District-wide annually by 15% Priority 4A- Pupil Achievement Unduplicated Pupils</p>				<p>FY: 144.8 pts below standard, increased 3.8 pts, “Orange” HL: 123.8 pts below standard, increased 5.3 pts, “Orange” SED: 82.7 pts below standard, Maintained - 0.3pts, “Red” SWD: 129.2 pts below standard, increased 8.6pts, “Orange”]</p>	
<p>From Goal 1: Increase percentage of students with UC/CSU eligible A-G credits by 5% annually as measured by Dataquest reports</p> <p>Results to be disaggregated by student group: Special Ed (SPED),</p> <p>Priority 4B - Pupil Achievement</p>	<p>2019-20: ALL:47% met;  SPED: Data not available</p>	<p>2020-21: ALL: 49.9% SWD (SPED): 23.0%</p>	<p>2021-22 Dataquest ALL: 49% SWD: 22.20%</p>	<p>[2022-23] All Students (Grads &amp; Non-Grads) meeting UC/CSU Requirements) Requirements) All Students: (850), 39.0% African American: (80), 26..1% Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic: (363), 30.4% (35), 47.3% (133), 56.6%</p>	<p>Increase percentage of students with UC/CSU eligible A-G credits by 15% + as measured by Dataquest reports</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SWD: (33), 11.7%  UPC Subgroup: Low Income (LI): (553), 31.9% English Learner (EL): (91), 16.3% SED: (553), 11.7%	
From Goal 3: Chronic absent rate will decrease by 2% annually as measured by the California Dashboard  Results/outcomes to be disaggregated by student group  Priority 5B - Pupil Engagement	2018-19: ALL: 17.3 % SWD: 27.0%	2020-21: All Students: 18.9%, Students with Disabilities: 26.9%	2021-22: All: 39.5%% SWD: 49.6%	[All Students: 34.2%, Yellow African American: 44.10%, Yellow Asian: 17.20%, Yellow Hispanic: 40.20%, Yellow Two or More Races: 26.50%, Yellow White: 21.10%, Orange EL: 38.50%, Yellow FY: 35.10%, Orange HL: 58.90%, Orange, SED: 40.90%, Yellow, SWD: 43.7%, Yellow]	Chronic absent rate will decrease by 6% as measured by the California Dashboard
From Goal 1: Maintain "green" performance level on California Schools Dashboard for graduation rate and increase by 2% annually as measured by Dataquest reports	2019-20: 4-year Cohort Grad Rate All Students: 79.0% Students with Disabilities: 62.4%;	2020-21: 4-year Cohort Grad Rate All Students: 83.1% Students with Disabilities: 63.4%	2021-22 Status - Medium  Combined 4 and 5 years: ALL: 84.10% SWD: 62.10%	2022-23: Graduation Rate, 2022-23 All Students: 83.8%, Maintained -0.3%, "Yellow" Foster Youth: 60.1%, Declined 6.7%, "Red"	Maintain "green" performance level on California Schools Dashboard for graduation rate and increase by 6% annually as measured by Dataquest reports



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5E - Pupil Engagement				SWD: 56.9%, Declined 5.1%, “Red” EL: 70.7%, Maintained -0.3%, “Orange” Two or More Races, 86.5%, Declined 4.9%, “Orange” African America: 82.1%, Maintained -0.5%, “Yellow” Asian, 93.3%, Declined 3.6%, “Yellow” Homeless, 74.2%, Increased 2.1%, “Yellow” SED, 81.3%, Maintained -0.6%, Yellow “White” 88.5%, Maintained -0.3%, Yellow Hispanic, 80.3%, Increased 1.3%, “Green” Filipino, 95.5%, Declined 3.5%, “Blue”	



# Goal Analysis

An analysis of how this goal was carried out in the previous year.  
A description of any substantive differences in planned actions and actual implementation of these actions.

This program was implemented as intended, focusing on support for SPED students by ensuring full staffing at the central and classroom levels. WCCUSD hired staff for leadership positions within the SPED department to develop and align organizational protocols and systems for more efficient communications to the site. WCCUSD experienced significant challenges hiring teachers and support staff to fill instructional positions during 2023-24. As a result, while many staff were hired to provide much-needed support to students, ongoing vacancies impacted the full implementation of this program.

Action 4.1—Program 4260 (Special Ed Programs).  
Ensure quality education and support services for students with special needs. Provide students with disabilities with the support and accommodations they need to reach their academic goals as identified in their Individual Education Plan (IEP). Train general education teachers on differentiated instruction to fulfill individualized education programs (IEP) and 504 accommodations.

Action 4.2 - Program 6250 (Adaptive Curriculum )  
This provides an adaptive curriculum for students needing support accessing the core curriculum. The Special Education program develops the adapted curriculum based on students' needs. The curriculum for 2022-23 included Learning A-Z, MobyMax, I Know It, Help Kids Learn, and News2You. These adaptive curriculum licenses are used for students with mild/mod and mod/severe disabilities. An adapted curriculum considers each student's individual learning needs and abilities. An adapted curriculum can include different instructional strategies, materials, and assessments catering to students' strengths and weaknesses. Reflecting on our past year, we provided several professional development sessions and webinars on the curriculum used. Our WATR team supports the implementation of an adaptive curriculum that is used in the students' CORE program and supplemental for students working on specific academic goals written in their Individual Education Plans(IEP). As a result, we were able to implement all intended programs fully.

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1—Program 4260 (Special Ed Programs). "Effective & Continue"

The program provided funding for certified therapies and support based on the student's IEP needs. These services are mandated by the services as identified in students' Individual education plans. The program's actions, interventions, and strategies effectively meet the needs [s] of Special Education students who need adaptive technology to access mainstream instruction, as indicated in their IEP.

Action 4.2 - Program 6250 (Adaptive Curriculum) "Effective & Continue"

This program ensures that students whose IEPs require an adaptive curriculum continue to receive it. These curricula are non-negotiable, as they are written into the IEP as necessary.

This program is effective because the students who need the curriculum receive it to meet their IEP progress goals. "The program's actions, interventions, and strategies have been highly effective, particularly in their tailored approach. The adaptive curriculum caters to students' unique strengths and weaknesses with its different instructional strategies, materials, and assessments. This personalized approach has been a key factor in the program's success.

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

Action 4.1 - Program 4260 (Special Education): The program's actions, interventions, and strategies will be combined with Program 6250 (Adaptive Curriculum) and Program 2311 ( Professional Development - Classified Training) to create one program that supports special education students.

Action 4.2—Program 6250 (Adaptive Curriculum): The actions, interventions, and strategies will be combined with Program 4260 to create one program that supports special education students.

The current goal, Students with Disabilities - Providing support to enable our Special Needs students to Achieve and Thrive, will be redeveloped with a new description. For the 24-27 LCAP, we introduce a revised Special Education goal.

STUDENTS WITH DISABILITIES: Our new goal is to ensure students can access specialized services and accommodations necessary for their success. We will achieve this by unwaveringly leveraging the strategies and accommodations outlined in IEPs and personalized learning. Special Education will steadfastly create an inclusive educational experience that ensures students with learning disabilities receive customized learning. This will be done by integrating technology, adapting resources, and providing differentiated instruction.

**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.**

## Goals and Actions

### Goal

Goal #	Description
5	African American, English learner, foster youth, Hispanic, homeless, socioeconomically disadvantaged - Providing support to enable our under performing student groups to achieve and thrive

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>From Goal 1: Increase percent of students who successfully complete CTE and a-g courses from approved Pathways by 5% annually as measured by Power school reports</p> <p>Results to be disaggregated by student group: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged</p> <p>Priority 4C - Successful completion of CTE courses from approved pathways Priority 4D - Successful completion</p>	<p>2019-20: 549 CTE Completers EL: 46 FY: 0 Socioeconomically Disadvantaged: 327</p> <p>2019-20 a-g completers</p> <p>New AMO for 2021-22</p>	<p>Completed A-G Requirements EOY 2020-21: All: 39.9% AA: 31.8% EL: 20.8% FY: 10% Socioeconomically Disadvantaged: 34.2%</p> <p>Completed at Least One CTE Pathway EOY 20-21 All: 18.6% AA: 10.4% EL: 12.4% FY: 10% Socioeconomically Disadvantaged: 18.6%</p>	<p>Completed A-G Requirements EOY 2021-22: All: 39.6% AA: 31.7% EL: 18.3% FY: 22.2% SED: 32.5% SPED: 13.4%</p> <p>Completed at Least One CTE Pathway (*calculation was different from years prior) EOY 2021-22 All: 18.1% AA: 13.8% EL: 13.2% Foster Students: 0% Socioeconomically Disadvantaged: 19.4% SPED: 7.4%</p>	<p>EOY 2022-23 Completed A-G Requirements All Students: (850), 39% AA: (80), 26.1% Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic: (363), 30.4% Two or More Races: (35), 47.3% White: (133), 56.6% EL: (91), 16.3% FY: (1), 5.0% SED: (553), 31.9% SWD: (33), 11.7%</p> <p>Completed at Least One CTE All Students: (395), 18.1% AA: (40), 13% Asian: (60), 26.8% Filipino: (30), 22.4%</p>	<p>Increase percent of students who successfully complete a-g courses and CTE courses from approved Pathways by 15% + as measured by Power school reports</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of a-g and CTE courses				Hispanic: (219), 18.3% Two or More Races: (12), 16.2% White: (334), 14.5% EL: (68), 13% FY: (2), 5.0% SED: (334), 31.9% SWD: (23), 11.7%	
<p>From Goal 1: Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district wide for ALL students and ELs by 15 % annually (an average of 80 students per school moving into meet or exceeded standard)</p> <p>Results to be disaggregated by student group: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged</p> <p>COVID alternate assessment:</p>	<p>2018-19:</p> <p>ELA:</p> <p>ALL: 35.16 %</p> <p>AA: 20.52%</p> <p>EL: 5.48%</p> <p>Homeless: 20.52%</p> <p>LI: 6.83%</p> <p>Math:</p> <p>ALL: 23.94%;</p> <p>AA: 10.42%</p> <p>EL: 5.38%</p> <p>Homeless: 12.97%</p> <p>LI: 23.94%</p>	<p>STAR Renaissance</p> <p>Percentage of students meeting or exceeding the State Benchmark</p> <p>Fall 2021:</p> <p>Reading</p> <p>All: 36.4%</p> <p>AA: 25.5%</p> <p>EL: 7.4%</p> <p>Math</p> <p>All: 23.6%</p> <p>AA: 10.6%</p> <p>EL: 6%</p>	<p>2021-22 SBAC</p> <p>Reading</p> <p>All: 32%</p> <p>AA: 19%</p> <p>EL: 5.74%</p> <p>FY: 15%</p> <p>Homeless: 22%</p> <p>LI: 22%</p> <p>Math</p> <p>All: 21%</p> <p>AA: 8%</p> <p>EL: 4.33%</p> <p>FY: 14%</p> <p>Homeless: 12%</p> <p>LI: 12%</p> <p>Winter STAR 2022-23</p> <p>Reading</p> <p>All: 38%</p> <p>AA: 26%</p> <p>EL: 6%</p> <p>FY: 14%</p> <p>Homeless: 25%</p>	<p>SBAC, ELA 2022-23</p> <p>All Students: 53.7 pts below standard, Maintained .6 pts, “Orange”</p> <p>AA: 89.2 pts below standard, increased 13.6pts, “Orange”</p> <p>Asian: 4.5 pts above standard, increase 5.9 pts, “Green”</p> <p>Hispanic: 84.2 pts below standard, declined 3.7 pts, “Red”</p> <p>Two or More: 56.9 pts below standard, increased 5 pts, “Green”</p> <p>White: 20.4 pts above standard, increased by 14.6pts, “Green”</p> <p>EL: 107.5 pts below standard, declined 10 pts, “Red”</p>	<p>Increase % of students scoring meet/exceeded standard on SBAC scores in ELA and Mathematics district wide for ALL students and ELs by 45 % (an average of 240 students per school moving into meet or exceeded standard)</p> <p>COVID alternate assessment:</p> <p>ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will increase by 30+%</p> <p>Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 30+%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA: Grades 2-8 - proficiency rate per STAR Reading Proficiency (State benchmark) will increase by 10% annually</p> <p>Math: Grades 2-8 - proficiency rate per STAR Math Proficiency (State benchmark) will increase by 10% annually</p> <p>Increase CAASPP - Alternate assessment (CAA) scores for Special Ed students District-wide annually by 15%</p> <p>Priority 4A- Pupil Achievement Unduplicated Pupils</p>			<p>Math</p> <p>All: 23%</p> <p>AA: 10%</p> <p>EL: 6%</p> <p>FY: 13%</p> <p>Homeless: 13%</p>	<p>FY: 144.8 pts below standard, increased 3.8 pts, “Orange”</p> <p>SBAC Math</p> <p>All Students: 86.8 pts below standard, increased 6.3 pts, “Yellow”</p> <p>AA: 133.6 pts below standard, increased 12.2 pts, “Orange”</p> <p>Asian: 23.1 pts above below standard, increased 8.2 pts, “Green”</p> <p>Hispanic: 115.5 pts below standard, , maintained 2.6 pts, “Red”</p> <p>Two or More: 29.6 pts below standard, increased 8.8 pts, “Yellow”</p> <p>White: 16.8 pts below standard, increased 15.2 pts, “Green”</p> <p>EL: 129.5 pts below standard, declined 6.3pts, “Red”</p> <p>FY: 188.7 pts below standard, maintained 1.8pts, “Red”</p>	<p>benchmark) will increase by 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>From Goal 1: Increase percentage of students with UC/CSU eligible A-G credits by 5% annually as measured by Dataquest reports</p> <p>Results to be disaggregated by student group: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged</p> <p>Priority 4B - Pupil Achievement</p>	<p>2019-20: ALL:47% met EL: 25.8% LI: 39.8%</p>	<p>2020-21: AA: 38.9% EL: 30.4% Homeless: 29.2% FY: 25.0% LI: 43.3%</p>	<p>2021-22 Dataquest ALL: 49% AA:39.60% EL: 27.20% LI: 41.3% Homeless: 37.60% FY: 28.60%</p>	<p>2022-23 All Students (Grads &amp; Non-Grads) meeting UC/CSU Requirements) All Students: (850), 39.0% African American: (80), 26..1% Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic: (363), 30.4% (35), 47.3% (133), 56.6% SWD: (33), 11.7%</p> <p>UPC Subgroup: Low Income (LI): (553), 31.9% English Learner (EL): (91),16.3% SED: (553), 11.7%</p>	<p>Increase percentage of students with UC/CSU eligible A-G credits by 15% + as measured by Dataquest reports</p>
<p>From Goal 3: Chronic absent rate will decrease by 2% annually as measured by the California Dashboard</p> <p>Results/outcomes to be disaggregated by student group: African American, English</p>	<p>2018-19: 17.3 %</p>	<p>2020-21: All: 18.9% AA: 33.9% EL: 21.6% Foster Youth: 44.3% Homeless: 48.8% LI: 24.1%</p>	<p>2021-22: All: 39.5%% AA: 50% EL: 47% Foster Youth: 60.6% Homeless: 46.6% LI: 47.6%</p>	<p>2022-23 All Students: 34.2%, Yellow African American: 44.10%, Yellow Asian: 17.20%, Yellow Hispanic: 40.20%, Yellow Two or More Races: 26.50%, Yellow</p>	<p>Chronic absent rate will decrease by 6% as measured by the California Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged  Priority 5B - Pupil Engagement				White: 21.10%, Orange EL: 38.50%, Yellow FY: 35.10%, Orange HL: 58.90%, Orange, SED: 40.90%, Yellow, SWD: 43.7%, Yellow]	
From Goal 1: Maintain "green" performance level on California Schools Dashboard for graduation rate and increase by 2% annually as measured by Dataquest reports  Results/outcomes to be disaggregated by student group: African American, English Learner, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged  Priority 5E - Pupil Engagement	2019-20: "Green " status of California's Schools Dashboard  19-20 Grad Rate: 79.1% 4 year adjusted cohort rate, 79.8 % combined 4 &5 years	2020-21: "Green" status info is not available Spring 2022  Combined 4 and 5 years All: 83.1%	2021-22 Status - Medium  Combined 4 and 5 years: ALL: 84.10% SWD: 62.10% Combined 4 and 5 years: ALL: 84.10% AA: 82.60% EL: 71% Homeless: 79.10% Foster Youth: 66.70% SWD: 62.10% LI: 81.90%	2022-23: Graduation Rate, 2022-23 All Students: 83.8%, Maintained -0.3%, "Yellow" Foster Youth: 60.1%, Declined 6.7%, "Red" SWD: 56.9%, Declined 5.1%, "Red" EL: 70.7%, Maintained -0.3%, "Orange" Two or More Races, 86.5%, Declined 4.9%, "Orange" African America:82.1%, Maintained -0.5%, 'Yellow' Asian,93.3%, Declined 3.6%, "Yellow" Homeless, 74.2%, Increased 2.1%, "Yellow' SED,81.3%,Maintained -0.6%, Yellow,	Maintain "green" performance level on California Schools Dashboard for graduation rate and increase by 6% annually as measured by Dataquest reports



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				“White” 88.5%, Maintained -0.3%, Yellow Hispanic, 80.3%, Increased 1.3%, “Green” Filipino, 95.5%, Declined 3.5%, “Blue”	
<p>From Goal 3: Decrease suspension by .5% annually as measured by CALPADS</p> <p>Results/outcomes to be disaggregated by student group</p> <p>Priority 6A - School Climate</p>	2018-19: 5.6%	2020-21: All: 0.0% (3 suspensions) AA: 0.0% (1 suspension) EL/Foster/SED: suppressed for data privacy	2021-22 All: 4.1% AA: 10.6% EL: 3.7% Foster: 10.4% SED: 5% Homeless: 3.6%	2022-23 All Students: 4.8%, Orange AA: 11.9%, red Asian:1.6%, Green Filipino: 1.8%, Yellow Hispanic: 4.5%, Orange Two or More: 3.7%, Orange, White: 3%, Orange EL: 4.8%, Orange FY: 14.20%, Red HL: 13.70%, Red SED: 5.9%, Orange, SWD: 8.6%, Red]	Decrease suspension by 1.5% as measured by CALPADS

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

A new goal was added to LCAP in 2023-24 to address disproportionality for African American, English Learners, Foster Youth, Hispanic, Homeless, and Socioeconomically Disadvantaged students.



Action 5.1—Program 1120 (College & Career Programs) The program's focus was to develop and implement strategies, actions, and interventions to support an increasing percentage of students with UC/CSU eligible a-g credits, an improved rate of students who complete CTE/a-g courses, and the enhanced percentage of students who are college-prepared.

Action 5.2—Program 1121 (Academies and Pathways ) The program focused on developing and implementing strategies, actions, and interventions to support an improved percentage of students deemed to be college prepared.

Action 5.3 - Program 1150 (Educational Services Programs) The focus of these actions and services is specifically designed to meet the needs of school site leaders, teachers, and students. This funding stream included two admin techs (including bilingual staff). This program also supported monthly Principal professional development, monthly Principal coaching, and instructional materials.

Action 5.4 - Program 1180 ( (Practices for African American Student Support and Success - Student Support) The program supports African American students in academic excellence and social-emotional services. The educational programs included culturally relevant materials, Black Student Union development, six part-time academic support providers for SIPPS program support, Mafanikio Now! after-school programs, Mission Critical 7 (foundational reading focus schools) students, and a Black Math Genius contract for eight weeks of intensive math boot camp.

Action 5.5—Program 1270 (Early Literacy Support) These funds supported student growth in early literacy directly. Supports include staffing to build capacity at sites and professional development for teachers and leaders. These program elements were fully implemented: We could fill open positions to provide systematic support, train teachers in foundational skills, and support leaders to build capacity to improve early literacy outcomes at their sites.

Action 5.6 - Program 1290 (Supplemental Instructional Program) The Supplemental Instructional Program supports core programs such as technology-based learning instruments, Science, Technology, Engineering, Arts, and Math (STEAM), credit recovery, and learning platforms for reading, language arts, and math students. The program's primary focus has been interventions supporting increased learning opportunities and improved academic achievement. Specific program elements implemented during 2023-24 include summer programs for additional learning time for pre-K to grade 12 students, supplementary curricula such as NewsELA and iReady, a contract, and instructional support for the Edgenuity instructional platform to support student access to course content.

Action 5.7: AFRICAN AMERICAN STUDENT Prof dev. \$0.0 were allotted to this program for the 23-24 school year.

Action 5.8 - Program 2311 (Professional Development Classified Training). The program is supported by professional development and collaboration.

Action 5.9 - Program 3180 (Practices for African American Student Support/Success - Parent Support) The program was supported by program 1180 (African American Student Achievement)

Action 5.10: English Learners Support. Program activities are designed to require assessments and support services for English Learners. Required assessments include Initial, Summative, and Alternate ELPAC, which occur upon registration and year-round. Required support it

provides interpretation and translation to all essential documents and meetings. Translation services also occur year-round, including school/district ceremonies, board meetings, or parent/teacher conferences. Administrative support team for English Learner programs; support staff for EL assessments/translations; stipends for teachers to support EL programs at all sites district-wide; teacher extra time for training; Contract to support assessment specifically for ELs

Action 5.11: School Climate - Whole Child. The program will continue to provide universal support to each community school, focusing on offering integrated student support and enrichment, a positive school climate, and community, family, and student engagement. Administrative support for social-emotional learning; psychologists; program materials

Action 5.12: Full Svc Comm Sch Whole Child. This program will continue to coordinate partnerships to (1) case manage and provide resources to foster and unhoused students and families, (2) provide training to school site staff and technical assistance to build staff capacity to identify students suffering from homelessness and maintain compliance to EdCode, and (3) build systems to monitor compliance to EdCode. Administrative support team for Community school programs; contracts to support Community school programs; training and support for Unconditional Education; program materials

Action 5.13: Foster/Homeless Support. Staff to support Foster and Homeless youth

Action 5.14: WCCUSD staff have designed a coherent set of actions and services designed to meet the need[s] of teachers to meet the needs of students. Professional Dev-Innovate. Administrative and instructional support team for staff training district-wide training; teacher extra time for training; program support materials

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

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 5.1—Program 1120 (College & Career Programs) "Effective & Adapt"

For the last 2 years 2022-2023 the district maintained what has been the highest grad rate, 83.6%. The first year of this LCAP 2 out of 8 schools improved their A-G eligibility. The second year, 7 out of 8 of our high school increased their grad rate and 4 out of 8 raised their A-G eligibility. The college and career counselors and many CTE teachers are funded out of LCAP, which are programs that are exposing students to college and career opportunities post high school, specifically emphasizing local labor market information. SchoolLinks is the new shared platform that allows all students K12 to begin the exploration process, and also helps all the adults who support students (ie: counselors, teachers, staff, families) see what students have listed as their goals, strengths, and preferences. We seek to continue to strengthen these programs with specific emphasis on quarterly data dives to specifically see how are target student subgroups are performing, working towards all students having an individualized college and career plan for after high school". The program effectively

focused on developing and implementing strategies, actions, and interventions to support an increasing percentage of students with UC/CSU eligible a-g credits, an improved rate of students who complete CTE/a-g courses, and an improved percentage of students who are college-prepared.

**Action 5.2—Program 1121 (Academies and Pathways ) "Effective & Adapt"**

WCCUSD has been able to expand its CTE pathways offerings so that now there are 24 CTE pathways across the high schools, and CTE exploration courses at every middle school. According to a powerschool report in Spring of 2024, 48% of WCCUSD students in grades 10-12 were enrolled in CTE Pathways and Academies. The student subgroup demographics were as follows: 47% of all AA students are in CTE programs, 55% of all LatinX students are in CTE, 50% of all English Learners are in CTE, 62% of Families in Transition, and 40% of all SPED Students are in CTE. The data for Foster students is redacted to protect student privacy. As a mid-year check in, we pulled cumulative credits for all 12th graders after first semester of their senior year and found that 75% of 12th graders in CTE programs were on track with their credits, compared to 67% of all 12th graders. Finally, as another way to measure effectiveness, the C&C team looks at the senior survey which is administered via SchoolLinks to all 12th graders. Looking at data from the 1,570 seniors who have completed the survey (including class of 2023 and 500 12th graders in the class of 2024), the following data stands out: 51% of students reported that their high school supported them "Quite a bit" or "A Tremendous Amount" in career planning and exploration, 33% of respondents reported that they plan to look for work in the same industry as their career pathway or academy, 13% of students earned an industry-recognized certificate while in high school. The program effectively focused on developing and implementing strategies, actions, and interventions to support an improved percentage of college-prepared students.

**Action 5.3—Program 1150 (Educational Services Programs) "Effective & Adapt"**

Local assessments for progress monitoring in Reading/Literacy and Math. Schools conduct cycle of inquiry after each assessment and provide respond as needed to focus on skill gaps identified by the assessment. The goal is attaining grade level proficiency. Professional Development is The program effectively provided services specifically designed to meet the needs of school site leaders, teachers, and students. This funding stream included two admin techs (including bilingual staff). This program also supported monthly Principal professional development, monthly Principal coaching, and instructional materials.

**Action 5.4 - Program 1180 (Practices for African American Student Support and Success - Student Support)** The program is in a transition state with new leadership and support. We intend to adapt this program for the 24-25 school year.

**Action 5.5—Program 1270 (Early Literacy Support)** The program effectively designed early literacy support. Supports included staffing to build capacity at sites and professional development for teachers and leaders. These program elements were fully implemented: We could fill open positions to provide systematic support, train teachers in foundational skills, and support leaders to build capacity to improve early literacy outcomes at their sites.

**Action 5.6 - Program 1290 (Supplemental Instructional Program) "Effective & Adapt"**

In 23-24, WCCUSD supported the content coordinators and coaches who are integral in supporting new adoptions in Science and History and supplementary supports in Math. We purchase NewsELA in order to ensure a culturally relevant social studies curriculum for grades 4&5. Edgenuity is our credit recovery program, this support has led to stable graduation rates by offering alternative credit recovery pathways. eduClimber is our data warehouse which is supporting a stronger culture of data aligned decision making. The program effectively

supported core programs such as technology-based learning instruments, Science, Technology, Engineering, Arts, and Math (STEAM), credit recovery, and learning platforms for reading, language arts, and math students. The program's primary focus has been interventions supporting increased learning opportunities and improved academic achievement. Specific program elements implemented during 2023-24 include summer programs for additional learning time for pre-K to grade 12 students, supplementary curricula such as NewsELA and iReady, a contract, and instructional support for the Edgenuity instructional platform to support student access to course content.

Action 5.7: AFRICAN AMERICAN STUDENT Prof dev. The program is in a transition state with new leadership and support. We intend to adapt this program for the 24-25 school year.

Action 5.8—Program Professional Development Classified Training. The program is in a transition state with new leadership and support. We intend to adapt it for the 24-25 school year.

Action 5.9 - Program 3180 (Practices for African American Student Support/Success - Parent Support) Program activities designed to increase African American parent engagement will be implemented and supported during the 2024-25 school year.

Action 5.10: Program 4170 English Learners Support. "Effective & Adapt"

The program effectively designed activities and support services for English Learners. Required assessments include Initial, Summative, and Alternate ELPAC, which occur upon registration and year-round. Required support: It interprets and translates all essential documents and meetings. Translation services also occur year-round, including school/district ceremonies, board meetings, or parent/teacher conferences. Administrative support team for English Learner programs; support staff for EL assessments/translations; stipends for teachers to support EL programs at all sites district-wide; teacher extra time for training; Contract to support assessment specifically for ELs

Action 5.11: School Climate—Whole Child. "Effective & Adapt"

The program effectively provided universal support to each community school, focusing on offering integrated student support and enrichment, a positive school climate and community, family, and student engagement. Administrative support for social-emotional learning; psychologists; program materials.

Action 5.12: Full Svc Comm Sch Whole Child. "Effective & Adapt"

The program effectively continues to coordinate partnerships to (1) case manage and provide resources to foster and unhoused students and families, (2) provide training to school site staff and technical assistance to build staff capacity to identify students suffering from homelessness and maintain compliance to EdCode, and (3) build systems to monitor compliance to EdCode. Administrative support team for Community school programs; contracts to support Community school programs; training and support for Unconditional Education; program materials

Action 5.13: Foster/Homeless Support. "Effective & Adapt"

We intend to adapt this program for the 24-25 school year through Title I funding.

Action 5.14: PROFESSIONAL DEV - INNOVATE "Effective & Adapt"

The program effectively met the need[s] of teachers to meet the needs of students. Professional Dev-Innovate. Administrative and instructional support team for staff training district-wide training; teacher extra time for training; program support materials

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

Action 5.1—Program 1120 (College & Career) For the 24-25 school year, we intend to include actions, interventions, and strategies from Program 1121 (Academies/Pathways), 1260 (Vice and Asst. Principals), and 1261 (International Baccalaureate) to Program 1120 (College and Career). The program's combined efforts will focus on developing and implementing strategies, actions, and interventions to support an increasing percentage of students with UC/CSU eligible a-g credits, an improved rate of students who complete CTE/a-g courses, and an improved percentage of college-prepared students.

Action 5.2—Program 1121 (Academies and Pathways ) For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1120 (College & Career).

Action 5.3—Program 1150 (Educational Services Programs): This program will be eliminated from LCAP and supported through general funds.

Action 5.4 - Program 1180 ( (Practices for African American Student Support and Success - Student Support) This program will include actions from program # 2180 (African American Student Prof Dev) and program #3180 (Practices for African American Stu). The program's combined focus will be to maximize each student's academic growth, responsibility, and achievement by cultivating social-emotional well-being, creating a safe and engaging environment, and engaging parents and families to support student success. Measurable Metrics include literacy, academic performance, college and career readiness attendance, discipline, SEL, and Parent Engagement.

Action 5.5—Program 1270 (Early Literacy Support) For the 24-25 school year, we intend to combine this program's actions, interventions, and strategies with Program 1290 (Supplemental Instructional Program).

Action 5.6 - Program 1290 (Supplemental Instructional Program) For the 24-25 school year, we intend to include actions, interventions, and strategies from Program 1270 (Early Literacy Support) and 4150 (Ed Tech Support) to Program 1290 (Supplemental Instructional Program)The program effectively supported core programs such as technology-based learning instruments, Science, Technology, Engineering, Arts, and Math (STEAM), credit recovery, and learning platforms for reading, language arts, and math students. The program's primary focus has been interventions supporting increased learning opportunities and improved academic achievement. Specific program elements implemented during 2023-24 include summer programs for additional learning time for pre-K to grade 12 students, supplementary curricula such as NewsELA and iReady, a contract, and instructional support for the Edgenuity instructional platform to support student access to course content.

Action 5.7: AFRICAN AMERICAN STUDENT Prof dev. The program is in a transition state with new leadership and support. We intend to adapt this program for the 24-25 school year and combine it with program 1180 ( African American Student Achievement).

Action 5.8—Program Professional Development Classified Training. The program is in a transition state with new leadership and support. We intend to adapt it for the 24-25 school year. For 24-25, this program will be combined with program 4260 ( Special Education)

Action 5.9 - Program 3180 (Practices for African American Student Support/Success - Parent Support) For the 24-25 school year, we intend to combine this program with program 1180 ( African American Student Achievement).

Action 5.10: Program 4170 (English Learners Support). For the 24-25 school year, we included actions, interventions, and strategies from Program 1024 (International/Newcomers)—the program activities and support services for English Learners. Required assessments include Initial, Summative, and Alternate ELPAC, which occur upon registration and year-round. Required support: It interprets and translates all essential documents and meetings. Translation services also occur year-round, including school/district ceremonies, board meetings, or parent/teacher conferences. Administrative support team for English Learner programs; support staff for EL assessments/translations; stipends for teachers to support EL programs at all sites district-wide; teacher extra time for training; Contract to support assessment specifically for ELs

Action 5.11: Program 4220 (School Climate—Whole Child). For the 24-25 school year, we intend to include actions, interventions, and strategies from Program 4230 (Visual & Performing Arts - Whole Child) and 4240 (Full Svc Comm Sch-Whole Child). The program will provide universal support to each community school, offering integrated student support and enrichment, a positive school climate, community, family, and student engagement—administrative support for social-emotional learning, psychologists, and program materials.

Action 5.12: 4240 (Full Svc Comm Sch Whole Child). For the 24-25 school year, we intend to combine this program with program 4220 ( School Climate).

Action 5.13: Foster/Homeless Support. We intend to adapt this program for the 24-25 school year through Title I funding.

Action 5.14: Program 6110 ( Professional Development Innovate) For the 24-25 school year, we intend to change the name of this program to Collaboration and Professional Development to better align the name with the activities, strategies, and interventions associated with the program. The program will meet teachers' needs [s] to meet students' needs. Administrative and instructional support team for staff training district-wide training; teacher extra time for training; program support materials



The current Goal # 5: African American, English learner, foster youth, Hispanic, homeless, socioeconomically disadvantaged - Providing support to enable our under performing student groups to achieve and thrive will not be included in the next LCAP. For the 24-25 LCAP, we will add the following goal:

**TARGETED INTERVENTION & SUPPORT:** Provide holistic intervention and support to our low-performing demographic subgroups such as Black or African American, Hispanic, Foster Youth, Homeless, English language learners, socioeconomically disadvantaged, and other historically underperforming groups to achieve and thrive.

**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.**

## ***Instructions***

*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](mailto:lcff@cde.ca.gov).*

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## **Goals and Actions**

### **Goal(s)**

#### **Description:**

Copy and paste verbatim from the 2023–24 LCAP.

#### **Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

#### **Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### **Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

- Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.
- A description of any substantive differences in planned actions and actual implementation of these actions.
- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
West Contra Costa Unified School District	Dr. Kenneth Chris Hurst Superintendent	Chris.Hurst@WCCUSD.net 510-231-1104

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

West Contra Costa Unified School District (WCCUSD) is located in the western part of Contra Costa County, along the I-80, conveniently situated 70 miles southwest of Sacramento, 18 miles Northeast of San Francisco, and 12 miles north of Oakland. The West Contra Costa Unified School District (WCCUSD) was established in 1965 and continues to provide education programs at 55 schools serving families within the towns of El Cerrito, Richmond, San Pablo, Pinole, and Hercules, as well as the unincorporated areas of Bayview-Montalvin Manor, East Richmond Heights, El Sobrante, Kensington, North Richmond, and Tara Hills. The district offers seven high schools, six middle schools, six K-8 schools, 31 elementary schools, eleven state preschool sites, 14 SPED pre-schools, one SPED assessment center, three alternative education high schools, and one virtual school supporting distance learning. The LCFF Equity Multiplier is a new state funding program providing additional funds to school sites that met the prior year's non-stability and socioeconomically disadvantaged student thresholds. Two schools met the criteria for the LCFF Equity Multiplier in 23-24. The two schools are Greenwood Academy and Lincoln Elementary schools. Total district enrollment for the 2023-24 school year was 25,575 students. Of the total students served by the district in 2023-24, less than 1% are foster youth, and 2.13% reported as being families in transition (homeless) youth in grades K - 12. Many WCCUSD students (64.90%) are classified as socioeconomically disadvantaged. Almost a third of the students (31.68%) are English Learners (EL), and 14.82% are students with disabilities. The district serves a diverse student population where the majority of students are Latino (54.77%), followed by African American (12.14%), White (10.35%), Asian (10.89%), Filipino (4.75%), Two or More Races (6.32%), and Pacific Islander (<1%).  
Source: <https://www.cde.ca.gov/ds/ad/dataquest.asp>

WCCUSD Strategic Plan, 2024-27  
Theme: Brave Minds, Bold Leaders, Big Dreams.  
Vision Statement: We aspire to be a learner-centered community that fosters passion-driven lives.

Mission Statement: The mission of the West Contra Costa Unified School District is to empower learners with the knowledge and skills necessary to choose their pathways and follow their passions with courage and confidence.

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

Anti-Racism Statement:  
West Contra Costa School District is committed to being an anti-racist organization. Anti-racism requires active resistance to disrupt and dismantle white supremacy and a commitment to personal and professional action. WCCUSD stands against racial hatred, bias, systemic racism, and the oppression of specific groups on an individual, interpersonal, institutional, and structural level. WCCUSD understands the role of educational institutions and systems in racial inequities and works within our school district, in partnership with students, families, and our community, to challenge racism consciously, consistently, personally, and professionally.

Theory of Action:  
When we engage authentically by having honest & necessary conversations that wholeheartedly and inclusively center student learning and pursue racial, economic, and educational justice, and when we apply the lessons of those conversations by creating universal systems & structures that respond to voices and data closest to the classroom and apply the lessons of local data and leading research. Then, we will pay relentless attention to equity, agency, and achievement, delivering on the promise of public education. The student outcomes will indicate that our young people are prepared and empowered to achieve their potential as the next generation of local and global leaders. Educator and staff, wellness, and retention data reflect successful, stabilizing investments in the village that support our children's growth.

Mapping Our Way Towards Strategic Implementation. The goals outlined below are interdependent. They inspire the implementation of exciting new techniques and highlight the foundational work of WCCUSD educators, school leaders, and classified staff that has proven successful in supporting our students.

## Reflections: Annual Performance

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

District enrollment and demographics:  
WCCUSD enrollment has decreased from 28,246 in 2020 to 25,775 as recorded in 2024 as reported by Dataquest, CDE. Over the last five years, the loss of 2,671 students equates to an 9.46% drop in enrollment. Four subgroups (Hispanic, African American, Asian, and White) represent 88.1% of the district population. The district's largest enrollment by race/ethnicity is the Hispanic population, at 54.77%, followed by African American students at 12.14%. Among our students 64.9% are Socioeconomically Disadvantaged, 31.68% are English Learners and .3% are Foster Youth. There are 3,789 enrolled students in Special Education programs, representing 14.82% of our total population.

#### Dashboard overview:

The California Department of Education (CDE) compares the current year data with that from the year prior to determine whether a school or district has improved. The results fall into one of five levels, ranging from “Increased Significantly” to “Declined Significantly” represented by five colors: Blue, Green, Yellow, Orange and Red.

#### ACADEMIC ENGAGEMENT

**Chronic Absenteeism:** The COVID-19 Pandemic resulted in the physical closure of schools in February/March 2020 and distance learning through 2020–21. The transition back to in-person learning in 21-22 and 22-23 has shown challenges in accurately accounting for issues of chronic absenteeism. The Chronic Absenteeism indicator is based on the number of students who were absent 10 percent or more of the school year. The lower the chronic absenteeism percentage, the higher the performance level. In 2019, our chronic absenteeism was 16.70% compared to 2023 at 34.20%. In 2023, the race/ethnicity demographic reflected four subgroups (African American, American Indian, Hispanic, and Pacific Islander) at 40% or above. The highest among the four identified groups was the Pacific Islander group at 50%, and the lowest within that group was the Hispanic group at 40.20%. In 2023, the district's chronic absenteeism percentage was 34.2%, a decline of 8.2% from the prior year. The performance level for the district is “yellow,” as determined by a drop of 8.2% from the preceding year. While an improvement, this remains an area of focus.

#### Graduation Rates:

The graduation rate is based on the number of high school students who graduate with a regular high school diploma in four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) and students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022–23. In 2023, the district graduation rate was 83.80% with a performance level at “yellow,” which signifies that the rate from prior year comparison to current year maintained its graduation rate.

#### CONDITIONS AND CLIMATE

**Suspension Rate:** The Suspension Rate Indicator is based on the number of students with an aggregate suspension of at least one full day. The desired outcome is a low rate in the current year and a decline from the prior year. In 2023, District-wide, the suspension rate was 4.80%, with a performance level of “orange,” which signifies that the rate from the previous year slightly increased compared to the current year. When disaggregated by race and ethnicity, African American students scored in the red (significant increase) with an 11.9% suspension rate. Four other racial/ethnic groups scored in the orange, representing increased suspensions from the prior year. Among the enrollment by sub-group demographic, the foster youth, homeless, and students with disabilities all were in the red, signifying a significant increase from the prior year.

#### ACADEMIC PERFORMANCE

The Academic Indicator is based on the Smarter Balanced Summative Assessments (SBAC) and the California Alternate Assessments (CAA) for ELA and mathematics. It currently does not include the science assessments. Every Student Succeeds Act (ESSA) requires all districts test at least 95% of students in English language arts/literacy (ELA), mathematics, and science. It also requires states to factor the participation rate into their accountability systems, which, for California, is the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test

will be used in calculating the Distance from Standard (DFS). Note that the assignment of a LOSS for the students who did not test occurs only when the California Department of Education (CDE) calculates the California School Dashboard (Dashboard) Academic Indicator. Students who did not test will not receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports or in the CAASPP Student Score Data File. This is important to note...

#### English Language Arts:

The English Language Arts (ELA) is a calculated score representing DFS. The desired outcome is a score at or above the standard or an improvement from the prior year to the current year toward meeting the standard. In 2023, the district ELA rate was 53.7 points below standard with a performance level of “yellow,” which signifies that the DFS from the prior year comparison to the current year was maintained. Among the race/ethnicity demographic, Hispanic students recorded 84.2 points below standard, placing them in the red (significant increase in DFS). African American student group scored in the orange, representing an increase of points below the standard from the prior year. There were four race/ethnic groups that scored in the green, representing a significant increase toward meeting the standard. Among the enrollment by sub-group demographic, the English learners and socioeconomically disadvantaged were indentured in the red. The four other subgroups were placed in the orange category, signifying increased points below standard.

#### Math:

Math scores are also calculated by DFS. Again, the desired outcome is a score at or above the standard and an improvement from the prior year to the current year toward meeting the standard. In 2023, the district math rate was 86.8 points below standard, with a performance level of “yellow,” signifying that the DFS from the prior year slightly increased (6.3 points) compared to the current year. English Learners remain in the very low status, with overall scores that declined from the previous year. Hispanic students and Foster Youth, still far below standard, maintained. African American students as well as Students with Disabilities, Homeless and Foster Youth remain far below standard but increased scores from the prior year (orange).

#### College & Career Indicator

This indicator examines how well local educational agencies and schools prepare graduates for college and/or careers. Graduates who meet specific College and Career Indicator (CCI) criteria for “Prepared” are included in the calculations of the CCI rate. CCI is calculated by the number of students who graduated (prepared) divided by the number of students in the combined 4-5-year graduation rate. For the 2023 Dashboard, the CCI reports the most current year data or “Status only” since no data is available for 2022. The CCI displays one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). The district CCI rate of “prepared” students was 34.1%, designated as Low. According to the disaggregated data, African American students were 18.1% prepared, and Hispanic students, 27.3%. These, along with English Learners (12.9%), Homeless (13.3%), and the Socioeconomically Disadvantaged students (27.9%), all fell within the low range. Foster Youth (5.9%) and Students with Disabilities (9.1%) are within the “very low” designation.

#### English Learner Progress Indicator

The English Learner Progress Indicator (ELPI) reports on the progress English learner (EL) students make towards English language proficiency. To determine progress, the ELPI uses the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results. For EL students taking the Summative ELPAC, progress is advancing at least one ELPI level. For EL students taking the Summative Alternate ELPAC, progress is advancing at least one level on the Summative Alternate ELPAC or a

scale score change of at least ten. ELPI Change measures the rate at which schools or districts are improving their ability to move their EL students toward English language proficiency.

In 2023, of the 5,733 EL students in WCCUSD, 40% were making progress toward English proficiency, a decrease by 3.5%, and an ELPI level of “low”. The number of students who decreased at least one ELPI level was 18%. The number of EL students who maintained ELPI level 4 was 58%, which is considered to be high. The number of ELs who progressed at least one ELPI was 60.4%, which is also determined to be in the high range.

## SUMMARY

Areas of success identified through CA Dashboard data:

Chronic absenteeism declined 8.2% from the prior year. Overall achievement was maintained (orange) for ELA but there was some growth for Foster Youth, Homeless students and Students with Disabilities as well as for White, Asian and African American students. The district's math rate, at 86.8 points below standard, slightly increased compared to the year prior. Native Hawaiian or Pacific Islander and White students increased significantly. Homeless, Socioeconomically Disadvantaged, and Students with Disabilities as well as African American, Filipino, Asian and those with Two or More Races also improved DFS. And, the number of ELs who progressed at least one ELPI, which was in the high range at 60.4%. All of these represent gains to celebrate.

Areas of Need based on CA dashboard data:

Over the last five years, this loss of 2,384 students equates to an 8.48% drop in enrollment. While declining enrollment and increased rates of absenteeism are common challenges in education today, in as much as possible, we need to determine the root causes for such changes, viewing both as indicators of engagement, culture and climate.

The suspension rate for 2023 was 4.80%, slightly increased compared to the previous year.

While some improvement was made in English Language Arts, far too many students remain in the low to lowest status rating, with English Learners and Hispanic students decreasing overall achievement rather than growing. This represents a significant need for improvement and an in depth look at our practices and pedagogy, particularly given the increased focus on foundational skills. Similarly, there was some growth in mathematics, there remains a need for focused attention and designs for improvement. Subgroups scoring “red” in math included Hispanic, English Learners, and Foster Youth. And, the College and Career Indicator status was “low”, with particular subgroups substantially underprepared as described above, identifying an area of targeted focus for the future.

As a result of the data analysis and to address these issues for the short- and long-term, we have identified the following goals for the 24-27 LCAP:

### Goal # 1: Authentic Engagement

Continuously and systematically surface brave conversations internally with staff and externally with families and educational partners to understand the lived experience of our students, staff, and families to create unprecedented student outcomes that dismantle inequities and foster just learning communities.

#### Goal # 2: Universal Systems & Structures

Establish, maintain, and monitor systems of accountability that extend from the classroom to the central office; develop and revise policies and regulations to ensure alignment with our core values. Implement universal systems and accessible support to all students by cultivating inclusive educational communities where individual student needs are respected and supported consistently through personalized holistic, high-quality instructional strategies at all site grade levels.

#### Goal # 3: Relentless Attention to Achievement, Agency & Access

Provide all students the academic skills necessary to ensure a foundation for learning and provide the opportunities, resources, and supports that students need to achieve excellence and self-determination in a multilingual, technological, and increasingly global world to establish cross-agency partnerships that make innovative use of resources to support the whole child and whole community.

#### Goal # 4: Students with Disabilities

Create an inclusive educational experience that ensures students with learning disabilities receive personalized learning by integrating technology, adapting resources, and differentiated instruction. By leveraging the strategies and accommodations outlined in IEPs, personalized learning ensures that students with IEP can access the specialized services and accommodations necessary for our special education students to achieve and thrive.

#### Goal # 5: Targeted Intervention & Supports: Enabling our underperforming students to achieve and thrive

Provide holistic intervention and support to our low-performing demographic subgroups such as Black or African American, Hispanic, Foster Youth, Homeless, English language learners, socioeconomically disadvantaged, and other historically underperforming groups to achieve and thrive.

#### Goal # 6: Equity Multiplier, Lincoln Elementary

Within three years, Lincoln Elementary will improve its performance level by two color codes in EL, math, and English as measured by the CA Dashboard.

#### Goal # 7: Equity Multiplier, Greenwood Academy

By 2025, Greenwood Academy students will have achieved the following:

Improved STAR Reading scores from 11% reading proficient to 20% ( moving to I-Ready for 24/25)

Improve Math grades from 63% C or higher, to 75%

Improve annual graduation rate from 76.75 to 85%, with 5% completing concurrent enrollment courses at CCC ( Contra Costa College)

WCCUSD Unduplicated Pupil Percentage (UPP) is 71%. Because of our high unduplicated student enrollment, many of the services and related expenditures, which align with the goals and actions included in the LCAP, are offered to all students. We anticipate all LCAP actions will improve academic outcomes for our unduplicated students as well as all district students.



# Reflections: Technical Assistance

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

WCCUSD receives technical assistance to better serve the needs of all our students but in particular our Foster Youth and Students with Disabilities who received “red” ratings on the majority of Dashboard indicators. We are working closely with the Contra Costa County Office of Education to identify actions that effectively improve outcomes for these particular subgroups. Additionally, as we carry out innovation and improvement work for groups such as Comprehensive School Improvement schools and manage large scale initiatives like Community Schools, we hold these two subgroups central. This is not to say that other subgroups are not supported or considered. They absolutely are! Rather, these two particular focal groups remind us to think empathetically, inclusively and equitably for all our students and especially for them as we identify needs and act to serve them well.

## 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 23-24 California School Dashboard data, the following West Contra Costa schools have been identified for comprehensive support and improvement (CSI): Dover, EM Downer, King, and Stege Elementary Schools; Peres K-8; Betty Reid Soskin, DeJean, and Helms Middle Schools; and, John F. Kennedy High School.

### *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 established a monthly Community of Practice (COP) for all CSI Identified schools. The COP is facilitated by leaders in the Educational Services Department in partnership with the State and Federal Department and with ongoing support from the Contra Costa County Office of Education.

Launched in January 2024, the COP is designed to empower and equip site leaders and their teams through meaningful collaboration and deep learning, particularly focusing on strategies and models of Continuous Improvement such as Liberatory Design, adult learning, and change management. By identifying key areas of need, root causes, and potential solutions with innovative, transformative strategies aligned to the Science of Learning and Development, eligible schools develop CSI plans to innovate and improve, focused on substantively changing the learning experiences and outcomes for their students.



## ***Monitoring and Evaluating Effectiveness***

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

Those who directly supervise site principals play a significant role in supporting CSI and ATSI schools, helping to ensure that staff follow the SPSA planning steps of Annual Data Review, Strategic Vision and Planning, and Alignment of Resources. Moreover, through regular site visits, classroom observations, attendance at staff professional development, and community meetings, this team and their designees support and monitor the implementation of plans to impact student achievement.

Furthermore, engaging in monthly Community of Practice (COP) or Networked Improvement Community (NIC) meetings allows us to closely monitor and evaluate our CSI plans and adjust as needed more quickly to support student and school improvement. Frequent data analysis and an expanded view of data to include those such as “street data”, qualitative data, and “practical” measures will allow the LEA to be more accurate in our assessment, more informed and targeted in our actions, and more successful in creating lasting change.

The progress made by site leaders of CSI and ATSI schools in meeting their goals, along with the results of the annual needs assessment, are formally presented. This presentation is a collaborative effort, with central Office leaders providing feedback and identifying key areas of support. The synthesis of this input and analysis is then integrated into the SPSA annual updates, including the CSI-specific plans, and ultimately informs the subsequent LCAP. The summary of this annual review and the program designs are shared with parent groups biannually, in the spring and fall, further emphasizing the collaborative nature of our work.

# 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	<p>DLCAP comprises stakeholder representatives, including educators, parents, community partners, and district personnel. It advises the school district on LCAP expenditures, programs, and services for Low-Income English Learners and Foster Youth. DLCAP meets monthly to analyze expenditures, academic data, attendance data, suspension rates, and resource inequity</p> <p>DLCAP Timeline:</p> <p>February: Data Monitoring Look at disaggregated data trends over past 3-4 years</p> <p>March: Round 1 Monitoring</p> <p>April: Step 1-DLCAPS meeting, Step 2-Debrief proposed recommendations with E-board, Step 3-distribute recommendations ballots on Monday, Step 4-Ballot closes, Step 5- Committee members will get an email with results of the vote, Step 6: PAC Recommendations shared with Central Office and Cabinet for review and response</p> <p>May:</p>

Educational Partner(s)	Process for Engagement
	<p>Step 7- PAC Recommendation responses shared with DLCAP and draft developed with recommendations embedded</p> <p>June:</p> <p>Step 8: District provides written response to DLCAP and presents draft LCAP for review,</p> <p>Step 9: DLCAP presents their recommendations to the School Board,</p> <p>Step 10: WCCUSD Public Board Hearing and Comment on LCAP Draft, Step 11: Final LCAP Plan Submitted for WCCUSD Board Approval</p>
Multi Lingual District Advisory Committee	Advise the school district on programs and services for ELs, including LCAP implementation.
African American Advisory Team	Advise the SSC on programs and services for African American/Black students, including reviewing and certifying the SPSA
[English Learner Advisory Committee	<p>Advise the SSC on programs and services for ELs, including reviewing and certifying the SPSA.</p> <p>The ELAC timeline below is intended to guide school sites on items to be developed and discussed throughout the year:</p> <p>September-Conduct ELAC Elections. Submit evidence of elections (DTR, ballot, and community sharing) &amp; Roster</p> <p>October-Complete and post the ELAC Meetings Schedule to the website</p> <p>October- Identify a Multilingual District Advisory Committee (MDAC) delegate</p> <p>October- Train ELAC on roles and responsibilities</p> <p>November- January- Complete the Beginning of the year and Mid Year Data Protocol</p> <p>February- Discuss the importance of school attendance</p> <p>February/March- Distribute ELAC needs assessment</p> <p>April- Update ELAC on reclassification progress at the site and other data regarding English learners</p> <p>May- Consult ELAC regarding EL section of SPSA and allocations for next year</p>

Educational Partner(s)	Process for Engagement
School Site Council	<p>The SSC is constructed by parents, certificated staff, classified staff, and administrators. School sites are responsible for establishing and convening members monthly. The SSC timeline below is intended to guide school sites on items to be developed and discussed throughout the year:</p> <p>September-Conduct Election of SSC Members. Submit evidence of elections (DTR, ballot, and community sharing) &amp; Roster.</p> <p>October- Complete and post the public SSC Meetings Schedule to the website</p> <p>October- Review and adopt new SSC Bylaws (if needed)</p> <p>October- Train SSC on Roles and Responsibilities</p> <p>November- February- Complete the Beginning of the year and Mid Year Data Protocol</p> <p>March- Monitor SPSA and update SPSA goals per new state data</p> <p>March- Discuss the keep/change/eliminate staffing chart at SSC and implications for the following year</p> <p>April- May- Develop and propose a 24-25 budget and SPSA</p> <p>June- Share the final SPSA budget with all PACs and get SSC approval.</p>
Equity Multiplier	<p>Representatives from Ed Services and State and Federal met with the site principal to introduce the funding, determine criteria, and review CA dashboard data and requirements for educational partnership involvement. Site administration was charged to include their instructional leadership team to support the development of their focus goal, identify their metrics, and develop their actions to improve student performance. In addition to the site ILT, sites were to present and regularly provide updates to their School Site Council. After reviewing the goals, metrics, and actions, the SSC will provide recommendations and ultimately approve the Equity Multiplier Goal with the listed actions and budget to support the actions</p>
Ed Services Department	<p>Weekly meetings, multi departments, Ed Services ( ELMA, CC, Community Engagement, SPED and culture climate, C&amp;I, Executive Directors,</p> <p>Weekly - Monday's 2-4pm</p>

Educational Partner(s)	Process for Engagement
Student Groups	<p>Student Congress: Student Congress meets monthly during the academic school year</p> <p>Student Summit (MS/HS)- Once a year</p>
[Staff, teachers, admin,	<p>Principal's - Monthly</p> <p>Management - Quarterly</p> <p>School Site Collaboration - twice</p> <p>School Site Faculty Meeting - Once a month</p>

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

For development for the 2024-25 LCAP, community feedback included Centering and strengthening relationships to increase academic performance, Improving communication and accessibility to information via district websites and text messaging/two-way communication platforms, Improving data transparency with parents and community around individual, school, and district student achievement rates Interventions to support increased learning opportunities and increased academic achievement, Staff, training, and hiring are essential for improving learning conditions for students, Redistribution of resources to help direct service, mental health, and social-emotional learning, Increased emphasis on the need for focusing resources on mental health, basic needs, safety, and SEL for students, Programs for increased staff support for community outreach, training/capacity building.

For 2024-25, WCCUSD engaged in several collaborative conversations with principals and staff, community-based organizations, and parents and the community about the district's work and the data/ results from our various district assessments. As a result of these discussions, the LCAP will continue to include actions and services guided by three fundamental principles: increased professional development opportunities for teachers, increased social-emotional programs for students, and additional intervention support for students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	AUTHENTIC ENGAGEMENT: All students will demonstrate a level of engagement in learning activities through available educational programs as a result of increased social-emotional and behavioral support for all students, promotion of strong connections between schools and families, providing student support, staff training, implementation of initiatives to improve school climate, drop out prevention strategies, recovering those who have chronic absenteeism, and guiding each individual student through successful completion of their education program	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Even though West Contra Costa is committed to providing all students with a high-quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and careers, there continue to be areas in need of support and attention. The number of high school dropouts remains above 80 students per year, with Hispanic (74%), EL (56%), SED(75%), and Males (65%) making up the majority of students who drop out of school. The number of schools with 95% or higher attendance for the 22-23 school year remains below 5. The chronic absenteeism rates continue to be a concern with our foster youth, homeless, and white student groups in the “Orange” performance level. Our overall graduation rate is 83.8%, with our foster youth and students with disabilities in the “Red” performance level. The graduation rate for English learners and two or more races of student groups are in the “Orange” performance level. The overall suspension rate is in the “Orange,” four student groups are listed in the “Red” performance level: African American, Foster Youth, Homeless, and Students with Disabilities. To ensure that students grow and are prepared for college and careers, the culture and climate of our schools must be conducive to learning and promote a sense of connection and belonging. Through our coordinated efforts detailed in the actions portion of this goal, we expect students to feel more connected to school and authentically engage in learning activities through available educational programs.
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## 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	[2022-23] "MET"			Maintain MET score on CDE Parent and Family Engagement questionnaire.	
1.2	Middle School dropouts Source: CALPADS report 8.1B Priority 5C	2022-23 Middle School Grade Dropout rate Total # of Recorded Dropouts: 8 African American: 2 Hispanic: 3 Filipino: 1 White: 2 EL: 3 SED: 5 Homeless: 1 Total Male = 4 Total Female = 4			The Total # of Recorded Middle Schools dropouts will decrease by three.	
1.3	High school dropout rate Source: CALPADS report 8.1B Priority 5D	2022-23 High School Dropouts: Total # of Recorded Dropouts: 83  Asian: (1)/1% African American: (12)/14.5% Hispanic: (62)/74.7% More than two: (1)/1% White: (7)/8.5% EL: (47)/56.5% SED: (63)/75.9% SWD: (10)/12%			The Total # of Recorded High School dropouts will decrease by nine.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: (10)/12% Total Male = (54)/65% Total Female = (30)/36%				
1.4	Expulsion Rate DataQuest, CDE Priority 6B - School Climate	2022-23 Total # of Students: 5 African American: 1 Hispanic: 4			The expulsion rate for the total # of students will decrease by 1% .	
1.5	The number of schools with attendance higher than 95% Source: PowerSchool data Priority 5A - Pupil Engagement	2022-23: Three schools had attendance rates higher than 95%			The number of schools with attendance higher than 95% will increase by six.	
1.6	Chronically absenteeism Source: CA Dashboard. Priority 5B - Pupil Engagement	2022-23 All Students: 34.2%, Declined 8.2%, Yellow African American: 44.10%, Declined 10.5%, Yellow Asian: 17.20%, Declined 4.6%, Yellow Hispanic: 40.20%, Declined 10.3%, Yellow Two or More Races: 26.50%, Yellow White: 21.10%, Declined 1.1%, Orange EL: 38.50%, Declined 10.3%, Yellow FY: 35.10%, Declined 30.1%, Orange			Chronic Absenteeism across all subgroups and ethnicities improve to “Green” or “Blue” as measured by color on CA Dashboard	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HL: 58.90%, Declined 2.4%, Orange SED: 40.90%, Declined 10.3%, Yellow SWD: 43.7%, Declined 7.8%, Yellow				
1.7	Suspension Rate CA Dashboard. Priority 6A - School Climate	2022-23 All Students: 4.8%, Increased 0.7%, Orange AA: 11.9%, Increased 1.3%, Red Asian: 1.6%, Maintained -.2%, Green Filipino: 1.8%, Increased 0.3%, Yellow Hispanic: 4.5%, Increased 1.0%, Orange Two or More: 3.7%, Increased 0.8%, Orange White: 3%, Increased 0.4%, Orange EL: 4.8%, Increased 1.2%, Orange FY: 14.20%, Increased 2.6%, Red HL: 13.70%, Increased 1.9%, Red SED: 5.9%, Increased 0.9%, Orange SWD: 8.6%, Increased 8.65, Red			Suspension rate across all student groups and ethnicities will improve two levels Spring, 2027.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Parental Involvement Source: California Survey System (CalSCHLS) Parent Survey Priority 3A: Parental Involvement	22-23 CalSCHLS data 59% All 64% Elementary School 50% Middle School 48% High School 27% Non Traditional School			Parent Involvement data will improve to the following: 79% All 84% Elementary School 70% Middle School 68% High School 47% Non-Traditional School	
1.9	Communication with parents Source: California Survey System (CalSCHLS) Parent Survey Priority 3A: Parental Involvement	22-23 CalSCHLS data 40% All 46% Elementary School 30% Middle School 27% High School 55% Non Traditional School			Communication with parents will improve to the following: 60% All 66% Elementary School 50% Middle School 47% High School 75% Non-Traditional School	
1.10	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%			Student perception of school connectedness results will improve to the following percent responding "Agree/Strongly Agree": Grade 3: 83%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 46% Grade 10: 43% Grade 11: 45% Grade 12: 45%			Grade 4: 77% Grade 5: 72% Grade 6: 71% Grade 7: 64% Grade 8: 59% Grade 9: 61% Grade 10: 58% Grade 11: 60% Grade 12: 60%	
1.11	Student perception of meaningful participation at school Source: California Survey System (CalSCHLS) Student Survey Priority 6C: School Climate	22-23 Percent of respondents reporting "Agree" or "Strongly Agree" Grade 3: 43% Grade 4: 38% Grade 5: 31% Grade 6: 32% Grade 7: 24% Grade 8: 20%			Student meaningful participation results will improve to the following percent responding "Agree/Strongly Agree": Grade 3: 58% Grade 4: 46% Grade 6: 57% Grade 7: 39% Grade 8: 35%	
1.12	Student perception of social and emotional learning supports at school. Source: California Survey System (CalSCHLS) Student Survey Priority 6C: School Climate	2022-23 Percent of respondents reporting "Agree" or "Strongly"  Grade 3: 70% Grade 4: 65% Grade 5: 59% Grade 6: 56% Grade 7: 68% Grade 8: 67%			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%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9: 24% Grade 10: 22% Grade 11: 24% Grade 12: 25%			Grade 6: 71% Grade 7: 83% Grade 8: 82% Grade 9: 39% Grade 10: 37% Grade 11: 39% Grade 12: 40%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Positive School Culture & Climate	WCCUSD will support an increased emphasis on the need for focusing policies that foster safe, healthy learning environments where all students can thrive and achieve academic success, regardless of their background.	\$4,892,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Administrative support team for parent outreach; Administrative support team for programs to improve student attendance; School Community Outreach</p> <p>Workers to support parents; contracts to support parent communication about district-wide events' contracts to support student attendance; contract to support counseling services; conference fees; program materials</p> <p>Positive School Culture &amp; Climate: Supportive Learning Environments and Opportunities Program 3110</p> <p>Program activities, meticulously designed to increase social/emotional and behavioral support for students, will be implemented and supported during the 2024-25 school year. The focus of these actions and services is specifically designed to meet the needs of unduplicated students and staff, ensuring and reiterating our commitment to fairness and equality. The "whole child" approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success, regardless of their background. In a healthy and positive school culture, all students, without any discrimination, experience equally supportive learning environments and opportunities that help them learn and succeed.</p> <p>This program provides specialized student support to resolve complicated or persistent student attendance or behavior problems, benefiting both the students and the school community. The program intends to support programs for increased staff support and training/capacity building. This program also provides student support, trains staff, identifies and implements initiatives to improve school climate, and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education. Information about school attendance review boards (SARBs) comprises school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	Parent Engagement & Volunteer Outreach.	<p>WCCUSD will support programs for increased staff support for community outreach, training/capacity building: Administrative program support; extra hours to support parent engagement activities; babysitting support for parents to attend meetings; contracts to support parent outreach and student needs; program materials communication tools; support volunteer program</p> <p>Parent Engagement &amp; Volunteer Outreach Program 3120 Family and Community Engagement will continue to enhance support for parents and families at the site and central levels. The program provides increased parent education offerings at the central level, volunteer recruitment and support, and support for site leaders to offer quality, site-based family engagement activities and programs. In addition, the program develops and maintains official district and school websites, ensuring transparency and accessibility. We iterate and implement an annual communications plan to increase stakeholders' engagement through multiple communication channels.</p>	\$234,920.00	Yes
1.3	Whole Child Education	<p>WCCUSD will support an increased emphasis on the need for focusing resources promoting academic growth through cognitive, social and emotional, physical, mental and identity development. Administrative support team for Community Schools programs; contracts to support Community schools programs; training and support for Unconditional Education; program materials, Administrative support team for Visual &amp; Performing Arts programs district-wide; theater managers;</p> <p>Whole Child Education Program 4240 A whole child approach to education focuses activities, interventions and strategies that cultivate well-rounded individuals. This program promotes academic growth through cognitive, social and emotional, physical, mental and identity development. The whole child approach provides learners the foundation they need to become well-rounded, healthy individuals,</p>	\$3,086,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>equipped with a solid education and important life skills to help them reach their full potential. To address these needs, this program collaborates with school sites to leverage community-based resources, address parent and family support needs, and promote substantial connections between schools and families.</p> <p>In addition, the program supports the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development, and community collaboration. The program intends to leverage community-based resources to address parent and family support needs and promote strong connections between and families.</p>		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	UNIVERSAL SYSTEMS & ACCESSIBLE SUPPORT: We will ensure that all student needs are consistently respected and supported through personalized, holistic, high-quality instructional strategies at all site grade levels. We accomplish this goal by recruiting and retaining a culturally diverse, high-quality team of professional educators who can effectively provide a foundation for student success by enacting accountability that extends from the central offices to the classroom. We also develop and revise policies and regulations to ensure alignment with our core values and implement universal systems and accessible support for all students by cultivating inclusive educational communities, culturally responsive pedagogy, and anti-racist practices.	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)

An explanation of why the LEA has developed this goal.

According to the 21-22 Teacher Assignment Monitoring Outcomes by Full Time Equivalent Data as presented by CDE, 78% of teachers are fully credentialed with authorization to teach in the subject area/grade level assigned. 3.3% of teachers are credential teaching out of subject matter authorization, 2.9% percent have provisional/intern permits, and 9.9% hold short-term or substitute clearance waivers. In total, the number of days teachers were absent was 15,910. Eighty-four percent of our staff have three or more years of teaching experience. This goal is intended to support actions that provide the district with qualified staff working within our system at all levels, which is critical to our student's success. We continue to strive to create a culture of continuous analysis and reflection, which leads to constant cycles of improvement so that all of our programs will positively impact our students' lives.

## 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 Source: eschool, Priority 1A, 1B	2022-23: 15,910 days of absence			Teacher absences, excluding PD days, as measured by eschool, will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					decrease by 15% of district-wide baseline data	
2.2	Teaching Permit Holders Source: Dataquest, CDE Priority 1A, 1B	2021-22: 134.8			The number of permit holders will decrease by 30% district-wide baseline data	
2.3	Teacher Experience Source: HR Seniority Report Priority 1A, 1B	2022-23: 84%			The number of staff with 3+ years of teaching experience by 9%,	
2.4	Staff salaries Source: CalEdFacts - CDE Priority 1A, 1B	2023-24: Teacher Beg. Salary: Y1, R3: \$63,386 Teacher Mid Salary: Y16, R3 - \$102,740 Teacher High Salary - Y27, R3: \$119,394 Elementary Principal: Step 4 - \$134,728 Middle School Principal; Step 4 - \$142,812 High School Principal: Step 4 - \$159,324			Maintain competitive staff salary packages when compared with similar bay area school districts	
2.5	Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Source: Dataquest, CDE Priority 1A, 1B	2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Total # Teaching FTE: 1,362.2  Clear: 78%			Maintain 100% appropriately assigned and fully credentialed teachers district-wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Out-of-Field (lacking subject matter competence): 3.3% Intern: 2.9% Ineffective (Short Term/Sub Permits): 9.9% Incomplete: 5.5%				
2.6	SBAC, Math Source: CA Dashboard Priority 4A	2022-23 All Students: 86.8 pts below standard, Increased 6.3 pts, "Yellow" AA: 133.6 pts below standard, Increased 12.2 pts, "Orange" Asian: 23.1 pts above below standard, Increased 8.2 pts, "Green" Hispanic: 115.5 pts below standard, Maintained 2.6 pts, "Red" Two or More: 29.6 pts below standard, Increased 8.8 pts, "Yellow" White: 16.8 pts below standard, Increased by 15.2 pts, "Green"  EL: 129.5 pts below standard, Declined 6.3pts, "Red"			Decrease the pts below standard on SBAC, math scores districtwide for ALL students by 30 pts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 188.7 pts below standard, Maintained 1.8pts, "Red" HL: 160.9 pts below standard, Increased 10.8pts, "Orange" SED: 113.5 pts below standard, Increased 6.2pts, "Orange" SWD: 159.8 pts below standard, Increased 8.8pts, "Orange"				
2.7	SBAC, ELA Source: CA Dashboard] Priority 4A	2022-23 All Students: 53.7 pts below standard, Maintained .6 pts, "Orange" AA: 89.2 pts below standard, Increased 13.6pts, "Orange" Asian: 4.5 pts above standard, Increase 5.9 pts, "Green" Hispanic: 84.2 pts below standard, Declined 3.7 pts, "Red" Two or More: 56.9 pts below standard, increased 5 pts, "Green" White: 20.4 pts above standard, Increased by 14.6pts, "Green"			Decrease the pts below standard on SBAC, ELA scores districtwide for ALL students by 30 pts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 107.5 pts below standard, Declined 10 pts, "Red" FY: 144.8 pts below standard, Increased 3.8 pts, "Orange" HL: 123.8 pts below standard, Increased 5.3 pts, "Orange" SED: 82.7 pts below standard, Maintained - 0.3pts, "Red" SWD: 129.2 pts below standard, Increased 8.6pts, "Orange"				
2.8	Graduation Rate Source: CA Dashboard] Priority 4H	2022-23: Graduation Rate, 2022-23 All Students: 83.8%, Maintained -0.3%, "Yellow" Foster Youth: 60.1%, Declined 6.7%, "Red" SWD: 56.9%, Declined 5.1%, "Red" EL: 70.7%, Maintained - 0.3%, "Orange" Two or More Races, 86.5%, Declined 4.9%, "Orange" African America: 82.1%, Maintained -0.5%, "Yellow" Asian, 93.3%, Declined 3.6%, "Yellow"			Maintain "green" performance on Graduation Rate for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless, 74.2%, Increased 2.1%, "Yellow" SED, 81.3%, Maintained -0.6%, Yellow, "White" 88.5%, Maintained -0.3%, Yellow Hispanic, 80.3%, Increased 1.3%, "Green" Filipino, 95.5%, Declined 3.5%, "Blue"				

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional Staff for Identified schools with high % UPC	<p>Staff, training, and hiring are essential for improving learning conditions for students:</p> <p>Additional Staff for Identified schools with high % UPC Program 1760 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 55% or higher concentrations of UPP.</p>	\$6,281,867.00	Yes
2.2	Employee Recruitment & Retention	<p>Staff, training and hiring are essential for improving learning conditions for students: Administrative and instructional staff to support staff recruitment and retention; Teach For America contract and staff; National Board stipend; support for teacher residency programs</p> <p>Employee Recruitment &amp; Retention Program 2315 The teacher recruitment and retention program will provide enhanced support to ensure that WCCUSD can hire, train, and continue employ highly effective teachers. The teacher residency program and TIP/TSAP program support new teachers' growth and development with instructional practices guided by experienced mentors. Training will be provided on published policies, regulations, and protocols for new employee onboarding. Strategies and actions will be implemented to improve the recruitment and retention of classroom teachers, ensuring every student has access to highly qualified, fully credentialed teachers.</p> <p>In addition, this program focuses on creating and maintaining competitive salaries to reduce teacher turnover, attract and retain quality teachers in</p>	\$18,113,252.00	Yes



Action #	Title	Description	Total Funds	Contributing
		the classroom, lower teacher-student ratios, and strengthen academic programs by increasing the percentage of classroom-based teacher assignments with the appropriate credential authorization. WCCUSD has an ongoing annual cost to cover salary increases. On a year-to-year basis, it is possible to offset that liability using other funding sources, enabling the district to redirect funds to other programs. The amount available for transfer varies from year to year. The transfer of funds is managed as a journal entry at the close of books through the business services department.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	RELENTLESS ATTENTION TO ACHIEVEMENT: Provide all students with the foundational skills, opportunities, resources, and support to achieve excellence and self-determination in a multilingual, technological, and increasingly global world. Establish cross-agency partnerships that innovatively use resources to support the whole child and whole community.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

[According to CA Dashboard data, 23-24 student groups have been identified in the “red.” The student group red indicators are as follows:  
English Learners: ELA, Math  
Foster Youth: Math, Suspension, Graduation rate, College/Career  
Homeless: Suspension Rate  
Socioeconomically Disadvantaged: ELA  
Students With Disabilities: Suspension Rate, Grad Rate, College/Career  
African American: Suspension Rate  
Hispanic: ELA, Math  
The Relentless attention to achievement, agency, and access goals directly supports improving all subgroups identified in red as measured through CA dashboard.

## 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 courses Completers (Met Both) Source: DataQuest, CDE Priority 4C, 4D	Students who met BOTH CTE Completer AND A-G (2022-23) All Students: ((280), 12.8%) AA: (26), 8.5%			Increase the percentage of each low performing demographic subgroup who met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: (44), 19.6% Filipino: (27), 20.1% Two or More Races: (9), 12.2% White: (29), 12.3% SPED: (14), 15.0%  UPC Subgroup: Low Income (LI) : (231), 13.3% English Learner (EL): (38), 6.8% SED: (231), 13.3%			both CTE and A-G criteria by 3% each year to a total increase of 9%.	
3.2	ELPAC ELPI Level Source: CA Dashboard Priority 4E	60.4% of EL All Students progressed one English Learner Progress Indicator (ELPI) level Level 1 - Beg to Develop = 33.02% Level 2 - Somewhat Developed: 30.25% Level 3 - Moderately Developed: 27.18% Level 4 - Well Developed: 9.56%			Increase the percentage of All Students moving up a level per ELPAC by 3% each year to a total increase of 9%	
3.3	SBAC, ELA Source: CA Dashboard Priority 4A	All Students: 53.7 pts below standard, Maintained .6 pts, "Orange" AA: 89.2 pts below standard, Increased 13.6pts, "Orange"			Increase the percentage of All Students scoring meet/exceeded standard on SBAC scores in ELA by 2% each year, to a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Asian: 4.5 pts above standard, Increase 5.9 pts, "Green"</p> <p>Hispanic: 84.2 pts below standard, Declined 3.7 pts, "Red"</p> <p>Two or More: 56.9 pts below standard, Increased by 5 pts, "Green"</p> <p>White: 20.4 pts above standard, Increased by 14.6pts, "Green"</p> <p>EL: 107.5 pts below standard, Declined 10 pts, "Red"</p> <p>FY: 144.8 pts below standard, Increased 3.8 pts, "Orange"</p> <p>HL: 123.8 pts below standard, Increased 5.3 pts, "Orange"</p> <p>SED: 82.7 pts below standard, Maintained - 0.3pts, "Red"</p> <p>SWD: 129.2 pts below standard, Increased 8.6pts, "Orange"</p>			total increase of 6%.	
3.4	SBAC, Math Source: CA Dashboard Priority 4A	All Students: 86.8 pts below standard, Increased 6.3 pts, "Yellow"			Increase the percentage of All Students scoring meet/exceeded standard on SBAC scores in math by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 133.6 pts below standard, Increased 12.2 pts, "Orange" Asian: 23.1 pts above below standard, Increased 8.2 pts, "Green" Hispanic: 115.5 pts below standard, Maintained 2.6 pts, "Red" Two or More: 29.6 pts below standard, Increased 8.8 pts, "Yellow" White: 16.8 pts below standard, Increased 15.2 pts, "Green"  EL: 129.5 pts below standard, Declined 6.3pts, "Red" FY: 188.7 pts below standard, Maintained 1.8pts, "Red"  HL: 160.9 pts below standard, Increased 10.8pts, "Orange" SED: 113.5 pts below standard, Increased 6.2pts, "Orange" SWD: 159.8 pts below standard, Increased 8.8pts, "Orange"			2% each year, to a total increase of 6%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	UC/CSU eligible A-G Eligibility Source: Dataquest, CDE Priority 4B - Pupil Achievement	<p>All Students (Grads &amp; Non-Grads) meeting UC/CSU Requirements) All Students: (850), 39.0% African American: (80), 26.1% Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic: (363), 30.4% (35), 47.3% (133), 56.6% SWD: (33), 11.7%</p> <p>UPC Subgroup: Low Income (LI): (553), 31.9% English Learner (EL): (91), 16.3% SED: (553), 11.7%</p>			Increase the percentage of All Students with UC/CSU eligible A-G credits by 3% each year to a total increase of 9%	
3.6	Graduation Rate Source: CA Dashboard Priority 4H	<p>2022-23: Graduation Rate, 2022-23 All Students: 83.8%, Maintained -0.3%, "Yellow"</p> <p>African American: 82.1%, Maintained -0.5%, "Yellow" Asian: 93.3%, Declined 3.6%, "Yellow" Filipino, 95.5%, Declined 3.5%, "Blue"</p>			Increase the percentage of All Students graduating by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>White 88.5%, Maintained -0.3%, Yellow</p> <p>Hispanic, 80.3%, Increased 1.3%, "Green"</p> <p>Two or More Races, 86.5%, Declined 4.9%, "Orange"</p> <p>Homeless, 74.2%, Increased 2.1%, "Yellow"</p> <p>SWD: 56.9%, Declined 5.1%, "Red"</p> <p>UPC Subgroup:</p> <p>EL: 70.7%, Maintained -0.3%, "Orange"</p> <p>SED, 81.3%, Maintained -0.6%, Yellow,</p> <p>Foster Youth, Declined 6.7%, "Red"</p>				
3.7	College Preparedness Source: California Dashboard College/Career indicator Priority 4H	<p>2022-23: Rating for 22-23 provided by CA Dashboard range was very low, through very high</p> <p>All students: 34.1% Prepared, "Low"</p> <p>AA: 18.1% Prepared, "Low"</p> <p>Asian: 58% Prepared, "High"</p> <p>Filipino: 60.4% Prepared, "High"</p>			Increase the College Preparedness percentage for All Students by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 27.3% Prepared, "Low" Two or More: 36.1% Prepared, "Medium" White: 50.9%, Medium EL: 12.9%, Low Foster Youth: 5.9%, Very Low Homeless: 13.35, Low, SED: 27.9%, Low SWD: 9.1%, Very Low				
3.8	Advanced Placement Exams (AP) Source: College Board Priority 4G	2022-23 Total Students taking AP Exams = 1,393 Total # of students scoring a three or higher = 656  AP Performance by ethnicity: students with scores of 3,4 or 5 All Students: 28.31% African American(AA): (18), 0.78% Asian:(150), 6.47% Hispanic: (228), 9.84% White: (165), 7.12% Two or More:(56), 2.42%			Increase the percentage of all students scoring three or higher by 3% each year to a total increase of 9%	
3.9	Reclassification as Fluent English Proficient (RFEP) "Ever-Els" by Years as EL and	2023-24 RFEP Data ( Non Charter) Total EL Students: 8,102 Total RFP = 3,276			English Learner Reclassification Rate will increase by 3% annually, for	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reclassification Status and Grade. Source: Data Quest, CDE Priority 4F	Reclassification Rate: 28.8%			a total increase of 9% by Spring 2027	
3.10	CTE Completers (Completed at least one CTE approved course) Source: DataQuest, CDE Priority 4D	(2022-23) Students who completed at least one CTE course All Students: ((395), 18.1% AA: (40), 13% Asian: (60), 26.8% Filipino: (30), 22.4% Hispanic (219), 18.3% Two or More Races: (12), 16.2% White: (34), 14.5% SPED: (23), 14.5%  UPC Subgroup: English Learner (EL): (68), 13.3% Foster Youth (FY): (2), .10% Low Income (LI) : (334), 19.3%			Increase the percentage of All Students who complete at least one CTE course by 3% each year, to a total increase of 15%.	
3.11	A-G Eligibility Source: DataQuest, CDE Priority 4D	(2022-23) Students who completed at least one CTE course All Students: ((850), 39% AA: (80), 26.1%			Increase the percentage of All Students who are A-G Eligible by 3% each year, to a total increase of 15%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: (142), 63.4% Filipino: (95), 70.9% Hispanic (353), 30.4% Two or More Races: (133), 56.6% White: (133), 56.6% SPED: (33), 11.7%  UPC Subgroup: English Learner (EL): (91), 16.3% Foster Youth (FY): (1), .50% Low Income (LI) : (553), 31.9%				

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Site Funding to Implement School Plan for Student Achievement	<p>Site Funding to Implement School Plan for Student Achievement Program 0000</p> <p>Each school site within WCCUSD receives LCFF funds to address the needs of the unduplicated subgroups at their school site. Each site develops its SPSA goals through data analysis, identifying and prioritizing needs, setting goals, planning actions, and leveraging resources to meet those goals and improve student outcomes. The SPSA includes strategies, actions, and interventions that support increased learning opportunities and academic achievement. Sites describe how to use these funds in their annual School Plan for Student Achievement (SPSA).</p>	\$3,800,000.00	Yes
3.2	Elementary School Support	<p>Interventions to support increased learning opportunities and increased academic achievement: Additional staff support for instructional programs at the elementary level.</p> <p>Elementary School Support [Program 1250] This program provides additional staff support for instructional programs at the elementary level. This work focuses on increasing access to additional resources to enhance learning through smaller class sizes and expanded programming. This program aims to provide resources and instructional strategies that provide students with the physical, social, emotional, and intellectual support needed to learn—the desired outcomes of this program support interventions that provide increased learning opportunities and improved academic performance. In addition, the program also provides administrative support for planning, developing, and implementing instructional and social-emotional learning for students. In addition, the program supports the assignments of assistant principals for schools with high unduplicated student counts. The additional administration focuses on developing and implementing strategies and interventions that decrease</p>	\$6,200,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the disproportional use of exclusionary disciplinary practices such as suspensions and office referrals among our UPC population and all student groups districtwide.		
3.3	Secondary School Support	<p>Interventions to support increased learning opportunities and increased academic achievement:  Additional secondary counselors; additional instructional support teachers at secondary schools; Administrative support team for College and Career programs;  support for academies and pathways programs, partnerships to ensure students are aware of college preparation, readiness and have support to help navigate college applications.</p> <p>Secondary School Support  Program 1251  This program provides additional staff support for and improved access to courses in smaller, specialized departments. It aims to provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn. The desired outcomes of this program will be interventions to support increased learning opportunities and improved academic performance.</p> <p>The program also utilizes funds to staff College and Career program leads. Program staff develop career-rich pathways based on student interests, the needs of the school community, and local workforce data. In addition, the program provides funds for CTE teachers and college and career counselors. Program activities in this category are designed to support high-quality career and Technical Education instruction. Furthermore, the program's actions and services include hiring staff to support International Baccalaureate scheduling, coaching and professional development, assessments, and other needs to support centering and strengthening relationships that increase academic performance among all students. This comprehensive approach ensures that all aspects of a student's academic journey are addressed, leaving no room for gaps in their learning experience.</p>	\$7,415,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The focus of these actions and services is specifically designed to meet the needs of students who are eligible for free/reduced lunch, English Learners, and FIT/Foster Youth. A goal of the program is to increase the percentage of students who complete CTE/a-g courses and increase the rate of students with college preparedness, the number of pupils who have successfully completed CTE courses from approved pathways, and the percentage of pupils who have completed a-g requirements AND CTE courses from approved pathways.</p>		
3.4	Supplemental Instructional Program	<p>Interventions to support increased learning opportunities and increased academic achievement:</p> <p>Administrative support team for elementary instructional programs; teacher extra time/stipend for training; additional instructional materials/supplies; contract for training on literacy programs; Summer programs to provide additional learning time for students pre-k to grade 12;</p> <p>Supplemental Instructional Program Program1290 The Supplemental Instructional Program is a collaborative effort that supports core programs such as technology-based learning instruments, Science, Technology, Engineering, Arts, and Math (STEAM), credit recovery, and learning platforms for reading, language arts, and math students. This extra help can be provided before or after school, on weekends, or during summer interventions, demonstrating our commitment to providing increased learning opportunities and academic achievement for all our students.</p> <p>The program directly supports student growth in early literacy. The focus of these actions and services will be specifically designed to build upon our teachers' existing capacity to meet our students' literacy needs. These supports include Professional Development, Support for teachers and coaches, and early literacy assessment tools and measures to guide and inform instructional practices. Identify and implement strategies and/or</p>	\$1,688,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>interventions to develop a rich vocabulary, self-expression, and reading comprehension. Improve skills, knowledge, and/or understanding related to reading and writing.</p> <p>In addition, E-learning programs provide practical use of technology that supports classroom instruction. E-learning allows students to understand concepts and topics through an electronic platform. The program's actions and services include funding educational technology-certified staff, subscriptions for supplementary online instructional support, curriculum, training, an instructional support team for e-learning, stipends for teachers and facilitators to lead e-learning site programs, and teacher extra time for training.</p>		
3.5	Dual Immersion	<p>Centering and strengthening relationships to increase academic performance:</p> <p>Stipends are provided to teachers assigned to dual immersion teachers with a BCLAD credential.</p> <p>Dual Immersion Program 1102 The Dual Language Immersion programs offer a rich bilingual experience for learners. Instruction is divided between two high-quality, creative classrooms: one in English and one in the program's language. The focus is developing and nurturing bilingual English, Spanish, and Mandarin classroom settings. Dual Immersion funds provide time for professional development and small teacher stipends for the additional planning DLI lessons require. Stipends are provided to teachers assigned to dual immersion teachers with a BCLAD credential. The focus of these actions and services is specifically designed to recruit and maintain DLI teachers who meet the needs of dual immersion programs.</p>	\$3,671,726.00	Yes
3.6	Evaluation & Program Monitoring	Interventions to support increased learning opportunities and increased academic achievement:	\$1,363,264.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The administrative support team is responsible for the alignment of instruction/support programs with assessments and budget,</p> <p>Evaluation &amp; Program Monitoring Program 5260 WCCUSD staff have designed a coherent set of actions and services to ensure that central departments and school sites develop their program plans through data analysis and needs assessment, identifying critical areas of need, and developing strategies focused on improving academic performance. The evaluation and monitoring program provides site-based/central program training and continuous support to program directors, school administration, and administrative assistants. The training and support are intended to enhance their understanding of the federal, state, and other categorical authorized use funds regulations. Through these actions, sites will be able to self-assess against the requirements of the grants and understand how they can utilize funding under the grants to improve student services. The program consists of staff who directly support site budget allocations, program expenditures, compliance and authorized use of funds, monthly budget meetings, process MUNIS requisitions, purchase orders, budget transactions, mid-year monitoring and reporting, budget development, and provide other budget-related supports to central and site programs.</p>		
3.7	Professional Development & Collaboration	<p>Staff, curriculum, training, and hiring are essential for improving learning conditions for students: Administrative and instructional support team for staff training district-wide training; stipends for department leads; program support materials</p> <p>Professional Development Program 6110 WCCUSD staff have designed a coherent set of actions and services to meet the need[s] of teachers in-services of meeting the needs of students. Staff, curriculum training, and hiring are essential for improving learning conditions for students. This program supports administrative and instructional support teams for district-wide staff training, extra time for</p>	\$1,361,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers to train, and program support material. In communities of practice, analyze multiple sources of data to identify and scale promising practices in Tier 1 and 2 instruction that accelerate the achievement of students from underrepresented groups and close persistent equity gaps. Promote systems of regular instructional feedback with a focus on universal access to complex tasks and a school culture of perseverance. Implement professional development for all instructional leadership teams 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. Utilize research-based observational guides such as the Instructional Practice Guide (IPG) to support observation and feedback on instructional practices.		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	STUDENTS WITH DISABILITIES: Students will be able to access specialized services and accommodations necessary for our special education students to achieve and thrive through leveraging the strategies and accommodations outlined in IEPs and personalized learning. Special Education creates an inclusive educational experience that ensures students with learning disabilities receive personalized learning by integrating technology, adapting resources, and differentiated instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

<p>A recent review of WCCUSD data indicates that students with disabilities are not showing the same levels of growth as the district in the areas of student achievement (ELA and Math), graduation rate, and chronic absenteeism. The goal was written in a focused effort to strategically support and meet the unique needs of our students with disabilities. This goal includes metrics (All Students and SWD) to be used as indicators of the LCAP action to address the disproportionality for our students with disabilities and ensure that services are provided in the least restrictive environment. Finally, greater focus will be given to monitoring that IEPs are completed on time so that students have readily available support and services to ensure that they will thrive academically and socially.</p> <p>The work in developing these plans for students with disabilities was also informed by our data and planning work due to our Disproportionality status. This data review work revealed that WCCUSD is significantly disproportionate for African American students identified as Emotionally Disturbed. As a result of this data analysis, we will increase our focus on inclusion and PD for general ed teachers to support students. The training will also support efforts to offer special education students the opportunity to spend more time in the gen ed classrooms and be on the diploma track. Increased attention will be paid to ensuring that parents are informed so they can participate fully in the decision-making process and thoroughly consider options for high school and beyond. To this end, staff from the Special Ed department will work more closely with the College and Career team to provide needed access to more pathways and credit recovery programs and eliminate tutorials as barriers to student access. We expect that with additional staffing, training, and increased access to support programs, we will be on a stronger path to address the causes for our disproportionate status and thereby provide improved services for students, which, in turn, will help us meet our identified outcomes described below.</p>
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## 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 course completion Pathways Source: Dataquest, CDE Priority 4C, 4D	<p>2022-23: 2,179 students in the combined graduation rate</p> <p>CTE Completers All Students: 395/18.1% Special Ed (SPED): 23/8.2%</p> <p>CTE Completers: UPC Subgroup Foster Youth(FY): (2), .1% English Learner (EL): (68), 13% Socio-Economically Disadvantage (SED): (334), 19.3%</p> <p>A-G Completers: All Students: (850), 39% Special Ed (SPED): (33), 11.7%</p> <p>A-G Completers UPC Subgroup: Foster Youth(FY): (1), .5% English Learner (EL): (91), 16.3%</p>			Increase the percentage of SPED students who met both CTE and A-G criteria by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-Economically Disadvantage (SED): (553), 31.9%</p> <p>Met Both: A-G &amp; CTE: All Students: (280), 12.8% Special Ed (SPED): (14), 5.0%</p> <p>UPC Subgroup Foster Youth (FY): (1), .50% English Learner (EL): (38), 6.8% Socio-Economically Disadvantage (SED): (231), 13.3%</p>				
4.2	SBAC, ELA Source: CA Dashboard Priority 4A	<p>2023-24 All Students: 53.7 points below standard, Maintained 0.6 pts, "Yellow" Special Ed (SPED): 129.2pts below standard, Increased 8.6 pts, "Orange"</p> <p>UPC Subgroup: FY: 144.8 pts below standard, Increased 3.8 pts, "Orange" EL: 107.5 pts below standard, Declined 10 pts, "Red"</p>			Increase the percentage of SPED students progressing towards ELA proficiency by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 82.7 pts below standard, Maintained - 0.3pts, "Red"				
4.3	SBAC, Math Source: CA Priority 4A]	2023-24 [All Students: 86.8 pts below standard, Increase 6.3 pts, "Yellow" Special Ed (SPED): 159.8 pts below, Increased 8.8pts, "Orange"  UPC Subgroup: FY: 188.7 pts below standard, Maintained 1.8pts, "Red" EL: 129.5 pts below standard, Declined 6.3pts, "Red" SED: 113.5 pts below standard, Increased 6.2pts, "Orange"			Increase the percentage of SPED students progressing towards math proficiency by 3% each year to a total increase of 9%	
4.4	UC/CSU eligible A-G Eligibility Source: Dataquest reports Priority 4C, 4D	2022-23: 2,179 students in the combined graduation rate [UC/CSU Eligible A-G Credits: All Students: (850), 39% Special Ed (SPED): (33), 11.7%			Increase the percentage of SPED students UC/CSU eligible A-G credits by 3% each year to a total increase of 0%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Subgroup Foster Youth(FY): (1), .5% English Learner (EL): (91), 16.3% Socio-Economically Disadvantage (SED): (553), 31.9%				
4.5	Chronic Absenteeism Source: CA Dashboard Priority 5A	2022-23 [Chronic Absenteeism: All Students:34.2%,Declined 8.2%, Yellow Special Ed (SPED): 43.7%, Declined 7.8%, Yellow  UPC Subgroup EL: 38.50%, Declined 10.3%, Yellow FY: 35.10%, Declined 30.1%, Orange SED: 40.90%, Declined 10.3%, Yellow,			Increase the percentage of SPED students' Chronic absent rate by 3% each year to a total increase of 9%.	
4.6	Graduation Rate Source: CA Dashboard Priority 5E	2022-23: Graduation Rate All Students: 83.80%, Maintained - 0.3%, "Yellow" Special Ed (SPED): 56.9%, Declined 5.1%, "Red"  UPC Subgroup:			Increase the percentage of SPED students who graduate with a standard high school diploma by 3% each year to a total increase of 9%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth, Declined 6.7%, “Red” EL: 70.7%, Maintained - 0.3%, “Orange” SED: 81.3%,Maintained -0.6%, Yellow				

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Special Education	Centering and strengthening relationships to increase academic performance:	\$4,240,871.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Administrative support team for Special Ed programs; instructional support teachers; Occupational Therapists, Paraprofessionals, Speech Therapists to support student learning, Online programs to support student learning needs development</p> <p>Special Education [Program 4260] The Special Education program provides enhanced engagement, outreach, and support for Special Education students and families with the focus on understanding the root causes for these populations being further from proficiency, having higher chronic absenteeism rates, and in some instances, suspension rates as well as identifying solutions to address these issues. Ensure quality education and support services to students with special needs. Provide students with disabilities the support and accommodations they need to reach their academic goals as identified in their Individual Education Plan (IEP). Provide general education teachers with training on differentiated instruction to fulfill individualized education programs (IEP) and 504 accommodations. In addition, the program provides supplementary online instructional support for special education students who need adaptive technology to access mainstream core instruction. An adapted curriculum can include different instructional strategies, materials, and assessments catering to students' strengths and weaknesses.</p>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	TARGETED INTERVENTION & SUPPORT: Provide holistic intervention and support to our low-performing demographic subgroups such as Black or African American, Hispanic, Foster Youth, Homeless, English language learners, socioeconomically disadvantaged, and other historically underperforming groups to achieve and thrive.	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.
<p>A recent review of WCCUSD data indicates that African American, English Learners, Foster Youth, Hispanic, Homeless, and Socioeconomically Disadvantaged are not showing the same levels of growth as the district as a whole in the areas of student achievement (ELA and Math), graduation rate, and chronic absenteeism. The goal was written in a focused effort to strategically support and meet the unique needs of our students with disabilities. This goal includes metrics (All Students and [all other DA student groups]) to be used as indicators of the success of LCAP action to address the needs of these student groups. The intent is to ensure that services are provided specifically focused on specific areas of needed support for these students. Greater focus will be given to monitoring data for both local/District measures and SBAC interim assessments regularly so that students have timely and responsive support and services readily available, enabling them to thrive academically and socially. Our data and planning work informed the development of plans for these specific student groups. This data review revealed that these student groups missed the same priority area for three years.</p> <p>As a result of this data analysis, we will increase our focus on data analysis and PD for General Education teachers to support students. The training will also support efforts to offer identified student groups more timely support that is well-aligned with grade-level standards. Increased attention will also be paid to ensure that parents are informed so they can participate fully in the decision-making process and thoroughly consider their students' options as they progress through the grade levels. To this end, the Ed Services and Special Ed department staff will work more closely to provide needed access to academic, social, and emotional support and more pathways and credit recovery programs. We expect that, with additional staffing, training, and increased access to support programs, we will be on a stronger path to address the causes of our Disproportionality status and thereby provide increased services for students, which, in turn, will help us meet our identified outcomes described below.</p>



## 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 courses Completers (Met Both) Source: DataQuest, CDE] Priority 4C, 4D	Students who met BOTH CTE Completer AND A-G (2022-23) All Students: ((280), 12.8% AA: (26), 8.5% Asian: (44), 19.6% Filipino: (27), 20.1% Two or More Races: (9), 12.25% White: (29), 12.3% SPED: (14), 15.0%  UPC Subgroup: Low Income (LI) : (231), 13.3% English Learner (EL): (38), 6.8% SED: (231), 13.3%			Increase the percentage of each low performing demographic subgroup who met both CTE and A-G criteria by 3% each year to a total increase of 9%.	
5.2	SBAC, ELA  Source:CA Dashboard ]  Priority 4A- Pupil Achievement Unduplicated Pupils ]	2023-24 All Students: 53.7 pts below standard, Maintained .6 pts, "Orange"  Low-Performing Subgroup AA: 89.2 pts below standard, "Increased 13.6 pts, "Orange"			Increase the percentage of each low-performing demographic subgroup student progressing towards ELA proficiency by 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic: 84.2 pts below standard, Declined 3.7 pts, "Red"</p> <p>SWD: 129.2 pts below standard, Increased 8.6 pts, "Orange"</p> <p>HL: 123.8 pts below standard, Increased 5.3 pts, "Orange,"</p> <p>UPC Subgroup</p> <p>EL: 107.5 pts below standard, Decline 10 pts, "Red"</p> <p>FY: 144.8 pts below standard, Increased 3.8pts, "Orange"</p> <p>SED: 82.7 pts below standard, Maintained, - 0.3pts, "Red"</p>				
5.3	SBAC, Math Source: CA Dashboard ] Priority 4A- Pupil Achievement Unduplicated Pupils	<p>2023-24</p> <p>All Students: 86.8 pts below standard, Increased 6.3 pts, "Yellow"</p> <p>Low-Performing Subgroup</p> <p>AA: 133.6 pts below standard, Increased 12.2 pts, "Orange"</p> <p>Hispanic: 115.5 pts below standard,</p>			Increase the percentage of each low-performing demographic subgroup student progressing towards math proficiency by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Maintained 2.6 pts, "Red"</p> <p>SWD: 159.8 pts below standard, Increased 8.8 pts, "Orange"</p> <p>HL: 160.9 pts below standard, Increased 10.8 pts, "Orange"</p> <p>UPC Subgroup</p> <p>EL: 129.5 pts below standard, Declined 6.3 pts, "Red"</p> <p>FY: 188.7 pts below standard, Maintained 1.8 pts, "Red"</p> <p>SED: 113.5 pts below standard, Increased 6.2 pts, "Orange"</p>				
5.4	<p>A-G Eligibility Rate: UC/CSU eligible A-G credits</p> <p>Source: Dataquest, CDE</p> <p>Priority 4B - Pupil Achievement</p>	<p>2022-23</p> <p>Students who are A-G Eligible (2022-23)</p> <p>All Students: (850) / 39.0%</p> <p>Low-Performing Subgroup</p> <p>African American (AA) (80)/ 26.1%,</p> <p>Hispanic: (363), 30.4%</p> <p>Homeless: (26), 16.4%</p> <p>Special Ed (SPED) (33), 11.7%</p>			<p>Increase the percentage of each low-performing demographic subgroup A-G Eligibility rate by 3% each year to a total increase of 9%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		UPC Subgroup English Learner (EL): (91), 16.3%, Foster Youth:(1), 0.50% Socio Econ Disadvantage: (553), 31.9%,				
5.5	Chronic Absenteeism Source: CA Dashboard Priority 5B - Pupil Engagement	2023-24 All Students: 34.20%, Declined 8.2%, "Yellow"  Low-Performing Subgroup  AA: 44.10%, Declined 10.7%, Yellow Hispanic: 40.20%, Declined 10.3%, Yellow HL: 58.9%, Declined 2.4%, "Orange" SWD: 43.70%, Declined 7.85, "Yellow"  UPC Subgroup EL: 38.5%, Declined 10.3%, Yellow FY:35.10%, Declined 30.1%, Orange SED: 40.9%, Declined 10.3%, Yellow			Decrease the percentage of each low- performing demographic subgroup Chronic absent rate by 3% each year to a total increase of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Graduation Rate "Yellow" performance level Source: CA Dashboard, Priority 5E	<p>2023-24 [All Students: 83.8%, Maintained - 0.3%, "Yellow"</p> <p>Low-Performing Subgroup AA: 82.10%, Maintained, -0.5%, "Yellow" Hispanic: 80.3%, Yellow HL: 74.2%, Increased 2.15, "Orange" SED: 81.3%, Declined 5.15, "Yellow"</p> <p>UPC Subgroup EL: 70.7%, Maintained - 0.3%, "Yellow" FY: 60.0%, Declined 6.7%, "Red" SWD: 56.9%, Maintained -0.6%, "Red"</p>			Increase the percentage of each low-performing demographic student that graduates with a standard high school diploma by 3% each year, for a total increase of 9%	
5.7	ELPAC ELPI Level Gain Source:CA Dashboard, Priority 4E	<p>60.4% of EL students progressed one ELPI level</p> <p>Level 1 - Beg to Develop = 33.02%</p> <p>Level 2 - Somewhat Developed: 30.25%</p> <p>Level 3 - Moderately Developed: 27.18%</p> <p>Level 4 - Well Developed: 9.56%</p>			Increase the percent of students moving up a level per ELPAC by 3% each year for a total of 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	"At-Risk" and Long-Term English Learners (LTEL) by Grade Source: Data Quest, CDE Priority 4F	2023-24 LTEL DATA (Non Charter) Total # of LTEL 6 + Years 1,682  Total EL Population: 8,102  LTEL % of EL population: 14.8%			Decrease the percent of LTEL each year by 5% each year for a combined total of 15%	
5.9	Reclassification as Fluent English Proficient (RFEP) "Ever-EL's" by Years as EL and Reclassification (RFEP) Status and Grade Source: Data Quest, CDE Priority 4F	2023-24 RFEP Data ( Non-Charter) Total EL Students: 8,102 Total RFEP: 3,276 % of students that reclassified 28.8%			English Learner reclassification rate will increase by 6%	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	English Language Learner Support	<p>Interventions to support increased learning opportunities and increased academic achievement: Administrative support team for English Learner programs; support staff for EL assessments/translations; stipends for teachers to support EL programs at all sites district-wide; teacher extra time for trainings; Contract to support assessment specifically for ELs English Language Learner Support. Contract for professional development and support for the Internationals program, counseling support for students.</p> <p>Program 4170 Program activities include EL assessments and support services for English Learners. Required assessments include Initial, Summative, and Alternate ELPAC, both upon registration and year-round. Translation services also occur year-round, including school/district ceremonies, board meetings, and parent/teacher conferences. The program support the interpretation and translation of all essential documents and meetings.</p> <p>In addition, the program also supports English learners who have recently moved to the US and have been in the country for less than two years, three years if they are a Student with Limited or Interrupted Formal Education (SLIFE). This program intends to support newcomer students and their families to ensure each student receives the appropriate services and resources to enhance English language proficiency. The program budget includes teachers to specifically support ELs, a contract for professional development and support for the Internationals program, and</p>	\$1,475,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		counseling support for students. Newcomer models will be maintained at Helms Middle School, Richmond High School, and DeJean and Kennedy High School.		
5.2	African American Student Achievement	<p>Interventions to support increased learning opportunities and increased academic achievement:  Administrative support team for programs for African American students; intervention teachers to support students; contracts to support instruction and social emotional learning for African American students; teacher hours for mentoring curriculum PD and intervention; counselors; instructional staff.</p> <p>African American Student Achievement  LCAP PROGRAM: 1180  The African American Student Support Services intends to maximize each student's academic growth, responsibility, and achievement by cultivating social-emotional well-being, creating a safe and engaging environment, and engaging parents and families to support student success. Measurable Metrics include literacy, academic performance, college and career readiness attendance, discipline, SEL, and Parent Engagement. This program funds an administrative support team, social work specialist, coordinator, and contracts to support instruction. Student programs: Mafanikio (includes several after-school enrichment programs, including Look Good Feel Good, POWER mentoring program, Study Island, Brainology, and field trips.) College Readiness, Rising Young Scholars, and transportation for college tours.</p>	\$238,095.00	Yes
5.3	Long-Term English Learners Intervention & Support	ELMA Department Professional Development (PD) activities will address LTEL goals by utilizing and analyzing the standardized Interim ELPAC data for At-Risk and LTEL to differentiate instruction and to identify and create 1:1 student goals. PD will also include the strategic use of language functions, especially academic conversations, to performance in the speaking/listening and reading/writing domains.		Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	LCFF Equity Multiplier: Lincoln Elementary Within three years, Lincoln Elementary will improve its performance level by two color codes in EL, math, and English as measured by the CA Dashboard.	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 (Dashboard) indicates that 28.7% of EL students progressed at least one level, as noted in the English Learner Progress Indicator (ELPI). The 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 schoolwide scores declined by 7.3 pts, a total of 154. points below standard. Three student groups performed in the Red. English Learners declined 4.5 points and recorded 156.4 pts below standard, the Hispanic student group declined by 4.7 pts, and the Socio-Economically Disadvantaged declined by 3.8 pts and scored 154 points below standard. Consultation with educational partners, specifically parents and teachers, identified a desire to implement strategies to improve ELA and Math scores as well as improve the percentage of ELs that progress one level or more as measured by ELPI.

## 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	[2023-24] 28.7% of EL students progressed one ELPI level Level 1 - Beg to Develop = 56.09%			The percentage of students progressing at least one ELPI level will increase by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2 - Somewhat Developed: 27.83% Level 3 - Moderately Developed: 11.74% Level 4 - Well Developed: 4.35%				
6.2	SBAC, ELA. Source: CA Dashboard Priority 4A	[2023-24] All Students: 154.1 below standard African American; 152.1 pts below standard Socio-Econ Disadvantaged: 154 pts below standard. English Learners: 156.4 pts. below standard Hispanic: 154 pts below standards ] Students with Disabilities: 215.4 pts below standard			All Students and all student group will score in the "Increased" column of the 5x5 dashboard for ELA	
6.3	[SBAC, Math Source: CA Dashboard Priority 4A	[2023-24] All Students: 141.6 below standard African American; 158.67 pts below standard Socio-Econ Disadvantaged: 141.5 pts below standard. English Learners: 139 pts. below standard			All Students and all Student group will score in the "Increased" column of the 5x5 dashboard for Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 139 pts below standards ] Students with Disabilities: 213.8 pts below standard				
6.4	Chronic Absenteeism Source: CA Dashboard Priority 5B	[2023-24] All Students: 52% African American: 56.3% Socio-Econ Disadvantaged: 52.15% English Learners: 49.10% Hispanic: 51.50% Students with Disabilities: 62.55%			Each reporting student group will have decreased by 10 percentage points	
6.5	PAC Composition Source: School Site Records Priority 3A	Increase the number of consistent parents who participate in English Learner Advisory Committee (ELAC) and African American Parent Advisory Committee			Increase parent participation in each of the parent groups (ELAC, AAPAC) by a total of ten.	
6.6	Non Stability Rate Source: Data Quest, CDE Priority 5B	[2023-24] All Students: 27.40% African American: 41.7% Hispanic: 25.9%			Decrease the Stability Rate by 5 percentage points for each student group.	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Full-time Elementary Vice Principal	A full-time Vice Principal position overseeing PBIS, social-emotional learning, climate, and school discipline. A full-time Vice Principal in charge of climate/discipline will allow the Principal and instructional lead teachers to focus on coaching and making data-driven instructional decisions.	\$185,695.00	Yes
6.2	Bilingual Paraprofessional (1.0 FTE) to support students and school-to-home connection	Full-time bilingual paraprofessional to support Tier 2 DLI intervention and connect with families of chronically absent students. This will include frequent phone calls to families and home visits (with other Lincoln staff members	\$81,858.00	Yes
6.3	0.4 FTE for Coach	0.4 FTE of salary for the Coach to provide safe activities in the yard during PE and recess. The coach will support the school's climate activities,	\$61,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensuring a safe, positive school climate and reducing disciplinary referrals and suspensions.		
<b>6.4</b>	Extra 0.2 FTE Teacher, Upper Grade Math Site Lead	0.2 FTE for Upper-Grade Math lead to meet with teachers after hours for coaching support and analyzing math student achievement data. Given that 3rd-6th graders take the SBAC exams, our Upper-Grade Math lead will coach teachers in those grade levels.	\$29,000.00	
<b>6.5</b>	TeachStart Fellow	0.2 FTE for Upper-Grade Math lead to meet with teachers after hours for coaching support and analyzing math student achievement data. Given that 3rd-6th graders take the SBAC exams, our Upper-Grade Math lead will coach teachers in those grade levels. TeachStart Fellow will teach classes when teachers are absent or provide support with coverage when teachers need to attend meetings during the day (IEPs, 504 plans, parent meetings, etc.). This will directly lead to more collaboration opportunities for our teachers.	\$23,850.00	
<b>6.6</b>	Upper-Grade ELA Site Lead	6 hours per week x 36 weeks x \$81/hr. for Upper-Grade ELA Site Lead to meet with teachers after hours for coaching support and analyzing ELA student achievement data. Given that 3rd-6th graders take the SBAC exams, our Upper-Grade ELA lead will coach teachers in those grade levels.	\$21,870.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	By 2025, Greenwood Academy students will have achieved the following: Improved STAR Reading scores from 11% reading proficient to 20% Improve Math grades from 63% C or higher to 75% Improve annual graduation rate from 76.75 to 85%, with 5% completing concurrent enrollment courses at CCC	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.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	[English Learner Progress by 9% As measured by CA Dashboard, Priority 4E	2023-24 60.4% of EL students progressed one ELPI level Level 1 - Beg to Develop = 33.02% Level 2 - Somewhat Developed: 30.25% Level 3 - Moderately Developed: 27.18% Level 4 - Well Developed: 9.56%			[Increase the percentage of EL students moving up a level by 27%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	SBAC, ELA Source: CA Dashboard Priority 4A	[2023-24] All Students: 183.1 below standard African American: No Performance Level. Asian: No Performance Level English Learners: No Performance Level Filipino: No Performance Level Hispanic: No Performance Level Socioeconomically Disadvantaged, 188.8 pts below standard English Learner: No Performance Level Foster Youth: No Performance Level			Increase SBAC, ELA by 20 pts for all students	
7.3	SBAC, Math Source: CA Dashboard Priority 4A	2023-24 All Students: 199.7 below standard Socioeconomically Disadvantaged: 204.1 African American: No Performance Level. Asian: No Performance Level English Learners: No Performance Level Filipino: No Performance Level Hispanic: No Performance Level			Increase SBAC, math by 20 pts for all students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: No Performance Level Foster Youth: No Performance Level				
7.4	Suspension Rate  Source: CA Dashboard Priority 6a	2023-24, Suspension Rate: Suspended at least one day All Students: 4.4% African American: 14.5%, "Very High" Asian: No Performance Filipino: No Performance Hispanic: 1.4%, "Low" White: No Performance Homeless, 10%, "High" Students with Disabilities, 8.7%, "High" English Learners, 1.9%, "Medium" Socioeconomically Disadvantaged, 5.2%, "Medium"			Decrease Suspension Rate by 2 percentage pts for each student group	
7.5	Graduation Rate Source CA Dashboard Priority 5E	2023-24 All Students: 76.70% Hispanic: 76.8% Socio Econ Disadvantage: 75.6% English Learners: 83.3%			Increase Graduation Rate by 10 pts for each student group	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.6	Non Stability Rate Source: Data Quest, CDE Priority 5	2023-24 All Students: 70.3% African American: 72.4% Asian: 75% Filipino: 46.7% Hispanic: 70,80% White: 80%			Decrease the Non-Stability Rate by five points within each student group.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Additional Course: Photography	Specifically designed to increase the art and elective choices offered at SGA, complementary and/or supplementary to the 21st Century Yearbook Design & Publication course.	\$2,746.00	Yes
7.2	Additional Course: Gardening	Specifically designed to enhance students' social and emotional growth. It allows students to try new and varied activities that may not fit into the curriculum but develop character, resilience, motivation, and encouragement to pursue broader goals.		Yes
7.3	Coaches/Athletic Directors	Create and organize systemic access to an athletics program that SGA's students do not currently have		Yes
7.4	Additional Staff: 1.0 FTE TOSA/Coach -		\$150,000.00	Yes
7.5	Intervention Teacher - Extra Period	Reading Intervention, Math Intervention , Credit Recovery ,Benchmark and State Assessments, Classroom Push In	\$35,000.00	
7.6	Study Trip	Academic and Career Institutions and Opportunities Trips planned by students' leadership class that will be incentive-based using grades, attendee, or growth as the measurable outcome	\$3,000.00	Yes
7.7	1.0 FTE Assistant Principal		\$200,000.00	Yes
7.8	0.4 FTE Counselor		\$58,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
7.9	Online Licenses	Purchase and install Digital signage for Digital Display Boards and software to display daily schedules, announcements, Enrichment opportunities, schedule changes, sporting events, and student activities		Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$64,827,589	\$6,281,867

## 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
19.203%	23.566%	\$62,622,501.00	42.769%

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	<p><b>Action:</b> Positive School Culture &amp; Climate</p> <p><b>Need:</b> A review of our student academic engagement data, conditions, and climate data as measured by the CA dashboard shows that our English Learner population dropout rate is 56.5%, chronically absent, 38.5% and 4.8% are suspended at least one day in a school year. Within the same time period, our Socio-</p>	<p>To address these needs, the program provides student support, trains staff, and identifies and implements initiatives to improve school conditions and climate. It also provides prevention strategies focused specifically on EL, SED, and FY dropping out of school, recovering those who have left, and helping them complete their education.</p> <p>In addition, the program utilizes the “whole child” approach to education and policies that foster safe, healthy learning environments where all</p>	High School Drop Out Rate, Chronic Absenteeism, Suspension 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
	<p>Economically Disadvantaged (SED) students are chronically absent; 40.9% and 4.8% percent are suspended at least one day in a school year. Foster youth students' chronic absenteeism is 35.1%, and 14.2% are suspended at least one day within a school year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students can thrive and achieve academic success.</p> <p>When students believe they have positive relationships with teachers who set high expectations, students report improved achievement, more school connectedness, better attendance, and an increased sense of safety.</p> <p>We expect these actions to significantly 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</p>	
1.2	<p><b>Action:</b> Parent Engagement &amp; Volunteer Outreach.</p> <p><b>Need:</b> A review of our student academic engagement data, conditions, and climate data as measured by the CA dashboard shows that our English Learner population dropout rate is 56.5%, chronically absent, 38.5% and 4.8% are suspended at least one day in a school year. Within the same time period, our Socio-Economically Disadvantaged (SED) students are chronically absent; 40.9% and 4.8% percent are suspended at least one day in a school year. Foster youth students' chronic absenteeism is 35.1%, and 14.2% are suspended at least one day within a school year.</p>	<p>To address these needs, the Parent Engagement and Volunteer Outreach program offers administrative program support and extra hours for staff to support parents, babysitting support for parents to attend meetings, contracts to support parent outreach and student needs, and program materials. We expect these actions to significantly 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.</p>	<p>High School Drop Out Rate, Chronic Absenteeism, Suspension Rate,</p>

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
	<b>Scope:</b> LEA-wide		
1.3	<b>Action:</b> Whole Child Education  <b>Need:</b> A review of our student academic engagement data, conditions, and climate data as measured by the CA dashboard shows that our English Learner population dropout rate is 56.5%, chronically absent, 38.5% and 4.8% are suspended at least one day in a school year. Within the same time period, our Socio-Economically Disadvantaged (SED) students are chronically absent; 40.9% and 4.8% percent are suspended at least one day in a school year. Foster youth students' chronic absenteeism is 35.1%, and 14.2% are suspended at least one day within a school year.  <b>Scope:</b> LEA-wide	To address these needs, this program collaborates with school sites to leverage community-based resources, address parent and family support needs, and promote substantial connections between schools and families. The program provides funds for theater managers. In addition, it supports the instrumental music program and arts integration training for classroom teachers. We expect these actions to significantly 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.	High School Drop Out Rate, Chronic Absenteeism, Suspension Rate,
2.1	<b>Action:</b> Additional Staff for Identified schools with high % UPC  <b>Need:</b> A review of our student academic performance data as measured by the CA dashboard shows that our Foster Youth (FY) population scores 144.8 pts below English Language Arts (ELA) standards and 188.7 pts below math standards with a 60.1% graduation rate. Within	To address these needs, additional staff for identified schools with a high % of UPC directly supports school site administration, teachers, students, and families. Supportive measures include student meetings, parent meetings, school site administration training, and coaching, monitoring schoolwide programs, supporting co-curricular activities, school safety, and campus climate. Interventions and strategies are used to re-engage our disengaged students through academic standard-based instruction. We expect	SBAC ELA & math, 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
	<p>the same time period, our Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75% graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
2.2	<p><b>Action:</b> Employee Recruitment &amp; Retention</p> <p><b>Need:</b> A review of our student academic performance data as measured by the CA dashboard shows that our Foster Youth (FY) population scores 144.8 pts below English Language Arts (ELA) standards and 188.7 pts below math standards with a 60.1% graduation rate. Within the same time period, our Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75% graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To address these needs, the district will strive to recruit and retain highly qualified staff that provide high-quality, standards-based instruction to support all school communities. Supportive measures include Interventions and strategies to re-engage our disengaged students through academic standard-based instruction. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our EL, Foster Youth, and SED students. In addition, these actions are also being provided district-wide to maximize their impact on improving student performance.</p>	<p>SBAC ELA &amp; math, Graduation Rate</p>

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
3.1	<p><b>Action:</b> Site Funding to Implement School Plan for Student Achievement</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	To address these needs, each site develops its 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 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.	ELA, math, A-G Eligibility, Graduation Rate
3.2	<p><b>Action:</b> Elementary School Support</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All</p>	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	ELA, math, A-G Eligibility, 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
	<p>students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
3.3	<p><b>Action:</b> Secondary School Support</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math</p>	<p>To address these needs, additional staff are provide 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 include hiring staff to support scheduling, coaching and professional development, assessments, and other needs that support centering and strengthening relationships that increase academic performance.</p> <p>We expect these actions to increase % of students with UC/CSU eligible a-g credits, increase the % of students who complete CTE/a-g courses, and increase the % of students that meet the college preparedness indicator. Measures of College</p>	<p>ELA, math, A-G Eligibility, Graduation Rate,</p>

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
	<p>standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Readiness include SBAC ELA &amp; Math, AP Exams, A - G completion rate, and seal of biliteracy. 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.</p>	
3.4	<p><b>Action:</b> Supplemental Instructional Program</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p>	<p>To address these needs, the Supplemental Instructional Program supports 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. The early literacy actions and services will build upon our teachers' capacity to meet our students' literacy needs. These supports include Professional Development, Support for teachers and coaches, and early literacy assessment tools and measures to guide and inform instructional practices. The E-Learning actions and services include funding educational technology-certified staff, subscriptions for supplementary online instructional support, curriculum, training, an instructional support team for e-learning, stipends for teachers and facilitators to lead e-learning site programs, and teacher extra time for training.</p> <p>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</p>	<p>ELA, math, A-G Eligibility, Graduation Rate</p>

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
	<b>Scope:</b> LEA-wide	maximize their impact on improving student performance.	
<b>3.5</b>	<b>Action:</b> Dual Immersion  <b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows Hispanic students score 84.2 pts below standard in ELA, 115.5 pts below in Math, 30.4% meet UC/CSU A-G eligibility, and 80.3% of all students graduate. A review of our student academic performance data measured by the CA dashboard shows that Homeless students score 123.8 pts below standard ELA, 160.9 pts below math, 16.3% meet UC/CSU A-G eligibility, and 70.7% of all students graduate. A review of our student academic performance data measured by the CA dashboard shows Students with Disabilities students score 129.2pts below standard ELA 159.8 pts below math 11.7% meet UC/CSU A-G eligibility, and 81.3% of all students graduate. UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in	To address these needs, the Dual Language Immersion programs offer a rich bilingual experience for learners. Instruction is divided between two high-quality, creative classrooms: one in English and one in the program's language. 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.	Graduation Rate, ELA, Math, 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
	<p>ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>		
3.6	<p><b>Action:</b> Evaluation &amp; Program Monitoring</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To address these needs, the evaluation and monitoring program provides site-based/central program training and continuous support to program directors, school administration, and administrative assistants. The program consists of staff who directly support site budget allocations, program expenditures, compliance and authorized use of funds, monthly budget meetings, process MUNIS requisitions, purchase orders, budget transactions, mid-year monitoring and reporting, budget development, and provide other budget-related supports to central and site programs. 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.</p>	<p>ELA, math, A-G Eligibility, Graduation Rate</p>

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
<b>3.7</b>	<p><b>Action:</b> Professional Development &amp; Collaboration</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows that 60.4% of all EL students progress one English Learner Progress Indicator (ELPI). All students score 53.7 pts below standard, 86.8 pts below ELA, 39% meet UC/CSU A-G eligibility, and 83.8% of all students graduate.</p> <p>UPC Subgroup The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate. Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	To address these needs, . The program will implement professional development for all instructional leadership teams 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.	ELA, math, A-G Eligibility, Graduation Rate
<b>4.1</b>	<p><b>Action:</b> Special Education</p> <p><b>Need:</b> A review of our student academic performance data as measured by the CA dashboard shows that 8.2% of our Special Education students complete CTE courses, and 11.7% satisfy A-G. SPED students scored 129.9</p>	To address these needs, the Special Education programs provide engagement, outreach, and support for Special Education students and families with the focus on understanding the root causes for these populations being further from proficiency, having higher chronic absenteeism rates, and in some instances, suspension rates as well as identifying solutions to address these issues. Adaptive curriculum programs provide	Academic Performance: ELA, Math and 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
	<p>points below standard in ELA and 159.8 points below standard in math, with a 56.9% graduation rate. In addition to our SPED students our Foster Youth (FY) population scores 144.8 pts below English Language Arts (ELA) standards and 188.7 pts below math standards with a 60.1% graduation rate. Within the same time period, our Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>engagement, outreach, and support for Special Education students and families with the focus on understanding the root causes for these populations being further from proficiency, having higher chronic absenteeism rates, and in some instances, suspension rates as well as identifying solutions to address these issues. In addition, general education teachers are provided training on differentiated instruction to fulfill individualized education programs (IEP) and 504 accommodations. We expect these actions to improve our academic performance in meeting ELA and math standards and graduation rates among our SPED students. The actions provided by our special education population are also being provided district-wide to maximize their impact on improving student performance, particularly to our UPC student subgroups.</p>	
<b>5.1</b>	<p><b>Action:</b> English Language Learner Support</p> <p><b>Need:</b></p> <p><b>Scope:</b></p>		Graduation Rate, ELA, Math, A-G Eligibility Rate
<b>5.2</b>	<p><b>Action:</b> African American Student Achievement</p> <p><b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows Hispanic students score 84.2 pts below standard in ELA, 115.5 pts below in Math, 30.4% meet UC/CSU A-G eligibility, and 80.3% of all students graduate. A review of our</p>	<p>To address these needs, the African American Student Support Services intends to maximize each student's academic growth, responsibility, and achievement by cultivating social-emotional well-being, creating a safe and engaging environment, and engaging parents and families to support student success. Measurable Metrics include literacy, academic performance, college, and career readiness attendance, discipline, SEL, and Parent Engagement. We expect these actions</p>	Graduation Rate, ELA, Math, 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
	<p>student academic performance data measured by the CA dashboard shows that Homeless students score 123.8 pts below standard ELA, 160.9 pts below math, 16.3% meet UC/CSU A-G eligibility, and 70.7% of all students graduate. A review of our student academic performance data measured by the CA dashboard shows Students with Disabilities students score 129.2pts below standard ELA 159.8 pts below math 11.7% meet UC/CSU A-G eligibility, and 81.3% of all students graduate.</p> <p>UPC Subgroup</p> <p>The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate.</p> <p>Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</p>	
5.7	<p><b>Action:</b></p> <p><b>Need:</b></p> <p><b>Scope:</b></p>		<p>Graduation Rate, ELA, Math, A-G Eligibility Rate</p>



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
<b>6.1</b>	<p><b>Action:</b> Full-time Elementary Vice Principal</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that the suspension rate has two student groups at the "Orange" level (African American &amp; Socioeconomically Disadvantaged), two student groups in the "Orange" level under Chronic Absenteeism.</p> <p><b>Scope:</b> Schoolwide</p>	The additional administrative will support the planning, developing, and implementing instructional and social-emotional learning for students. In addition, the duties of the vice principal will lead school sites through strategies and interventions that decrease the disproportional use of exclusionary disciplinary practices such as suspensions and office referrals among our UPC population as well as of all student groups districtwide.	Chronic Absenteeism, Suspension Rate
<b>6.2</b>	<p><b>Action:</b> Bilingual Paraprofessional (1.0 FTE) to support students and school-to-home connection</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that two student groups in the "Orange" level under Chronic Absenteeism.</p> <p><b>Scope:</b> Schoolwide</p>	The additional staff will provide specialized student support to resolve complicated or persistent student attendance or behavior problems. This action provides student support, trains staff, identifies and implements initiatives to improve school climate and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education.	Chronic Absenteeism, Suspension Rate
<b>6.3</b>	<p><b>Action:</b> 0.4 FTE for Coach</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that the suspension rate has two student groups at</p>	The additional staff will support the “whole child” approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success. Foster a sense of belonging and empowerment for all stakeholders. Develop strategies that foster this sense of belonging and	Chronic Absenteeism, Suspension 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
	<p>the "Orange" level (African American &amp; Socioeconomically Disadvantaged), two student groups in the "Orange" level under Chronic Absenteeism.</p> <p><b>Scope:</b> Schoolwide</p>	<p>empowerment for all stakeholders, including families and staff. Relationships with civic partners: Establish and grow rituals and celebrations that invest in relationships with civic partners.</p>	
<b>6.4</b>	<p><b>Action:</b> Extra 0.2 FTE Teacher, Upper Grade Math Site Lead</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that 1 student group in the red (English Learners) and two student groups in the "Orange" (Hispanic &amp; Socioeconomically Disadvantaged).</p> <p><b>Scope:</b></p>	<p>The additional staff will support the “whole child” approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success. Foster a sense of belonging and empowerment for all stakeholders. Develop strategies that foster this sense of belonging and empowerment for all stakeholders, including families and staff. This extra help can be provided before or after school, on weekends, or during summer interventions to support increased learning opportunities and academic achievement in math.</p>	SBAC Math
<b>6.5</b>	<p><b>Action:</b> TeachStart Fellow</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that schoolwide we rank in the "Orange", with one student group in the "Red" (English Learners) and two student groups in the "Orange" (Hispanic &amp; Socioeconomically Disadvantaged).</p> <p><b>Scope:</b></p>	<p>The additional staff will support the “whole child” approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success. Foster a sense of belonging and empowerment for all stakeholders. Develop strategies that foster this sense of belonging and empowerment for all stakeholders, including families and staff.</p>	

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
<b>6.6</b>	<p><b>Action:</b> Upper-Grade ELA Site Lead</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows that</p> <p><b>Scope:</b> Schoolwide</p>	The additional staff will support the “whole child” approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success. Foster a sense of belonging and empowerment for all stakeholders. Develop strategies that foster this sense of belonging and empowerment for all stakeholders, including families and staff. This extra help can be provided before or after school, on weekends, or during summer interventions to support increased learning opportunities and academic achievement in English.	
<b>7.1</b>	<p><b>Action:</b> Additional Course: Photography</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day</p> <p><b>Scope:</b> Schoolwide</p>	Increase student engagement through offering a variety of elective courses in addition to the core classes needed for graduation. Electives are courses you can choose, allowing students to study topics that interest them. Electives are typically required for high school graduation, but you can take whatever classes interest you. Electives give you a chance to learn new skills and explore career paths.	Graduation Rate, Suspension Rate,
<b>7.2</b>	<p><b>Action:</b> Additional Course: Gardening</p> <p><b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day</p>	Increase student engagement through offering a variety of elective courses in addition to the core classes needed for graduation. Electives are courses you can choose, allowing students to study topics that interest them. Electives are typically required for high school graduation, but you can take whatever classes interest you. Electives give you a chance to learn new skills and explore career paths.	Graduation Rate, Suspension 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
	<b>Scope:</b> Schoolwide		
<b>7.3</b>	<b>Action:</b> Coaches/Athletic Directors  <b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day  <b>Scope:</b> Schoolwide	Increase student engagement through extra curricular program offerings. The additional staff will provide specialized student support to resolve complicated or persistent student attendance or behavior problems. This action provides student support, trains staff, identifies and implements initiatives to improve school climate and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education.	Graduation Rate, Suspension Rate,
<b>7.4</b>	<b>Action:</b> Additional Staff: 1.0 FTE TOSA/Coach -  <b>Need:</b> A review of academic performance data show all students 199.7pts below standard in math and 183.1 pts below standard in English  <b>Scope:</b> Schoolwide	The additional staff will provide specialized student support to resolve complicated or persistent student attendance or behavior problems. This action provides student support, trains staff, identifies and implements initiatives to improve school climate and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education.	SBAC Math, SBAC English, Graduation Rate
<b>7.5</b>	<b>Action:</b> Intervention Teacher - Extra Period  <b>Need:</b> A review of academic performance data show all students 199.7pts below standard in math and 183.1 pts below standard in English  <b>Scope:</b>	The additional staff will support the “whole child” approach to education uses policies that foster safe, healthy learning environments where all students can thrive and achieve academic success. Foster a sense of belonging and empowerment for all stakeholders. Develop strategies that foster this sense of belonging and empowerment for all stakeholders, including families and staff. Relationships with civic	SBAC Math, SBAC English, 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
		partners: Establish and grow rituals and celebrations that invest in relationships with civic partners.	
<b>7.6</b>	<b>Action:</b> Study Trip  <b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day  <b>Scope:</b> Schoolwide	Study trips that are well-planned and aligned to classroom instruction provide opportunities for real-world learning, improved academic performance, improved school engagement, and access to learning environments that are not available in the classroom. Academic and Career Institutions and Opportunities Trips planned by students' leadership class that will be incentive-based using grades, attendee, or growth as the measurable outcome	Graduation Rate, Suspension Rate,
<b>7.7</b>	<b>Action:</b> 1.0 FTE Assistant Principal  <b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day  <b>Scope:</b> Schoolwide	The additional administrative will support the planning, developing, and implementing instructional and social-emotional learning for students. In addition, the duties of the vice principal will lead school sites through strategies and interventions that decrease the disproportional use of exclusionary disciplinary practices such as suspensions and office referrals among our UPC population as well as of all student groups districtwide.	Graduation Rate, Suspension Rate,
<b>7.8</b>	<b>Action:</b> 0.4 FTE Counselor  <b>Need:</b> A review of our conditions, and climate data as measured by the CA dashboard shows the graduation rate at 76.7%, and 4.4% of students being suspended at least one day	The additional staff will provide specialized student support to resolve complicated or persistent student attendance or behavior problems. This action provides student support, trains staff, identifies and implements initiatives to improve school climate and prevention strategies focused on students dropping out of school, recovering those who have left, and helping them complete their education.	Graduation Rate, Suspension 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
	<b>Scope:</b> Schoolwide		
<b>7.9</b>	<b>Action:</b> Online Licenses  <b>Need:</b> A review of academic performance data show all students 199.7pts below standard in math and 183.1 pts below standard in English  <b>Scope:</b> Schoolwide	Online learning provides increased flexibility with personal schedules, allows you to create your learning environment, work at your own pace, eliminate potential social distractions, and utilize social media skills to build an online community.	SBAC Math, SBAC English, Graduation Rate

### **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
<b>5.1</b>	<b>Action:</b> English Language Learner Support  <b>Need:</b> A review of our student academic performance data measured by the CA dashboard shows Hispanic students score 84.2 pts below standard in ELA, 115.5 pts below in Math, 30.4% meet UC/CSU A-G eligibility, and 80.3% of all students graduate. A review of our student academic performance data measured by the CA dashboard shows that Homeless students score 123.8 pts below standard ELA, 160.9 pts below math, 16.3% meet	To address these needs, the program intends to support newcomer students and their families to ensure each student receives the appropriate services and resources to enhance English language proficiency. EL assessments and support services for English Learners. Required assessments include Initial, Summative, and Alternate ELPAC, both upon registration and year-round. 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	Graduation Rate, ELA, Math, A-G Eligibility Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>UC/CSU A-G eligibility, and 70.7% of all students graduate. A review of our student academic performance data measured by the CA dashboard shows Students with Disabilities students score 129.2pts below standard ELA 159.8 pts below math 11.7% meet UC/CSU A-G eligibility, and 81.3% of all students graduate.</p> <p>UPC Subgroup</p> <p>The Foster Youth (FY) students are 144.8 pts below standard in English Language Arts (ELA) standards and 188.7 pts below in math standards, with a 60.1% graduation rate.</p> <p>Socio-Economically Disadvantaged (SED) students are 82.7 pts below standard and 113.5 pts below math standard, with an 81.3% graduation rate. The English Learner (EL) population scores 107.5 pts below standard in ELA and 129.5 pts below standard in math, with a 70.75 graduation rate.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>maximize their impact on improving student performance.</p>	
5.3	<p><b>Action:</b> Long-Term English Learners Intervention &amp; Support</p> <p><b>Need:</b> A review of our English Learner data shows that the # of Long Term EL (LTEL) students across the district total 1,898. The total population of EL in our district is 8,078. The percent of LTEL is 23% of our EL population.</p> <p><b>Scope:</b></p>	<p>To address these needs, the English Learner Multi Lingual Achievement ELMA)provides support for the following initiatives:</p> <p>Ensure placement of LTEL students in heterogeneous and rigorous grade-level content classes alongside English-proficient students.</p> <p>Promote engagement of adolescent EL students through culturally relevant activities and links to college and career development.</p> <p>Integrate oral and written English language instruction into content-area teaching.</p>	English Learner Long Term data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	ELMA Department Professional Development (PD) activities will address LTEL goals by utilizing and analyzing the standardized Interim ELPAC data for At-Risk and LTEL to differentiate instruction and to identify and create 1:1 student goals. PD will also include the strategic use of language functions, especially academic conversations, to performance in the speaking/listening and reading/writing domains.	

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.

**Additional**

**Concentration Grant Funding**

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

Per EC Section 42238.2: The program intends to provide an additional # of staff who provide direct services to students at schools with a high concentration of foster youth, English Learners, and low-income students. The primary purpose of these additional staff will be to provide greater access to high-quality instruction for unduplicated students. Increase the academic achievement of all subgroups in the orange and red levels as identified by CA dashboard data. Increase the % of highly qualified teachers at school sites with concentrations of UPP higher than 55%

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



2024-25 Total 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	\$337,588,413	\$64,827,589	19.203%	23.566%	42.769%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$64,915,439.00				\$64,915,439.00		\$64,915,439.00

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 Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,892,186.00	\$4,892,186.00	\$0.00	\$0.00	\$0.00	\$4,892,186.00	
1	1.2	Parent Engagement & Volunteer Outreach.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$234,920.00	\$234,920.00	\$0.00	\$0.00	\$0.00	\$234,920.00	
1	1.3	Whole Child Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,086,028.00	\$3,086,028.00	\$0.00	\$0.00	\$0.00	\$3,086,028.00	
2	2.1	Additional Staff for Identified schools with high % UPC	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,281,867.00	\$6,281,867.00	\$0.00	\$0.00	\$0.00	\$6,281,867.00	
2	2.2	Employee Recruitment & Retention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$18,113,252.00	\$18,113,252.00	\$0.00	\$0.00	\$0.00	\$18,113,252.00	
3	3.1	Site Funding to Implement School Plan for Student Achievement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,800,000.00	\$3,800,000.00	\$0.00	\$0.00	\$0.00	\$3,800,000.00	
3	3.2	Elementary School Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,200,216.00	\$6,200,216.00	\$0.00	\$0.00	\$0.00	\$6,200,216.00	
3	3.3	Secondary School Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$7,415,860.00	\$7,415,860.00	\$0.00	\$0.00	\$0.00	\$7,415,860.00	

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
							Low Income										
3	3.4	Supplemental Instructional Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,688,481.00	\$1,688,481.00				\$1,688,481.00	
3	3.5	Dual Immersion	English	Learners	Yes	LEA-wide	English Learners			\$0.00	\$3,671,726.00	\$3,671,726.00				\$3,671,726.00	
3	3.6	Evaluation & Program Monitoring	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,363,264.00	\$1,363,264.00	\$0.00	\$0.00	\$0.00	\$1,363,264.00	
3	3.7	Professional Development & Collaboration	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$1,361,082.00	\$1,361,082.00	\$0.00	\$0.00	\$0.00	\$1,361,082.00	
3	3.8																
4	4.1	Special Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,240,871.00	\$4,240,871.00	\$0.00	\$0.00	\$0.00	\$4,240,871.00	
4	4.2									\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.1	English Language Learner Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$1,475,372.00	\$1,475,372.00	\$0.00	\$0.00	\$0.00	\$1,475,372.00	
5	5.2	African American Student Achievement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$238,095.00	\$238,095.00				\$238,095.00	
5	5.3	Long-Term English Learners Intervention & Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners										
6	6.1	Full-time Elementary Vice Principal	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary		\$0.00	\$185,695.00	\$185,695.00				\$185,695.00	

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
6	6.2	Bilingual Paraprofessional (1.0 FTE) to support students and school-to-home connection	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary		\$0.00	\$81,858.00	\$81,858.00				\$81,858.00	
6	6.3	0.4 FTE for Coach	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary		\$0.00	\$61,000.00	\$61,000.00				\$61,000.00	
6	6.4	Extra 0.2 FTE Teacher, Upper Grade Math Site Lead						Specific Schools: Lincoln Elementary		\$0.00	\$29,000.00	\$29,000.00				\$29,000.00	
6	6.5	TeachStart Fellow						Specific Schools: Lincoln Elementary		\$0.00	\$23,850.00	\$23,850.00				\$23,850.00	
6	6.6	Upper-Grade ELA Site Lead	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary		\$0.00	\$21,870.00	\$21,870.00				\$21,870.00	
6	6.7							Specific Schools: Lincoln Elementary									
7	7.1	Additional Course: Photography	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$2,746.00	\$2,746.00				\$2,746.00	
7	7.2	Additional Course: Gardening	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income										
7	7.3	Coaches/Athletic Directors	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood									

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
								Academy									
7	7.4	Additional Staff: 1.0 FTE TOSA/Coach -	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	
7	7.5	Intervention Teacher - Extra Period	English Foster Low	Learners Youth Income			English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
7	7.6	Study Trip	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
7	7.7	1.0 FTE Assistant Principal	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
7	7.8	0.4 FTE Counselor	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		\$0.00	\$58,200.00	\$58,200.00				\$58,200.00	
7	7.9	Online Licenses	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy									

# 2024-25 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
\$337,588,413	\$64,827,589	19.203%	23.566%	42.769%	\$64,827,589.00	0.000%	19.203 %	<b>Total:</b>	\$64,827,589.00
								<b>LEA-wide Total:</b>	\$62,587,848.00
								<b>Limited Total:</b>	\$1,475,372.00
								<b>Schoolwide Total:</b>	\$764,369.00

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	\$4,892,186.00	
1	1.2	Parent Engagement & Volunteer Outreach.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$234,920.00	
1	1.3	Whole Child Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,086,028.00	
2	2.1	Additional Staff for Identified schools with high % UPC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,281,867.00	
2	2.2	Employee Recruitment & Retention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$18,113,252.00	
3	3.1	Site Funding to Implement School Plan for Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800,000.00	

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 (%)
3	3.2	Elementary School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,200,216.00	
3	3.3	Secondary School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,415,860.00	
3	3.4	Supplemental Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,688,481.00	
3	3.5	Dual Immersion	Yes	LEA-wide	English Learners		\$3,671,726.00	
3	3.6	Evaluation & Program Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,363,264.00	
3	3.7	Professional Development & Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,361,082.00	
4	4.1	Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,240,871.00	
5	5.1	English Language Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$1,475,372.00	
5	5.2	African American Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$238,095.00	
5	5.3	Long-Term English Learners Intervention & Support	Yes	Limited to Unduplicated Student Group(s)	English Learners			
6	6.1	Full-time Elementary Vice Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary	\$185,695.00	
6	6.2	Bilingual Paraprofessional (1.0 FTE) to support students and school-to-home connection	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary	\$81,858.00	
6	6.3	0.4 FTE for Coach	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Lincoln	\$61,000.00	

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 (%)
					Low Income	Elementary		
6	6.4	Extra 0.2 FTE Teacher, Upper Grade Math Site Lead				Specific Schools: Lincoln Elementary	\$29,000.00	
6	6.5	TeachStart Fellow				Specific Schools: Lincoln Elementary	\$23,850.00	
6	6.6	Upper-Grade ELA Site Lead	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elementary	\$21,870.00	
6	6.7					Specific Schools: Lincoln Elementary		
7	7.1	Additional Course: Photography	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy	\$2,746.00	
7	7.2	Additional Course: Gardening	Yes	Schoolwide	English Learners Foster Youth Low Income			
7	7.3	Coaches/Athletic Directors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		
7	7.4	Additional Staff: 1.0 FTE TOSA/Coach -	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy	\$150,000.00	
7	7.5	Intervention Teacher - Extra Period			English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy	\$35,000.00	
7	7.6	Study Trip	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy	\$3,000.00	
7	7.7	1.0 FTE Assistant Principal	Yes	Schoolwide	English Learners Foster Youth	All Schools Specific Schools:	\$200,000.00	

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 (%)
					Low Income	Greenwood Academy		
7	7.8	0.4 FTE Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy	\$58,200.00	
7	7.9	Online Licenses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Greenwood Academy		



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$62,622,501.00	\$59,457,726.44

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	Internationals and Newcomers	No Yes	\$504,909	\$242,682
1	1.2	Dual Immersion	No Yes	\$267,416.00	\$268,045
1	1.3	College and Career Programs	No	\$0.0	\$0.0
1	1.4	Academies and Pathways		\$0.0	\$0.0
1	1.5	Educational Services Programs		\$0.0	\$0.0
1	1.6	Elementary School Support	No Yes	\$5,005,324	\$3,383,127
1	1.7	Secondary School Support	No Yes	\$3,524,321.00	\$3,636,273
1	1.8	Early Literacy Support		\$0.0	\$0.0
1	1.9	Supplemental Instructional Program		\$0.0	\$0.0
1	1.10	English Learner Support	No	\$0.00	\$0.0

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	1.11	Visual and Performing Arts Programs	Yes	\$1,339,595	\$1,393,533
1	1.12	Special Education Programs		\$0.00	
1	1.13	Foster and Homeless Youth Support		\$0.00	
1	1.14	Evaluation and Program Monitoring	No Yes	\$1,327,917.00	\$972,229
1	1.15	Adaptive Curriculum		\$0.00	
1	1.16	Site Funding to Implement School Plan for Student Achievement (SPSA)	No Yes	\$4,500,000.00	\$3,445,063
1	1.17	Practices for African American Student Support and Success - Student Support		\$0.00	
1	1.18	International Baccalaureate	Yes	\$414,137	\$297,077
1	1.19	Academic Engagement for Students		\$0.00	
1	1.20	Additional Staff for Identified Schools	No Yes	\$5,724,083.00	\$5,643,130
2	2.1	Teacher Salary Increase	No Yes	\$17,000,000.00	\$17,000,000
2	2.2	Professional Development Classified Training		\$0.00	\$0.0
2	2.3	Teacher Recruitment and Retention Support	No Yes	\$1,100,312.00	\$722,363

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)
2	2.4	Collaboration and Professional Development		\$0.0	
2	2.5	Practices for African American Student Support and Success - Teacher Support		\$0.0	\$0.0
2	2.6	E-Learning Support	No Yes	\$506,931.00	\$489,766
3	3.1	Practices for African American Student Support/Success - Parent Support		\$0.0	
3	3.2	Vice Principals and Assistant Principals	No Yes	\$572,619.00	\$432,551
3	3.3	Community Outreach	No Yes	\$1,882,181.00	\$4,288,910
3	3.4	Parent University and Volunteer Support	No Yes	\$319,925.00	\$220,900
3	3.5	Positive School Climate - Social Emotional Learning		\$0.00	
3	3.6	Full Service Community Schools		\$0.0	
4	4.1	Special Ed Programs	No Yes	\$4,178,873	\$3,892,120
4	4.2	Adaptive Curriculum	No Yes	\$120,000.00	\$31,379.89

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)
5	5.1	COLLEGE & CAREER	No Yes	\$4,955,107.00	\$4,433,829
5	5.2	ACADEMIES & PATHWAYS	No Yes	\$268,558.00	\$259,092
5	5.3	ED SVCS SUPPORT	No Yes	\$225,623.00	\$240,175
5	5.4	AFRICAN AMERICAN STUDENT SS	No Yes	\$670,361.00	\$551,182
5	5.5	EARLY LITERACY SUPPORT	No Yes	\$668,088.00	\$553,782
5	5.6	SUPPLEMENTAL INSTRUCTIONAL PRM	No Yes	\$1,129,795.00	\$1,089,838
5	5.7	qAFRICAN AMERICAN STUDENT Prof dev	Yes	\$0.0	
5	5.8	Professional Development Classified Training	Yes	\$0.0	
5	5.9	PRACTICES FOR AFRICAN AMER STUDENTS	No Yes	\$231,534	\$191,354

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)
5	5.10	English Language Learners Support	No Yes	\$1,697,875.00	\$1,865,877
5	5.11	SCHOOL CLIMATE-WHOLE CHILD	No Yes	\$1,198,685	\$1,128,047
5	5.12	FULL SVC COMM SCH-WHOLE CHILD	No Yes	\$1,822,212.00	\$1,784,461
5	5.13	Foster/ Homeless Support	No Yes	\$133,732.00	\$133,723
5	5.14	PROFESSIONAL DEV - INNOVATE	No Yes	\$1,332,388.00	\$1,299,336

# 2023-24 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)
62,622,501	\$62,736,735.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Internationals and Newcomers	Yes	\$571,732.00			
1	1.2	Dual Immersion	Yes	\$610,600.00			
1	1.6	Elementary School Support	Yes	\$4,503,835.00			
1	1.7	Secondary School Support	Yes	\$1,503,054.00			
1	1.11	Visual and Performing Arts Programs	Yes	\$1,339,595.00			
1	1.14	Evaluation and Program Monitoring	Yes	\$1,862,251.00			
1	1.16	Site Funding to Implement School Plan for Student Achievement (SPSA)	Yes	\$4,500,000.00			
1	1.18	International Baccalaureate	Yes	\$413,591.00			
1	1.20	Additional Staff for Identified Schools	Yes	\$5,774,881.00			
2	2.1	Teacher Salary Increase	Yes	\$17,000,000.00			
2	2.3	Teacher Recruitment and Retention Support	Yes	\$1,377,243.00			
2	2.6	E-Learning Support	Yes	\$542,176.00			

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)
3	3.2	Vice Principals and Assistant Principals	Yes	\$653,022.00			
3	3.3	Community Outreach	Yes	\$1,862,167.00			
3	3.4	Parent University and Volunteer Support	Yes	\$357,115.00			
4	4.1	Special Ed Programs	Yes	\$4,178,873.00			
4	4.2	Adaptive Curriculum	Yes	\$120,000.00			
5	5.1	COLLEGE & CAREER	Yes	\$5,365,922.00			
5	5.2	ACADEMIES & PATHWAYS	Yes	\$276,018.00			
5	5.3	ED SVCS SUPPORT	Yes	\$235,761.00			
5	5.4	AFRICAN AMERICAN STUDENT SS	Yes	\$786,891.00			
5	5.5	EARLY LITERACY SUPPORT	Yes	\$642,602.00			
5	5.6	SUPPLEMENTAL INSTRUCTIONAL PRM	Yes	\$1,234,918.00			
5	5.7	qAFRICAN AMERICAN STUDENT Prof dev	Yes	\$0.00			
5	5.8	Professional Development Classified Training	Yes	\$2,000.00			
5	5.9	PRACTICES FOR AFRICAN AMER STUDENTS	Yes	\$231,534.00			
5	5.10	English Language Learners Support	Yes	\$2,084,141.00			
5	5.11	SCHOOL CLIMATE-WHOLE CHILD	Yes	\$1,198,685.00			
5	5.12	FULL SVC COMM SCH-WHOLE CHILD	Yes	\$1,980,644.00			
5	5.13	Foster/ Homeless Support	Yes	\$133,088.00			

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	5.14	PROFESSIONAL DEV - INNOVATE	Yes	\$1,394,396.00			



# 2023-24 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)
265,730,397	62,622,501	0.0	23.566%	\$0.00	0.000%	0.000%	\$62,622,501.00	23.566%

# 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](mailto: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.

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.

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.
- 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.

### 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

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);

- **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.
- 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.

## 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 of the number and concentration of unduplicated students in the current school year.

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

#### **LCFF Carryover Table**

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

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

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

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

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