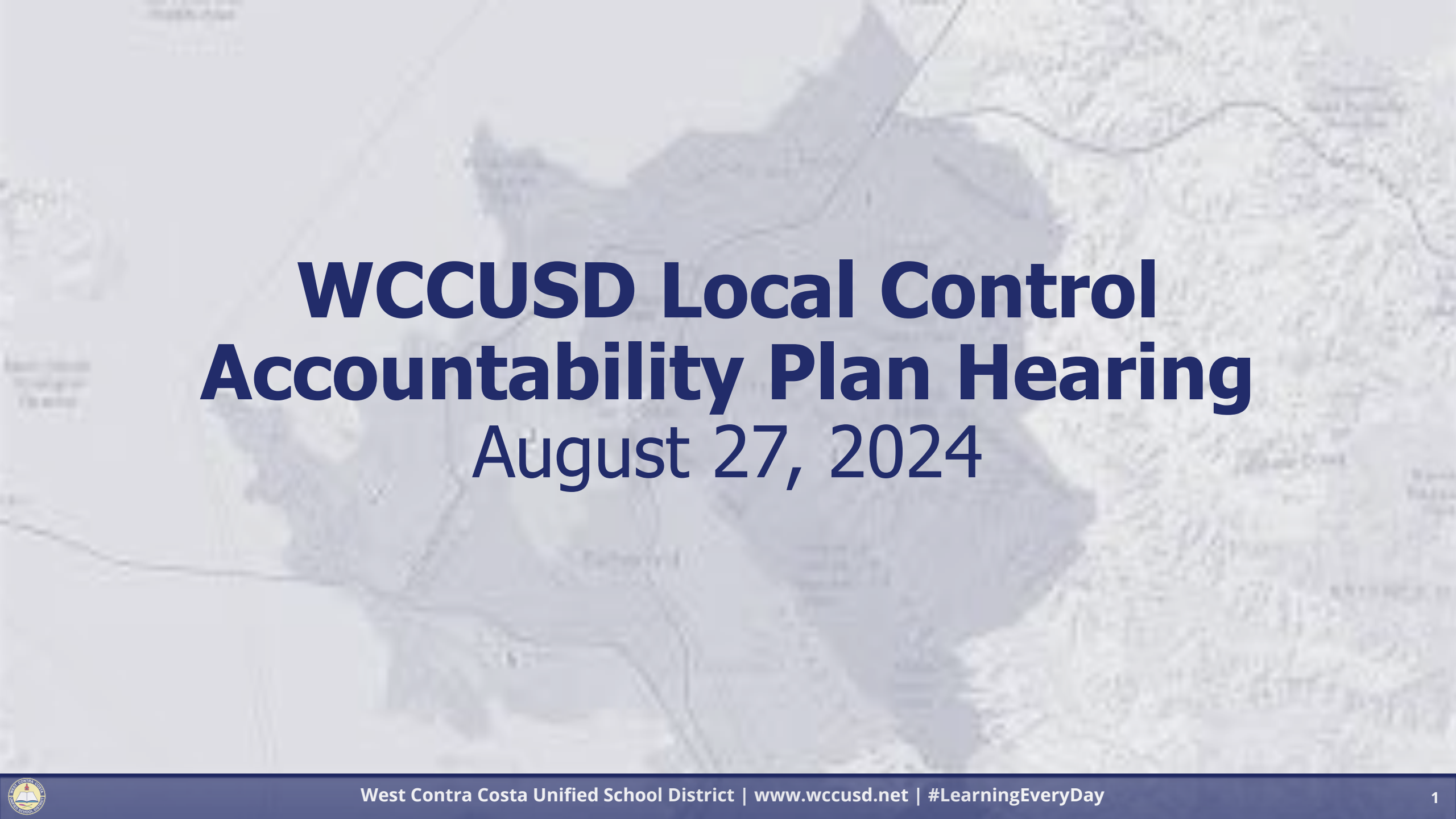
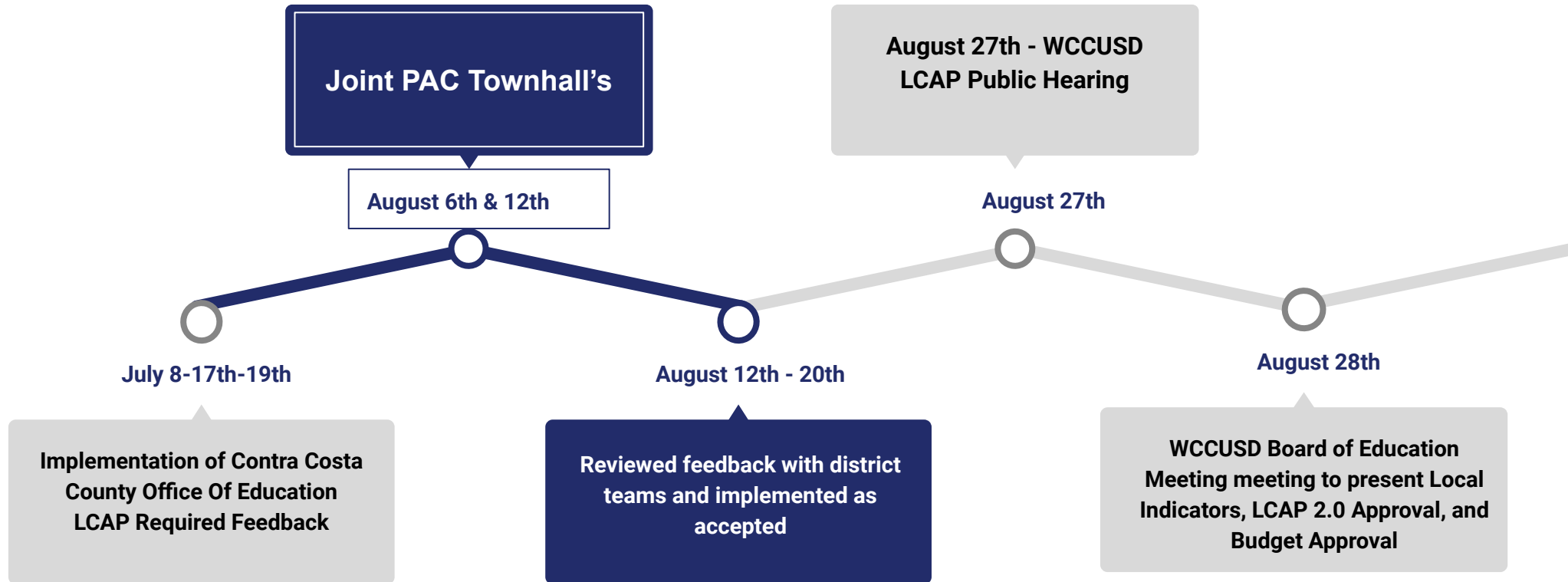


A faint, light blue map of the West Contra Costa Unified School District serves as the background for the slide. The map shows various geographical features, including hills, valleys, and roads, with the school district's boundary highlighted in a slightly darker shade of blue.

WCCUSD Local Control Accountability Plan Hearing

August 27, 2024

Updated Timeline



Local Control and Accountability Plan - Basics

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

- ***Provides*** an opportunity for LEA's to tell their stories—how, what, and why programs and services are selected to meet local needs
- ***Describes*** the goals, actions, and expenditures to support positive student outcomes
- ***Addresses*** state and local priorities

The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.





LCAP Annual Review



Dashboard over time - 3 Year Review

2023	ALL	EL	Foster	Homeless	SED	SwD	Af/Amer	Amer Ind	Asian	Fillipino	Hispanic	PI	TOM	White
Absentee	Yellow	Yellow	Orange	Orange	Yellow	Yellow	Yellow	Orange	Yellow	Yellow	Yellow	Orange	Yellow	Orange
Grad Rate	Yellow	Orange	Red	Yellow	Yellow	Red	Yellow	n/a	Yellow	Blue	Green	n/a	Orange	Yellow
Suspension	Orange	Orange	Red	Red	Orange	Red	Red	Orange	Green	Yellow	Orange	Green	Orange	Orange
C/C	Low	Low	Very Low	Low	Low	Very Low	Low	n/a	High	High	Low	n/a	Medium	Medium
ELPI	n/a	Orange	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA	Orange	Red	Orange	Orange	Red	Orange	Orange	n/a	Green	Green	Red	Orange	Green	Green
Math	Yellow	Red	Red	Orange	Orange	Orange	Orange	n/a	Green	Yellow	Red	Yellow	Yellow	Green
Eligible?			Yes			Yes								
2022	ALL	EL	Foster	Homeless	SED	SwD	Af/Amer	Amer Ind	Asian	Fillipino	Hispanic	PI	TOM	White
Absentee	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High
Grad Rate	Medium	Low	Very Low	Low	Medium	Very Low	Medium	n/a	Very High	Very High	Low	Medium	High	Medium
Suspension	Medium	Medium	Very High	Very High	High	High	Very High	Medium	Low	Low	Medium	Medium	Medium	Medium
C/C	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELPI	n/a	Low	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA	Low	Very Low	Very Low	Very Low	Very Low	Very Low	Very Low	n/a	Medium	High	Very Low	Low	Low	Medium
Math	Low	Very Low	Very Low	Very Low	Very Low	Very Low	Very Low	n/a	Low	Low	Very Low	Very Low	Low	Low
Eligible?		Yes	Yes	Yes	Yes	Yes	Yes				Yes			
2019	ALL	EL	Foster	Homeless	SED	SwD	Af/Amer	Amer Ind	Asian	Fillipino	Hispanic	PI	TOM	White
Absentee	Orange	Orange	Red	Red	Red	Red	Red	Orange	Orange	Orange	Orange	Red	Orange	Orange
Grad Rate	Green	Red	Yellow	Yellow	Green	Red	Green	n/a	Green	Green	Yellow	n/a	Green	Green
Suspension	Yellow	Yellow	Red	Red	Yellow	Orange	Yellow	Orange	Green	Green	Orange	Orange	Orange	Green
C/C	Medium	Low	Low	Low	Low	Low	Low	n/a	High	High	Low	Low	Low	Medium
ELPI	n/a	Low	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ELA	Yellow	Red	Orange	Red	Orange	Orange	Red	Yellow	Yellow	Green	Orange	Yellow	Yellow	Green
Math	Orange	Red	Orange	Red	Red	Red	Red	Orange	Yellow	Green	Red	Yellow	Orange	Yellow
Eligible?		Yes	Yes	Yes	Yes	Yes	Yes							

Key Reflections:

- There is emergent recovery from the COVID era in in attendance and chronic absenteeism
- There are small gains in graduation rates, however, there is a need to accelerate these outcomes.
- Reduction of suspension, and the disproportionality of our suspensions continues to be a critical need
- 24-25 will mark the first year post-covid that we have three years of dashboard data

Acronym Key



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

CalSchls Survey - California Healthy Kids Survey

CDE - California Department of Education

CHKS Survey - California Healthy Kids Survey

CTE - Career Technical Education

C&C - College & Career

DFS - Distance From Standard

DLI - Dual Language Immersion

EL's or ELL's - English Language Learners

ESGI - Educational Software for Guiding Instruction

ELPI - English Language Progress Indicator

LCAP - Local Control Accountability Plan

PD - Professional Development

RFEP - Reclassify Fluent English Proficient

SED - Socio Economically Disadvantaged

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

SBAC - Smarter Balanced Assessment Consortium

SPSA - Single Plan for Student Achievement

SWD - Students with Disabilities

TIP - Teacher Induction Program

TK - Transitional Kindergarten

VAPA - Visual & Performing Arts



Goal 1: Achieving Students (23-24)



Actions	Plan & Implementation	Effectiveness
1.1	Program 1024 (Internationals and Newcomers) provided teachers to support Language Learners. Programs only at Helms & RHS. DeJean & Kennedy this did not occur.	Not Yet Effective & Adapt" - Increased graduation from 48% to 90% for Newcomer Academy students - Reclassification rate, has fluctuated significantly since the Pandemic - There has been little change in ELPAC performance annually
1.2	Program 1102 (Dual Language Immersion) The program supported teachers to support Language Learners and stipends to support retention of BCLAD DLI teachers.	Not Yet Effective & Adapt" - Reclassification rate, has fluctuated significantly since Pandemic - There has been very little change in ELPAC annually - Need for assessment aligned to biliteracy trajectory DLI students are on
1.3	Program 1120 (College & Career Programs) Supported Career Technical Education Pathways & an improved percentage of students designated College & Career Ready.	"Effective & Adapt" 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 schools increased their graduation rate and 4 out of 8 raised their A-G eligibility.
1.4	Program 1121 (Academies and Pathways) Provided the central College & Career department's administrative technician & travel reimbursement for C&C staff to regularly visit school sites.	"Effective & Adapt" - Spring of 2024, 48% of WCCUSD students in grades 10-12 were enrolled in CTE Pathways and Academies. 13% earned an industry-recognized certificate while in high school.
1.5	Program 1150 (Educational Services Support) ensured that site leaders received the coaching and support to increase student achievement and is also aligned to Goal 5, Action 5.3	"Effective & Adapt" - SBAC maintained in ELA 32.5% meets/exceeds, trending positively in mathematics, with 22.4% scoring meeting/exceeding. - We will eliminate it from LCAP and supporting it through general funds.

Goal 1: Achieving Students (23-24)



Actions	Plan & Implementation	Effectiveness
1.6	Program 1250 (Elementary School Support) provided students with additional staffing for interventions for students & ultimately increased learning opportunities that improved academic performance.	"Effective & Continue" • ELA, as measured by SBAC, showed a slight growth of .5 points from 21-22 data with 32.5% of students scoring meeting/exceeding in 22-23. Similarly, a growth of 1.6 points district-wide from 21-22 in mathematics, with 22.4% scoring meeting/exceeding mathematics in 22-23.
1.7	Program 1251 (Secondary School Support) Provided 11.0 FTE to support additional school counselors at our secondary schools & 13.8 FTE teaching positions at the secondary level.	"Not Yet Effective & Adapt" • Increased SBAC Grade 11 Early Assessment Program • Maintained students who completed CTE and a-g courses from approved Pathways over the past 3 years.
1.8	Program 1270 (Early Literacy Support) provided K-2nd reading interventions using SIPPS curriculum, district support staff, & ESGI	"Not Yet Effective & Adapt" • The metrics of this program maintained in ELA as measured by SBAC results showing that 32.5% of students scored meets/exceeds, a .5% increase from the 2021-2022 data for all students.
1.9	Program 1290 (Supplemental Instructional Program) Provided coordinators and coaches who are integral in supporting new adoptions in Science & History & supports in Math	"Not Yet Effective & Adapt" • Increase of 1.6% in meet/exceeded standard on SBAC math scores district-wide, to 22.4%. • Decrease in graduation rates for all our disaggregated student groups
1.10	Program 4170 (English Learners Support) Program funded key positions to ensure achievement of EL students in WCCUSD and is also aligned to Goal 5, Action 5.10	"Not Yet Effective & Adapt" • Reclassification rate, has fluctuated significantly since Pandemic, 6.9%, and English Language learners' achievement as measured by the SBAC declined by 10 points in 2023.

Goal 1: Achieving Students (23-24)



Actions	Plan & Implementation	Effectiveness
1.11	Program 4230 (Visual and Performing Arts Programs) Provided elementary & secondary school full time employees to support visual and performing arts education and the VAPA coordinator.	"Effective & Continue" - While we observed a slight increase in suspension rates, we achieved a significant reduction in chronic absenteeism. - Access to core subject areas and a broad course of study annually
1.12	Program 4260 (Special Ed Programs) The program offered students supplemental support, for example, additional speech interventions.	"Effective & Adapt" The metrics supporting this program indicate growth, the 2023 CA dashboard for student achievement for WCCUSD has students with disabilities within as low performance "orange" for ELA and Math.
1.13	Program 4271 (Foster/Homeless Support) provided staff that supported the identification of Foster Youth and ensured that services for these students, aligned to Goal 5, Action 5.13.	"Effective & Adapt" - Effectively identifying students that can benefit from the supports. - We intend to adapt this program for the 24-25 school year to provide services through Title I funding instead of LCAP.
1.14	Program 5260 (Evaluation & Program Monitoring) supported all budgetary program planning for Department/school sites, including data review, program planning & solid budget/fiscal.	"Effective & Continue" The metrics for this program included meeting all state and federal expenditure requirements, as evident by the low number of corrective actions received during federal program monitoring reviews.
1.15	Program 6250 (Adaptive Curriculum) ensured that students whose benefited from adaptive curriculum received and is also aligned to Goal 4, Action 4.2	"Effective & Adapt" WCCUSD students reached "Met Standard" for implementation of standards as measured by the California Dashboard.

Goal 1: Achieving Students (23-24)



Actions	Plan & Implementation	Effectiveness
1.16	Program 0000 (Site Funding to Implement School SPSA) Program allowed for most school sites to effectively develop & implement strategies, interventions, & actions in SPSA.	"Effective & Continue" Based on a review of expenditures within our fiscal systems, as of the third interim, a positive metric indicator is that school sites expended, on average, 90% of allotted funds.
1.17	Program 1180 (Practices for African American Student Support and Success - Student Support) Targeted intervention for sites with the highest concentration of African American students.	"Effective & Adapt" Student achievement for African American students as measured by the SBAC in reading from 19% to 29.85% in 2022-2023.
1.18	Program 1261 (International Baccalaureate) Provided staffing to support the IB Program at WCM, PVHS, and Pinole MS.	"Effective & Adapt" 100% of WCCUSD students are enrolled in required core subject areas and a broad course of study annually.

Changes to Expect in the 24-25 LCAP

Restructured Programs Approach



21-24 Programs	24-27 LCAP Goal Alignment	24-27 Programs	24-27 LCAP Program Name
4230	Goal 1: Authentic Engagement	4240	Whole Child Education
6250, 4260	Goal 2: Universal Systems & Accessible Supports	4260	Multitiered System of Supports (MTSS)
1102	Goal 3: Relentless Attention to Achievement, Agency, and Access	1102	Dual Immersion (Multi-Lingual Support)
1250	Goal 3: Relentless Attention to Achievement, Agency, and Access	1250	Elementary School Support
1120, 1121, 1251, 1261	Goal 3: Relentless Attention to Achievement, Agency, and Access	1251	Secondary School Support
1270, 1290	Goal 3: Relentless Attention to Achievement, Agency, and Access	1290	Supplemental Instructional Program
5260	Goal 3: Relentless Attention to Achievement, Agency, and Access	5260	Evaluation & Program Monitoring
0000	Goal 3: Relentless Attention to Achievement, Agency, and Access	0000	Allocations to Schools
1024, 4170	Goal 5: Targeted Interventions & Supports	4170	English Language Learners Support
1180	Goal 5: Targeted Interventions & Supports	1180	African American Student Achievement



Goal 2: Thriving Employees (23-24)

Actions	Plan & Implementation	Effectiveness
2.1	Program 2312 (Teacher Salary Increase) Provided a teacher salary increase and allowed WCCUSD to attract & retain highly qualified teachers.	"Effective & Adapt" we saw an increase from 84% in 22-23 of staff with 3+ years of teaching experience to 89% in 23-24 adding to the effectiveness of this program.
2.2	Program 2311 (Professional Development Classified Training) Built the capacity of SPED paraprofessionals to meet the literacy needs of students using SIPPS.	"Effective & Adapt" Metrics guiding the effectiveness of this program included the CA dashboard indicator of implementation of academic standards, Met Standards, adapting to restructure of this program into goal 4.
2.3	Program 2315 (Teacher Recruitment and Retention Support) The teacher residency program & our well-developed Teacher Induction Program TIP/TSAP program supported new teachers' growth.	"Effective & Adapt" Academic performance of all students maintained (0.5 points) for English Language Arts and increased (1.6 points) in mathematics.
2.4	Program 6110 (Collaboration and Professional Development) Program provided comprehensive professional development for educators with an emphasis on instructional feedback.	"Effective & Adapt" Academic performance of all students maintained (0.5 points) for English Language Arts and increased (1.6 points) in mathematics.

Goal 2: Thriving Employees (23-24)



Actions	Plan & Implementation	Effectiveness
2.5	Program 2180 (Practices for African American Student Support and Success) Targeted intervention for sites with the highest concentration of African American students - Also goal 1 and 5.	"Effective & Adapt" • Student achievement for African American students as measured by the SBAC in reading from 19% to 29.85% in 2022-2023. • Restructured into goal 5 for 24-27 LCCAP
2.6	Program 4150 (E-Learning Support) Provided stipends for TTL teachers and facilitators to lead e-learning site programs and extra time for teacher training to support E-Learning.	"Effective & Adapt" • WCCUSD students reached "Met Standard" for implementation of standards as measured by the California Dashboard. • Transitioning program name to Educational Technology.

Changes to Expect in the 24-25 LCAP

Restructured Programs Approach



21-24 Programs	24-27 LCAP Goal Alignment	24-27 Programs	24-27 LCAP Program Name
2312, 2315	Goal 2: Universal Systems & Accessible Supports	2315	Employee Recruitment & Retention
6110	Goal 3: Relentless Attention to Achievement, Agency, and Access	6110	Professional Development & Collaboration
4150	Goal 3: Relentless Attention to Achievement, Agency, and Access	1290	Supplemental Instructional Program
2311	Goal 4: Students with Disabilities	4260	Multitiered System of Supports (MTSS)
2180	Goal 5: Targeted Interventions & Supports	1180	African American Student Achievement



Goal 3: Caring Schools (23-24)

Actions	Plan & Implementation	Effectiveness
3.1	Program 3180: (Practices for African American Student Support/Success—Parent Support) support sites to provide communication and services directly supporting African American student achievement.	Not Yet Effective & Adapt" Middle School dropouts for African American students decreased from 2 in 2021-2022 to 0 in 2023-24. However, the High School dropout rate for African American students increased by 5.49% which is concerning.
3.2	Program 1260 (Vice Principals and Assistant Principals) The program supported teachers to support ELs and stipends to support retention of BCLAD DLI teachers.	"Effective & Adapt" - Additional APs created a leadership pipeline within the district - metric of "Met Standard" on the implementation of standards indicator on the California Dashboard.
3.3	Program 3110: (Community Outreach) Provided an administrative support team that enhanced community outreach, student attendance, and professional development.	"Effective & Adapt" - declined chronic absenteeism by 8.2%, giving us an indication that this program is effective - Restructuring to 4220 (Positive School Climate) Goal 1 in 24-27 LCAP.
3.4	Program 3120 (Parent University and Volunteer Support) Provided influential school and district cultures predicated on positivity, trust, inclusion, safety, and communication with families.	"Ineffective & Adapt" - Decrease district volunteers, 2406 in 22-23 to 2295 volunteers in 23-24 - The program will adapt to Parent Engagement & Volunteer, will allow actions outside of the scope of "parent university"



Goal 3: Caring Schools (23-24)

Actions	Plan & Implementation	Effectiveness
3.5	Program 4220 (Positive School Climate—Social Emotional Learning) provided essential district-wide SEL to all our school sites as well as training.	"Not Yet Effective & Adapt" • Increase in the number of sites using the SEL curriculum in their classrooms, However, one of our key metrics around suspensions indicates a slight increase (.7%) in our overall suspensions.
3.6	Program 4240 (Full Service Community Schools) Provided universal supports, a positive school climate and family and student engagement.	"Effective & Adapt" • California Dashboard academic performance of all students maintained (0.5 points) for English Language Arts and increased (1.6 points) in mathematics.

Changes to Expect in the 24-25 LCAP

Restructured Programs Approach



21-24 Programs	24-27 LCAP Goal Alignment	24-27 Programs	24-27 LCAP Program Name
3110, 4220	Goal 1: Authentic Engagement	3110	Positive School Culture & Climate
3120	Goal 1: Authentic Engagement	3120	Parent Engagement & Volunteer Outreach
4240	Goal 1: Authentic Engagement	4240	Whole Child Education
1260	Goal 3: Relentless Attention to Achievement, Agency, and Access	1250	Elementary School Support
3180	Goal 5: Targeted Interventions & Supports	1180	African American Student Achievement

Goal 4: Students With Disabilities (23-24)



Actions	Plan & Implementation	Effectiveness
4.1	Program 4260 (Special Ed Programs) The program offered students supplemental support, for example additional speech interventions.	"Effective & Adapt" The metrics supporting this program indicate growth, the 2023 CA dashboard for student achievement for WCCUSD has students with disabilities within as low performance "orange" for ELA and Math.
4.2	Program 6250 (Adaptive Curriculum) ensured that students whose benefited from adaptive curriculum received and is also aligned to Goal 1.	"Effective & Adapt" WCCUSD students reached "Met Standard" for implementation of standards as measured by the California Dashboard.

Changes to Expect in the 24-25 LCAP

Restructured Programs Approach



21-24 Programs	24-27 LCAP Goal Alignment	24-27 Programs	24-27 LCAP Program Name
6250, 4260	Goal 4: Students with Disabilities	4260	Multitiered System of Supports (MTSS)

Goal 5: African American, English Language Learners, Foster youth, Hispanic, homeless, Socio Economically Disadvantaged (23-24)



Actions	Plan & Implementation	Effectiveness
5.1	Program 1120 (College & Career Programs) Supported CTE Pathways & an improved percentage of students designated College & Career Ready.	"Effective & Adapt" 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 schools increased their graduation rate and 4 out of 8 raised their A-G eligibility.
5.2	Program 1121 (Academies and Pathways) Provided the central C&C department's administrative technician & travel reimbursement for C&C staff to regularly visit school sites.	"Effective & Adapt" - Spring of 2024, 48% of WCCUSD students in grades 10-12 were enrolled in CTE Pathways and Academies. 13% earned an industry-recognized certificate while in high school.
5.3	Program 1150 (Educational Services Support) ensured that site leaders received the coaching and support to increase student achievement.	"Effective & Adapt" - SBAC maintained in ELA 32.5% meets/exceeds, trending positively in mathematics, with 22.4% scoring meeting/exceeding. - We will eliminate it from LCAP and supporting it through general funds.
5.4	Program 1180 (Practices for African American Student Support and Success - Student Support) Targeted intervention for sites with the highest concentration of African American students.	"Effective & Adapt" Student achievement for African American students as measured by the SBAC in reading from 19% to 29.85% in 2022-2023.
5.5	Program 1270 (Early Literacy Support) provided K-2nd reading interventions using SIPPS curriculum, district support staff, & ESGI	"Not Yet Effective & Adapt" The metrics of this program maintained in ELA as measured by SBAC results showing that 32.5% of students scored meets/exceeds, a .5% increase from the 2021-2022 data for all students.

Goal 5: African American, English Language Learner, Foster youth, Hispanic, homeless, Socio Economically Disadvantaged (23-24)



Actions	Plan & Implementation	Effectiveness
5.6	Program 1290 (Supplemental Instructional Program) Provided coordinators and coaches who are integral in supporting new adoptions in Science & History & supports in Math	"Not Yet Effective & Adapt" - Increase of 1.6% in meet/exceeded standard on SBAC math scores district-wide. - Decrease in graduation rates for all our disaggregated student groups
5.7	Program 2180 (African American Student Professional development) \$0.0 spent from this program, goals & actions provided through a grant, Dr. Rogers-Ard for race and equity PD.	Not Yet Effective & Adapt" This contract will continue moving forward using different funding sources.
5.8	Program 2311 (Professional Development Classified Training) Built the capacity of SPED paraprofessionals to meet the literacy needs of students using SIPPS.	"Effective & Adapt" Metrics guiding the effectiveness of this program included the CA dashboard indicator of implementation of academic standards, Met Standards, adapting to restructure of this program into SWD goal.
5.9	Program 3180: (Practices for African American Student Support/Success—Parent Support) support sites to provide communication and services directly supporting African American student achievement.	"Not Yet Effective & Adapt" Middle School dropouts for African American students decreased from 2 in 2021-2022 to 0 in 2023-24. However, the High School dropout rate for African American students increased by 5.49% which is concerning.
5.10	Program 4170 (English Learners Support) Program funded key positions to ensure achievement of EL students in WCCUSD and is also aligned to Goal 5, Action 5.10	"Not Yet Effective & Adapt" Reclassification rate, has fluctuated significantly since Pandemic, 6.9% and English Language learners' achievement as measured by the SBAC declined by 10 points in 2023.



Goal 5: African American, English Language Learner, Foster youth, Hispanic, homeless, Socio Economically Disadvantaged (23-24)

Actions	Plan & Implementation	Effectiveness
5.11	Program 4220 (Positive School Climate—Social Emotional Learning) provided essential district-wide SEL to all our school sites as well as training.	"Not Yet Effective & Adapt" • Increase in the number of sites using the SEL curriculum in their classrooms, However, one of our key metrics around suspensions indicates a slight increase (.7%) in our overall suspensions.
5.12	Program 4240 (Full Service Community Schools) Provided universal supports, a positive school climate and family and student engagement.	"Effective & Adapt" • California Dashboard academic performance of all students maintained (0.5 points) for English Language Arts and increased (1.6 points) in mathematics.
5.13	Program 4271 (Foster/Homeless Support) provided staff that supported the identification of Foster Youth and ensured that services for these students, also aligned to Goal 1.	"Effective & Adapt" • Effectively identifying students that can benefit from the supports. • We intend to adapt this program for the 24-25 school year to provide services through Title I funding instead of LCAP.
5.14	Program 6110 (Collaboration and Professional Development) Program provided comprehensive professional development for educators with an emphasis on instructional feedback.	"Effective & Adapt" • Academic performance of all students maintained (0.5 points) for English Language Arts and increased (1.6 points) in mathematics.

Changes to Expect in the 24-25 LCAP

Restructured Programs Approach



21-24 Programs	24-27 LCAP Goal Alignment	24-27 Programs	24-27 LCAP Program Name
4220	Goal 1: Authentic Engagement	3110	Positive School Culture & Climate
4240	Goal 1: Authentic Engagement	4240	Whole Child Education
1270, 1290	Goal 3: Relentless Attention to Achievement, Agency, and Access	1290	Supplemental Instructional Program
1120, 1121	Goal 3: Relentless Attention to Achievement, Agency, and Access	1251	Secondary School Support
6110	Goal 3: Relentless Attention to Achievement, Agency, and Access	6110	Professional Development & Collaboration
2311	Goal 4: Students with Disabilities	4260	Multitiered System of Supports (MTSS)
1180, 2180, 3180	Goal 5: Targeted Interventions & Supports	1180	African American Student Achievement
4170	Goal 5: Targeted Interventions & Supports	4170	English Language Learners Support



LCAP 2.0 2024-27





Key Shifts in LCAP 2.0 (24-25)

- Focused the goal language
- Robust explanations of the “why” behind the goal
- Clearly aligned actions with strategies and metrics
 - ◇ Evaluated the metrics to ensure alignment with the actions
 - ◇ Added local metrics for stronger monitoring
 - ◇ Much of the 23-24 dashboard data is not yet released, in today’s presentation, where possible, we will share additional local metrics that are available to ensure the committee can see the data driven reasoning and effectiveness for programs



Refined LCAP Goals (24-25)

1. **Authentic Engagement:** Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners
2. **Universal Systems & Accessible Support:** Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments
3. **Relentless Attention to Achievement:** Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world
4. **Students with Disabilities:** Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth



Refined LCAP Goals (24-25)

5. **Targeted Intervention & Support:** Accelerate academic growth and reduce disproportionate outcomes for focal student groups including: Foster Youth, Homeless, English Language Learners, and African American, Latinx (reported as Hispanic).
6. **Equity Multiplier: Lincoln Elementary School:** By June 2025, Lincoln Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.
7. **Equity Multiplier: Greenwood Academy:** By June 2025, Greenwood Academy will have administered a baseline reading and math iReady assessment, and see a growth in achievement of 5% from the baseline to the end of the year.

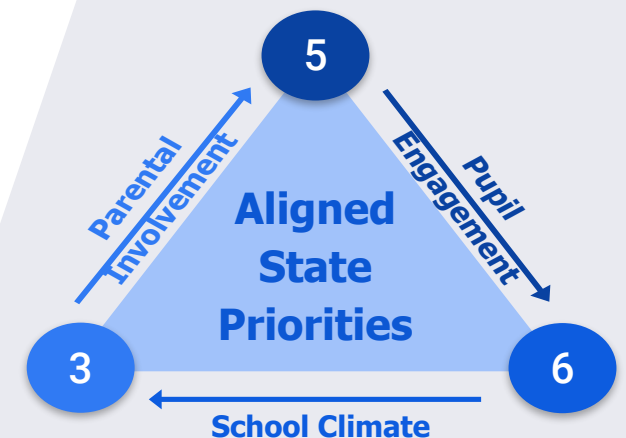


Goal 1: Authentic Engagement (24-25)

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

Adjusted Targets in LCAP 2.0 (by 2027):

- Increase attendance rate by 6%
- Decrease Chronic Absenteeism by 15%
- Decrease suspension rate by 15%
- Increase CalSCHLS Survey :
 - Student perception of safety at school
 - Student meaningful participation
 - Student social and emotional learning support
 - Parental involvement will increase Increase by 5% from baseline
- Parentsquare usage
- VAPA Participation



Goal 1: Authentic Engagement (24-25)

Action 1.1

Red Indicator Addressed:

African American, SWD, and Foster Youth: Suspension

Program 3110: Positive School Culture & Climate: create engaging learning environments, and provide necessary support systems to students and families.

Strategies Include:

1. Feedback and Communication
2. Social Emotional Learning
3. Tiered Support
4. Climate Coaching
5. Attendance & Enrollment Campaign
6. Reduce the Disproportionality

Action 1.2

Red Indicator Addressed:

African American, SWD, and Foster Youth: Suspension

Program 3120: Parent Engagement & Volunteer Outreach: Build the capacity of staff to involve the community in creating caring schools.

Strategies Include:

1. Communication & Software support
2. Parent Capacity Building
3. School Community Outreach Worker
4. LCAP Program Monitoring
5. Parent Bill of Rights
6. Increase PAC Engagement

Action 1.3

Red Indicator Addressed:

African American, SWD, and Foster Youth: Suspension

Program 4240: Whole Child Education: Create engaging learning environments, & provide students with creative outlets, to invite the community to celebrate our students, and to ensure that there are both SEL and crisis supports readily available on school campuses.

Strategies Include:

1. Visual & Performing Arts Programs
2. Performing Arts Theater Managers
3. Access to Wellness Services
4. Student, Family, and Community Engagement

DLCAP Feedback - Goal 1

Group/Rec #	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
DLCAPS/1	In partnership with program directors, provide a clear system to determine program effectiveness that is reviewed with families quarterly to determine its success. If success metrics are not met, program directors will need to present to DLCAP if programs should be kept, modified, or discontinued. Reviews will occur in time to make modifications to staffing. Contracts will not be issued nor renewed without providing clear metrics.	Implemented with Modifications	Authentic Engagement	1.2	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 4: LCAP Program Monitoring We will hold monthly DLCAP meetings centered around each LCAP goal. Program directors will present metrics and progress toward the strategies under each goal and actions. The cadence of data analysis between the DLCAP committee and district staff will ensure that we have a common understanding of which programs are "kept" and "eliminated".
DLCAPS/2	Continue the work of the Task Force to create a Parent Bill of Rights to enable a true partnership between parents, community, sites, and the district. Present draft to PACs by mid-year for feedback and present final draft to district leadership and board trustees by May.	Implemented	Authentic Engagement	1.2	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 5: Parent Bill of Rights We will continue to work with the Parent Bill of Rights Committee to update our Title I Parental Involvement Board Policy 6020 to codify base expectation for parent engagement across our district. A draft will be disseminated to all PACs by mid year for feedback in order to present to district leadership by the end of the school year.
DLCAPS/3	Implement monitoring of targeted outreach to high-need students, including Black students, students with disabilities, low-income students, English Learners, Foster Youth, and Homeless Youth through tracking outreach conducted in relation to attendance and credit deficiency, intervention support for students 1+ grade levels below, and socioemotional supports offered.	Already in Place			This recommendation already exists throughout the LCAP. There are several places in Goals 1 & 3 in which we talk about providing training and service to all students. For example, around suspension, chronic absenteeism, and through our four year plans with the school links platform. Then, we provide targeted support (from central staff) to sites and students who are further behind. We are committed to monthly explicit training to secondary principals re: College & Career Readiness as well as all principals regarding addressing disproportionality in both academics and suspensions.
DLCAPS/4	Increase parent engagement across all PACs through marketing and targeted outreach. Leverage principals and site administrators to ensure representation by October each year to DLCAPS, AASAT, MDAC, CAC, and DLI. Create a clear plan with ongoing training opportunities, marketing strategies, accessible cross-platform communication, and an updated calendar across PACs that includes virtual meeting links, agendas, presentations, and meeting notes in accordance with the Green Act	Implemented	Authentic Engagement	1.2	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 6: Increase PAC Engagement Increase parent engagement by marketing and engaging targeted outreach. We will leverage principals and site administrators to increase the representation on PAC committees. This will be achieved through designated time in each principal meeting aligned to Family Engagement broadly, building PACs at their school site specifically, and aligning school site PACs to district PACs. This includes school site PACs advertising to parents opportunities to join district PACs.

AASAT Feedback - Goal 1

Group # Rec	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
AASAT 4	Targeted mandated Professional/Personal Development training for educators that focuses on restorative justice practices, anti racism and internalized racism training to help them develop alternatives to suspension of African American students with strategies for behavior modification of students instead of suspending African American students. Data tracking of educators office referrals of African American students for disciplinary actions Data tracking of administrators suspensions of African American students. No Principal suspends an African American student without contacting their Executive Director first. Consequences are put in place for every administrator who fails to do so. Students are automatically reinstated when this procedure is not followed and the suspension is removed from his, her or their record. Data that provides information of the school sites with high rates of suspensions Services are provided to the site to address the specific reasons for the suspensions. Environment is evaluated as to its openness and acceptance of African American families. Increased engagement of African American families on high or at risk campuses Targeted support services for students who are identified for disproportionate suspension and discipline. Provide root cause analysis with each student referred for suspension, looking at recent academic standing, home challenges, personal trauma and social/mental/emotional capacity. Parents are notified that if they wish, their site AAPAC leaders can act as advocates for their students and families at meetings where their child is being suspended and or disciplined. Provide AAPAC leadership training at that site to increase its capacity to support families whose child is at risk for and or is impacted by suspension.	Implemented with Modifications	Authentic Engagement	1.1	The tiered support element of this recommendation lives throughout Goals 1 and 5 in the current LCAP. We do assign Climate Coaches and Central Clinicians based on school based data. The Office of African American Student Achievement also provides academic intervention based on the school based data. However, we do know that we can strengthen our commitment to the training of our administrators around their disciplinary practice. There is an existing protocol for Principals to call Executive Directors when suspending Black/African American Students. We are willing to strengthen this work, however, it is procedural and we don't believe it should live in the LCAP as a strategy. Strategy 6: Reduce the Disproportionality in Suspension All Principals & Assistant Principals will engage in monthly Professional Learning Communities in which they analyze suspension data and receive professional learning around alternatives to suspension. This targeted professional learning and planning support is intended to ensure that administrators build the necessary skills and knowledge to reduce the suspension of Black/African American Students and increase their inclusion on campus. Part of this professional learning will include beginning the year by reviewing data, and determining which students are at risk of suspension. Risk factors for suspension include: previous disciplinary infractions, ability to read, and inclusion in Special Programs (SPED, EL, etc.) and race. Students who are deemed "high risk" for suspension should be referred to site CARE teams proactively to determine a proactive intervention.
	Targeted and evidence-based supports and alternatives to suspension rooted in restorative justice and anti-racism training including: Mandated Professional/Personal development training for educators and administrators that includes anti-racism and internalized racism training and restorative justice practices. Disaggregated data tracking of educator office referrals of African American students for disciplinary actions to monitor and evaluate implicit or explicit biases of individual educators. No school site administrator can suspend an African American student without contacting their Executive Director and OAASA office. (This is already a policy in place on __DATE__ that has not been consistently implemented.) African American students are automatically reinstated when this procedure is not followed, the suspension is removed from their record and supplemental education is provided if needed for learning loss. Public report sent to the Board of suspensions of African American students on a quarterly basis to ensure proper implementation. Report and accountability system in place for administrators who unofficially suspend/remove African American students from campus. Increased services and support staff at schools with African American students in the red for suspensions: Restorative justice coaches at identified schools Additional Counselors and psychologists at identified schools to provide root cause				

Goal 1 Actions and Expenditures (24-25)

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
1	1.1	Positive School Culture & Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,738,449.00	\$260,240.00	\$4,998,689.00
1	1.2	Parent Engagement & Volunteer Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$364,025.00	\$300,000.00	\$364,025.00
1	1.3	Whole Child Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,934,913.00	\$1,274,762.00	\$3,059,675.00

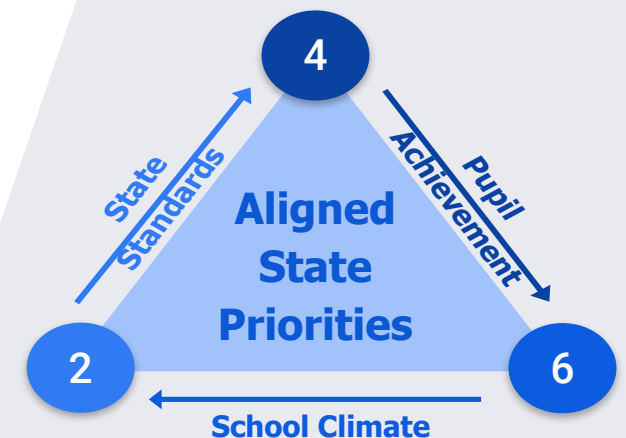


Goal 2: Universal Systems & Accessible Support (24-25)

Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments

Adjusted Targets in LCAP 2.0:

- 80% of teachers will be retained year-to-year
- Maintain 100% appropriately assigned and fully credentialed teachers district-wide
- Increase DFS on SBAC by 15.0 points or more



Goal 2: Universal Systems & Accessible Support

Action 2.1

Red Indicator Addressed:

Hispanic/EL/SWD: ELA
Hispanic/Foster Youth: Math & Graduation

Program 1760: Additional Staff for Identified schools with high % UPC: Provide additional staffing to our highest needs schools goals



Strategies Include:

1. Tailoring Instruction for our UPC

Action 2.2

Red Indicator Addressed:

Hispanic/EL/SWD: ELA
Hispanic/Foster Youth: Math & Graduation

Program 2315: Employee Recruitment & Retention: Support needed to recruit new teachers and to retain them in the profession.



Strategies Include:

1. Teacher Induction Program
2. Competitive Salary
3. Teach for America
4. Increase the number of Black/African American Educators

AASAT Feedback

Group # Rec	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
AASAT 1	91.3% Increase and ensure the recruitment and hiring of Black/African American educators and service providers, with a specific emphasis on SPED teachers. The highest priority being the hiring and retention of academic specialists to tutor Black/African American students in math and reading.	Implemented ▾	Universal Systems & Accessible Support:	2.2	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 4: Increase the number of Black/African American Educators We will strategically advertise and recruit from Historically Black Colleges, Black Greek Organizations, and work with our current parents and ASAAT teams to market and teaching opportunities specifically to black people.

Goal 2 Actions and Expenditures (24-25)

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
2	2.1	Additional Staff for Identified schools with high % UPC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,281,867.00	\$0.00	\$6,281,867.00
2	2.2	Employee Recruitment & Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$18,661,293.00	\$215,300.00	\$18,276,593.00

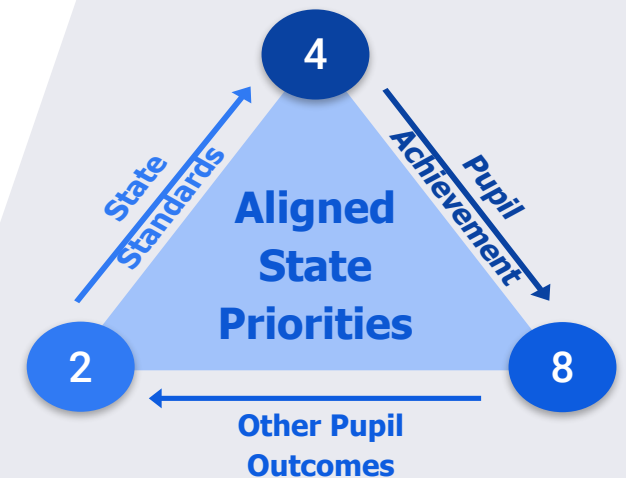


Goal 3: Relentless Attention to Achievement (24-2)

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

Adjusted Targets in LCAP 2.0 (by 2027):

- Increase students moving up 1 English Language Progress Indicator (ELPI) level by 9%
- Increase DFS on SBAC state assessments by 15.0 points or more
- 95% of Transitional Kindergarten students will meet the end of year grade level benchmark in uppercase letter recognition, ESGI 25 college courses offered within HS day
- Increase the percentage of students early on grade level and above by 9% on iReady K-12



Goal 3: Relentless Attention to Achievement (24-25)

Action 3.1

Red Indicator Addressed:

SED/EL: ELA, Math
Foster Youth: Math

Program 0000: Allocations to Schools: Allocates about 3.8 million dollars of LCFF to support school site to implement their SPSA goals

Strategies Include:

1. Data analysis & Prioritizing
2. Aligned Goals & Actions
3. Review & Approval of SPSAs

Action 3.2

Red Indicator Addressed:

Hispanic: ELA
Foster Youth: Math

Program 1250: Elementary School Support: Provides increased staff to support planning and execution of Tier 1 instruction

Strategies Include:

1. TK Instructional Assistants
2. Elementary Prep Teachers
3. Supplemental Curriculum & Assessment

Action 3.3

Red Indicator Addressed:

Foster Youth and SWD: Graduation rate, College/Career

Program 1251: Secondary School Support: Supports secondary students by supporting Career Pathways, the Secondary Lead Counselor, and IB program

Strategies Include:

1. Career Pathways
2. Secondary Lead Counselor
3. International Baccalaureate
4. Targeted C&C for Black/AA Students
5. Targeted C&C for Language Learners

Goal 3: Relentless Attention to Achievement (24-25)

Action 3.4

Red Indicator Addressed:

Hispanic: Math
Foster Youth: Math Program

Program 1290: Supplemental Instructional Program: Support focuses on effective delivery of Tier 1 instruction as well as interventions and acceleration

Strategies Include:

1. Focused District Leadership
2. Educational Technology
3. EduClimber
4. Extended Learning & Credit Recovery

Action 3.5

Red Indicator Addressed:

English Learners: ELA, Math

Program 1102: Multilingual Program Support: Support the recruitment of highly qualified teachers for language learners in DLI Programs.

Strategies Include:

1. BCLAD Stipends
2. DLI PD & Collaboration
3. Educational Technology Tools to support teaching and learning

Action 3.6

Red Indicator Addressed:

Program 5260: Evaluation and Monitoring: provide site-based/ central program support & administrative resources for program directors, school administrators, and departments across the district.

Strategies Include:

1. Data Analysis and Needs Assessment
2. Specialized Training
3. Evaluation and Monitoring

Goal 3: Relentless Attention to Achievement (24-25)

Action 3.7

Red Indicator Addressed:

SED/EL: ELA, Math

Foster Youth: Math

Program 6010: Professional Development: Build the capacity of our educators at through curriculum development, instructional coaching, development of pedagogical strategies for all students PK-12.

Strategies Include:

1. Focused District Leadership
2. CSI Professional Learning Communities
3. Instructional Learning Walks
4. Secondary Department Leads



AASAT Feedback - Goal 3

Group # Rec	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
AASAT 2	87% Identify African American students who are committed to going to college, to monitor their A-G progress to ensure they are able to apply directly to a 4-year institution. Designate a current staff person to support and monitor those Black students' progress.	Implemented with Modifications	Relentless Attention to Achievement	3.3	We agree in the value of connecting Black/African American students directly with College Going Resources. However, this is work that should happen regardless of their stated commitment to going to college. We know that career readiness and college readiness are the same. The test to join a trades union is as challenging as the SAT. Thus, we must broaden the focus to College & Career Readiness and our counselors should explicitly track outreach to all African American Students. Strategy 4: Targeted College & Career Readiness for Black/AA Students Implement a procedure for high school counselors to ensure that all Black/African American students are taught the A-G requirements, receive information about college-going groups, and that counselors explicitly intervene by the middle of tenth grade if students are "off track" to meet the requirements for four year universities.
AASAT 3	78.3% Increase the provision of project-based learning pathways beginning in Middle School, that introduces a variety of career opportunities.	Already in Place			This recommendation already exists outside of the LCAP. There are CTE courses at each middle school. These courses are largely funded through the California Teaching Incentive Grant and include: Career Exploration, Digital Media, and Project Lead the Way, and Gateway to Technology. This strategy is not included in the LCAP as the expansion is funded through grant funds. However, it does align to the work of the Lead Counselor and the School Links roll out as all 8th graders will now be asked to build "four year plans" and part of the four year plans are setting goals based on career exploration and career goals.

DLI PAC Feedback - Goal 3

Group/Rec #	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
DLI 1	Use parent feedback (PAC, liaison, etc.) on district and school site website experience, structure and information.	Not Implemented ▼			We will share this feedback with the technology and communications team, however, this is a one time action not a strategy within the LCAP.
DLI 2	Create a separate, accessible, and visible district DLI webpage, with district vision (including a DLI mapping filter), with a list of all DLI school sites and program model descriptions. Include relevant DLI school data and a connecting link to the CA dashboard.	Not Implemented ▼			We accept this suggestion and it is currently one of our organizational goals, and part of the new website roll out. However, it is not a strategy within the LCAP.
DLI 3	Create a DLI resource booklet in order to inform current and new families on the variety of available DLI programs. Include special education support (IEP, 504 plans, etc.) and language learner support (English, Spanish, and Mandarin). Include a description of the CA State seal of biliteracy and the pathways to biliteracy awards.	Not Implemented ▼			We accept this suggestion as excellent feedback and acknowledge the need to create resources around our programs so that we can better educate families about the educational opportunities across the district. We are willing to look into this creation, however, this is not a strategy that lives in the LCAP.
DLI 4	Provide, grow and maintain a district wide middle and highschool DLI secondary course offerings for the CA State Biliteracy Pathways and Seal.	Not Implemented ▼			We have grown the Mandarin School into a k8, maintained the program at Stewart K8, and continued the program at Korematsu Middle School. While we value these programs and they do require additional funding, the funding sources very often are not LCAP funding.
DLI 5	Align Spanish Language Arts program with reliable DLI assessment districtwide. Explore options for district adopted DLI curriculum for future implementation.	Already in Place ▼			This language exists in the LCAP in Goal 3 under action 3.5. To accurately reflect the biliteracy trajectory and support the achievement of our multilingual learners in DLI we will centrally design Professional Development (PD) and collaboration around cross linguistic connections and translanguaging for multilingual learners. In these learning spaces we will pilot aligned assessments for reading and writing within Dual Immersion programs that reflect the biliteracy trajectory, learning, and achievement of our Dual Immersion students in Spanish/Mandarin/English.

MDAC Feedback

Group/Rec #	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
MDAC 1	Use the Interim ELPAC as progress monitoring tool for ELs in grades 3-12 which is shared and reviewed during parent-teacher conference to inform instructional next steps and/or interventions.	Already in Place ▼			This recommendation already exists in the LCAP under goal 5 action 5.1 We will ensure data is driving the instruction of our English learner students by administering the CA Interim ELPAC to all EL students in grades 3-12 in the fall and winter to provide us with the timely data to correct our instructional approaches with ELL students and increase student achievement. Teacher teams will be supported to use the inquiry process to analyze data to design interventions for increased student engagement and support. The assessment results are also one source of data that determines how students are promoted through the levels of English Language Support classes, and ultimately able to redesignate as English Language Proficient (RFEP). Teachers in grades 3-6th grade will be encouraged to share this data with families during parent teacher conferences.
MDAC 2	Create and monitor English Learner ELD goals for each student not on track towards reclassification, graduation rate, A-G rates and AP participation, specifically for At-Risk and LTEL students.	Implemented ▼	Relentless Attention to Achievement	3.3	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 5: Targeted College & Career Readiness for Language Learners We will implement a procedure for high school counselors to ensure that all Language Learners are taught the A-G requirements, receive information about college-going groups, and that counselors explicitly intervene by the middle of tenth grade if students are "off track" to meet the requirements for four year universities.

Goal 3 Actions and Expenditures (24-25)

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
3	3.1	Allocations to Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$5,072,000.00	\$3,828,000.00	\$3,800,000.00
3	3.2	Elementary School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,726,852.00	\$250,000.00	\$6,201,228.00
3	3.3	Secondary School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,365,863.00	\$350,000.00	\$11,715,863.00
3	3.4	Supplemental Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,727,757.00	\$587,355.00	\$1,492,192.00
3	3.5	Multilingual Program Support	English Learners	Yes	LEA-wide	English Learners			\$2,089,056.00	\$0.00	\$1,760,001.00
3	3.6	Evaluation & Program Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,618,566.00	\$560,520.00	\$1,679,086.00
3	3.7	Professional Development & Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,264,388.00	\$88,120.00	\$1,352,508.00

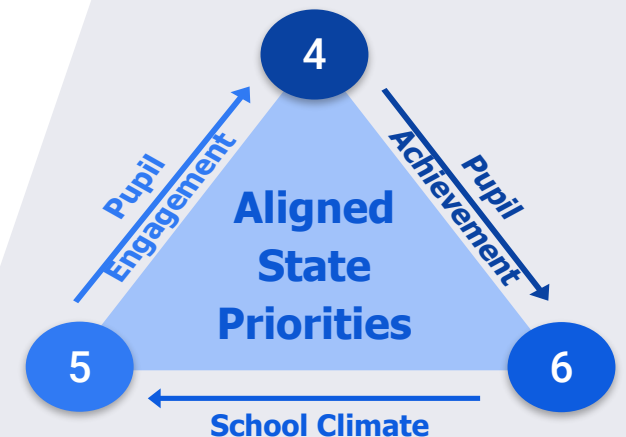


Goal 4: Students with Disabilities (24-25)

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

Adjusted Targets in LCAP 2.0 (by 2027):

- Decrease chronic absenteeism by 9%
- Increase the percentage of students early on grade level and above by 9% on iReady K-12
- Decrease suspension rate by 15%



Goal 4: Students with Disabilities (24-25)

Action 4.1

Red Indicator Addressed:

Students With Disabilities: Suspension Rate, Grad Rate, College/Career

Program 4260: Multitiered System of Supports (MTSS):

Provide supplemental support to train staff & tailor instruction & interventions to individual student needs. This will be accomplished through supplemental staffing & a robust implementation multi-tiered system of supports (MTSS) and CARE.

Strategies Include:

1. School Psychologist
2. Speech Interventions
3. Supplemental Adaptive Curriculum



MDAC Feedback

Group/Rec #	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
MDAC 3	Coordinate appropriate support for EL with IEP ; supports include assessments, language goals, and technology. PD to be given to both EL and SPED staff, and families when appropriate.	Already in Place ▾			This recommendation exists in the IEP process. All students with IEP's have meetings of their IEP team to monitor their progress. It is the job of these teams to determine the best goals based on language, technology, and student assessment outcomes. These teams are made up of people who do go through on going training around their job function and how to best support students with Special Needs.



Goal 4 Actions and Expenditures

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
4	4.1	Special Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,777,917.00	\$120,000.00	\$3,777,917.00

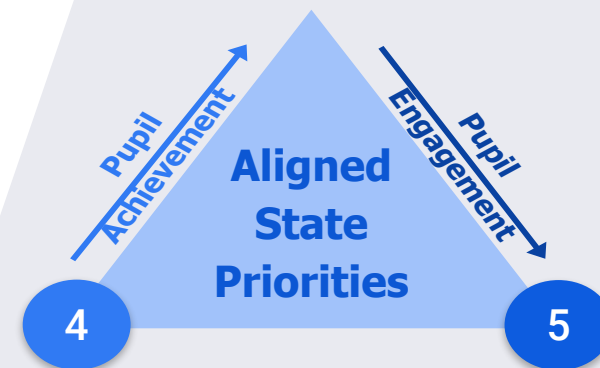


Goal 5: Targeted Intervention & Support (24-25)

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

Adjusted Targets in LCAP 2.0 (by 2027):

- Increase the percentage of students early on grade level and above by 9% on iReady K-12
- Decrease suspension rate by 15%
- Increase the percentage of students moving up at least 1 ELPI level by 9%
- Decrease percent of LTEL by 15%



Goal 5: Targeted Intervention & Support (24-25)

Action 5.1

Red Indicator Addressed:

EL: ELA, Math

Program 4170: English Language Learner Support: Provide central support for multilingual curriculum development, community outreach, instructional programming, and instructional coaching for teachers of English Learners students.

Strategies Include:

1. Focused District Leadership
2. Professional Development
3. Specialized EL Assessments
4. International/Newcomer prog
5. Enhanced Translation Services.
6. EL Family Training

Action 5.2

Red Indicator Addressed:

African American: Suspension

Program 1180:African American Student Achievement: Maximize African American student academic growth & achievement by cultivating social-emotional well-being, creating a safe & inviting environment, and engaging parents and families to support student success.

Strategies Include:

1. Focused District Leadership
2. Mafanikio Program
3. Literacy Achievement
4. AASAT & Community Outreach

Action 5.3

Red Indicator Addressed:

EL: ELA, Math

Program 4170: English Language Learner Support: Provide central support to create tailored programming & instructional coaching for teachers of Long-Term English Learners (LTEL) in WCCUSD.

Strategies Include:

1. Focused District Leadership
2. Long-Term English Learner PD

MDAC FEEDBACK

Group/Rec #	Committee Recommendations	Implementation	LCAP Goal Alignment	Action Alignment	District Response
MDAC 4	Develop training and practices to help ELs, their families , and ELACs understand the importance of what it means to be an EL, the ELPAC and Reclassification	Implemented with Modifications	Targeted Intervention & Support	5.1	This committee recommendation is accepted and added to the LCAP in the language below. Strategy 6: EL Family Training Through the ELMA department we will develop training and share best practices with EL families around understanding ELPAC levels and the reclassification process in order to support families to advocate for their students within their school site.



Goal 5 Actions and Expenditures (24-25)

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
5	5.1	English Language Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,833,287.00	\$5,200.00	\$1,338,487.00
5	5.2	African American Student Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$730,223.00	\$483,981.00	\$238,636.00
5	5.3	Long-Term English Learners Intervention & Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$500,000.00	\$0.00	\$0.00

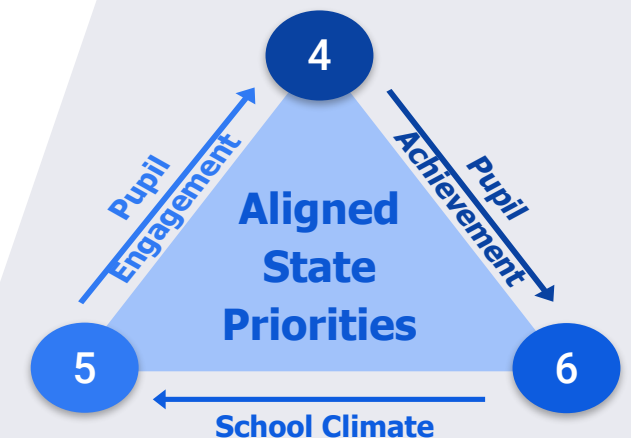


Goal 6: Lincoln ES Equity Multiplier (24-25)

By June 2025, Lincoln Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.

Targets for Equity Multiplier:

- Decrease chronic absenteeism by 9%
- Percentage of students progressing one ELPI level will increase by 10%
- Increase DFS on the academic indicators as measured by the smarter balanced/SBAC state assessments by 5.0 points or more
- Decrease Non Stability Rate by 5%



Goal 6: Lincoln ES Equity Multiplier (24-25)

Action 6.1

Red Indicator Addressed:

ELA: EL, Hispanic, SED

Math: EL

Instructional Specialist: Provide staffing support the academic achievement our students by providing targeted support for instruction and providing strong professional development to teachers.

Strategies Include:

1. MTSS for Intervention
2. Parent Engagement Support

Action 6.2

Red Indicator Addressed:

ELA: EL, Hispanic, SED

Math: EL

Instructional Aide: Bilingual

Paraprofessional: Adding staffing that is bilingual to provide intervention support for English Learners will allow for tailored instruction to meet the unique needs of our English Learners.

Strategies Include:

1. MTSS for English Learners

Action 6.3

Red Indicator Addressed:

ELA: EL, Hispanic, SED

Math: EL

School Climate Support Coach:

Support school climate to improve the academic achievement our students by adding a school climate support coach.

Strategies Include:

1. MTSS to Support Climate
2. School Climate Intervention

Goal 6: Lincoln ES Equity Multiplier (24-25)

Action 6.4

Red Indicator Addressed:

Math: EL

Instruction Support/Coach - Math:

Support the academic program by monitoring the instructional programming in the area of math. This teacher on campus would oversee the instructional math program & team & provide coaching to teachers in using data to drive instruction.



Strategies Include:

1. MTSS for Math Instruction
2. Math Peer Coaching

Action 6.5

Red Indicator Addressed:

ELA: EL, Hispanic, SED
Math: EL

Teacher Release Time for PD: Support achievement for our students by providing a substitute teacher to provide on-demand instructional support for student intervention, teacher release time for professional development, & student academic-conferencing.



Strategies Include:

1. MTSS & Teacher
2. Intervention & Academic Conferencing

Action 6.6

Red Indicator Addressed:

ELA: EL, Hispanic, SED

Instruction Support/Coach -

Literacy: Support the academic program by monitoring the instructional programming in the area of literacy. This teacher on campus would oversee the instructional literacy program & team & provide coaching to teachers in using data to drive instruction.



Strategies Include:

1. MTSS for Literacy Instruction
2. Literacy Peer Coaching

Goal 6 Actions and Expenditures

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
6	6.1	Instructional Specialist	All	No			Specific Schools: Lincoln Elementary		\$185,695.00	\$0.00	
6	6.2	Instructional Aide: Bilingual Paraprofessional	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		\$81,858.00	\$0.00	
6	6.3	School Climate Support Coach	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		\$61,000.00	\$0.00	
6	6.4	Instruction Support/Coach - Math	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		\$29,000.00	\$0.00	
6	6.5	Teacher Release Time for PD	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		\$23,850.00	\$0.00	
6	6.6	Instruction Support/Coach - Literacy	All Students with Disabilities	No			Specific Schools: Lincoln Elementary		\$29,000.00	\$0.00	

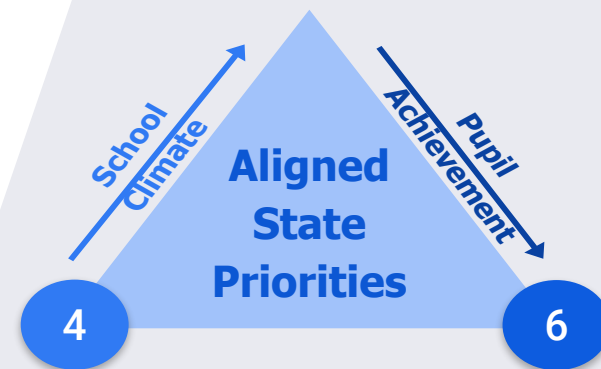


Goal 7: Greenwood Academy Equity Multiplier (24-25)

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

Targets for Equity Multiplier:

- Percentage of students progressing one ELPI level will increase by 10%
- Increase SBAC performance by 10 pts for all students
- Decrease Suspension Rate by 2%
- Increase Graduation Rate by 5%
- Decrease Non Stability Rate by 5%



Goal 7: Greenwood Academy Equity Multiplier (24-25)

Action 7.1

Red Indicator Addressed:

ELA: SED

Math: SED

Increase Course Offerings: support the academic achievement and school engagement of our SED students by providing targeted support for instruction and providing strong professional development to teachers.



Strategies Include:

1. Increase Course Offerings
2. MTSS

Action 7.2

Red Indicator Addressed:

ELA: SED

Math: SED

Instructional Support Coach: support the academic achievement and school engagement of our SED students by providing targeted support for instruction and providing strong professional development to teachers.



Strategies Include:

1. Supporting Teachers Towards Improvement
2. Build Intervention program
3. Parent Advisory Committee

Action 7.3

Red Indicator Addressed:

ELA: SED

Math: SED

Instructional Specialist - Secondary: support the academic achievement and school engagement of our SED students by providing targeted support for instruction and strong professional development to teachers.



Strategies Include:

1. Supporting Teachers Towards Improvement

Goal 7: Greenwood Academy Equity Multiplier (24-25)

Action 7.4

Red Indicator Addressed:

ELA: SED

Math: SED

Study Trips: Support the academic achievement and school engagement of our SED students by providing opportunities for students to experience the world beyond their neighborhood.



Strategies Include:

1. Field trips

Action 7.5

Red Indicator Addressed:

ELA: SED

Math: SED

Counselor Secondary, Student Support: Provide a part-time counselor to support students with personalized academic programming, to increase engagement in school, and to plan for the the future.



Strategies Include:

1. Full time Counselor to improve graduation rate
2. Work based learning
3. Career Planning

Goal 7 Actions and Expenditures (24-25)

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds
7	7.1	Increase Course Offerings	All Students with Disabilities	No			Specific Schools: Greenwood Academy		\$0.00	\$5,000.00	
7	7.2	Instructional Support Coach	All Students with Disabilities	No			Specific Schools: Greenwood Academy		\$150,000.00	\$0.00	
7	7.3	Instructional Specialist - Secondary	All Students with Disabilities	No			Specific Schools: Greenwood Academy		\$200,000.00	\$0.00	
7	7.4	Study Trips	All Students with Disabilities	No			Specific Schools: Greenwood Academy		\$0.00	\$5,000.00	
7	7.5	Counselor Secondary, Student Support	All Students with Disabilities	No			Specific Schools: Greenwood Academy		\$58,200.00	\$0.00	

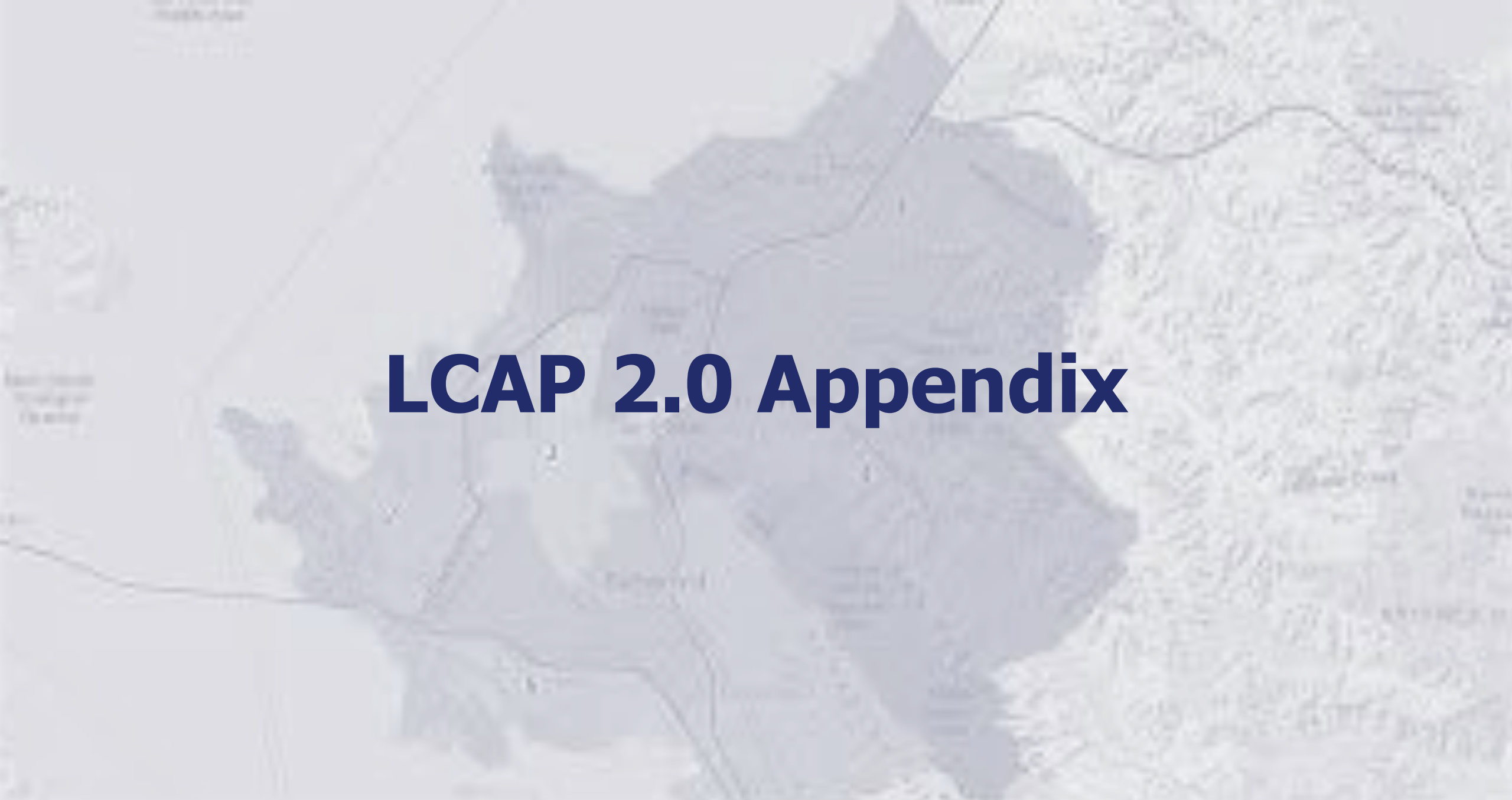
Budget summary

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
\$267,878,143	64,827,589	24.200%	0.547%	24.747%	\$66,336,767.00	0.000%	24.764 %	Total:	\$66,336,767.00
								LEA-wide Total:	\$64,998,280.00
								Limited Total:	\$1,338,487.00

Please use the QR Code for Questions or Feedback



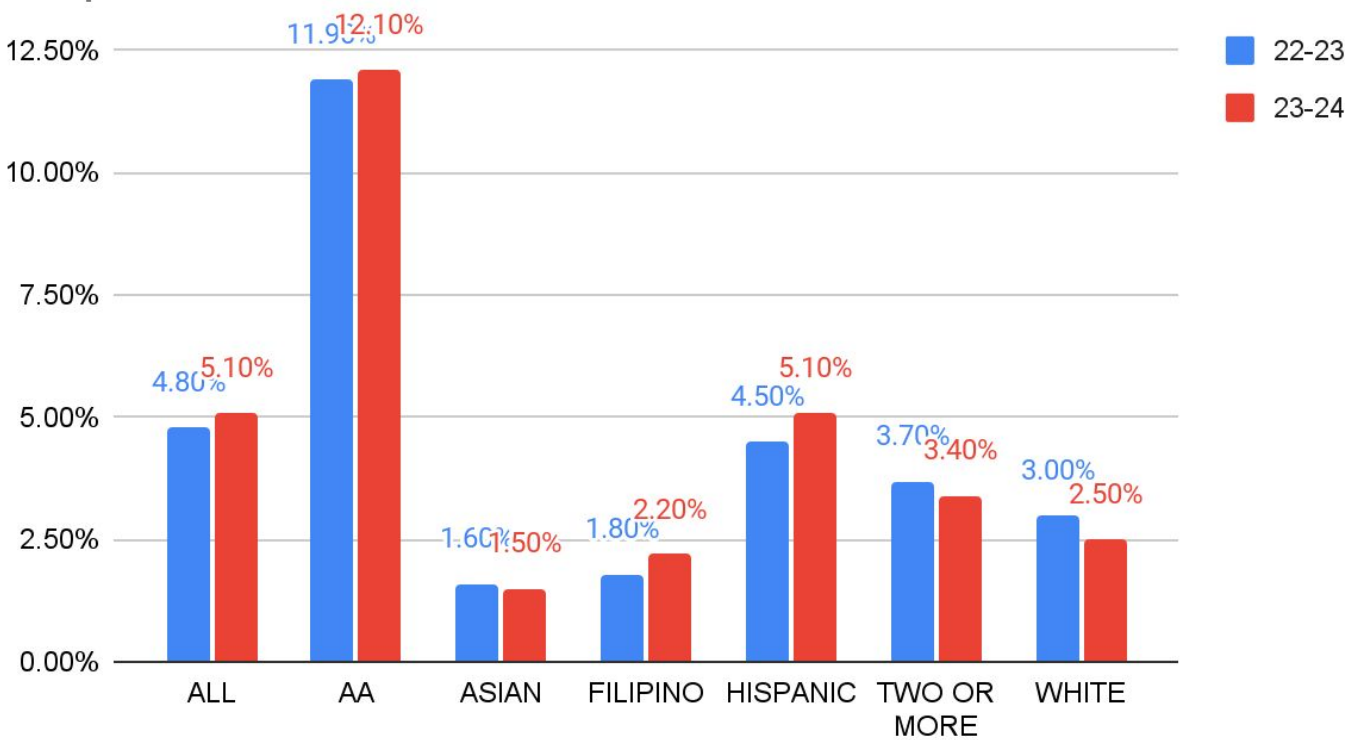


LCAP 2.0 Appendix

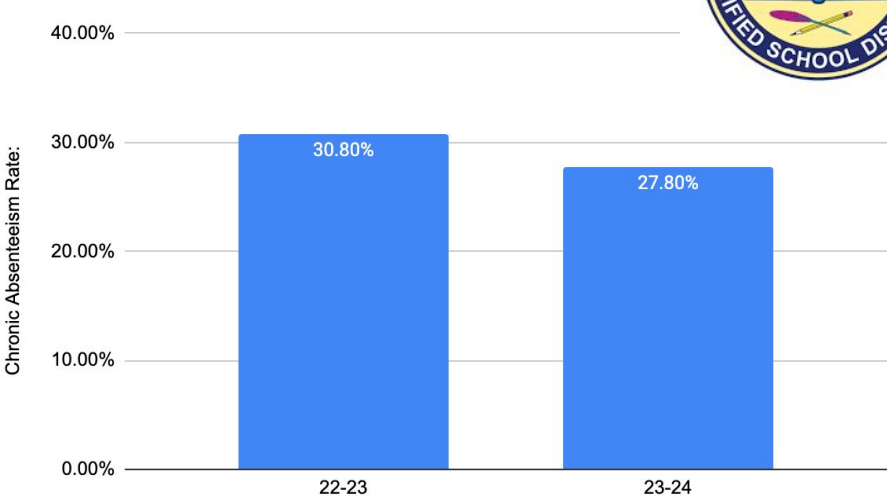


Key Data - Goal 1

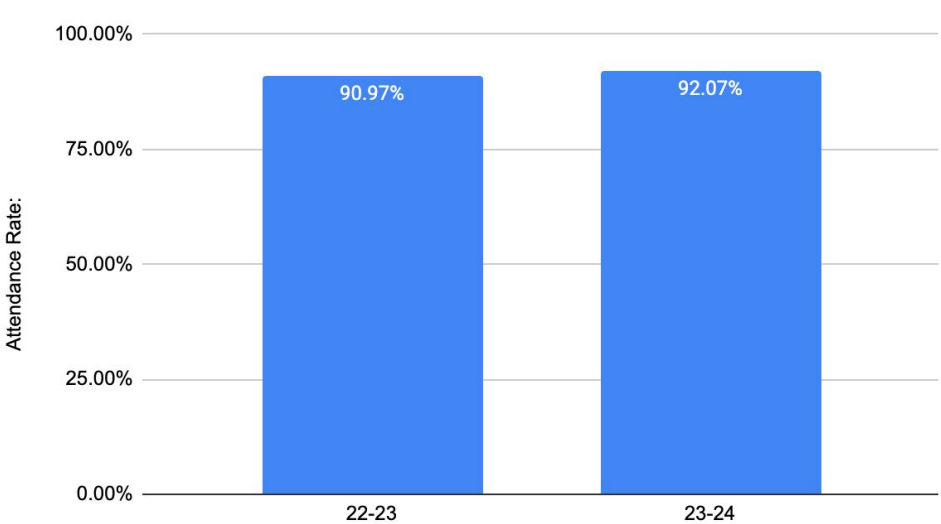
Suspensions



Chronic Absenteeism Rate



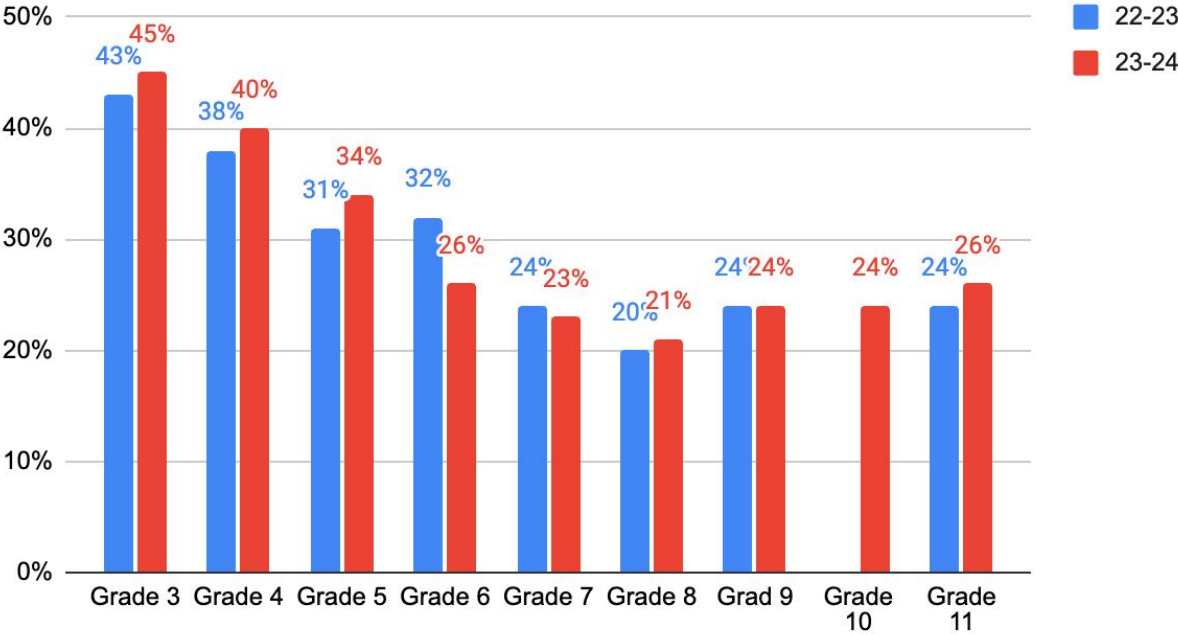
Attendance Rate



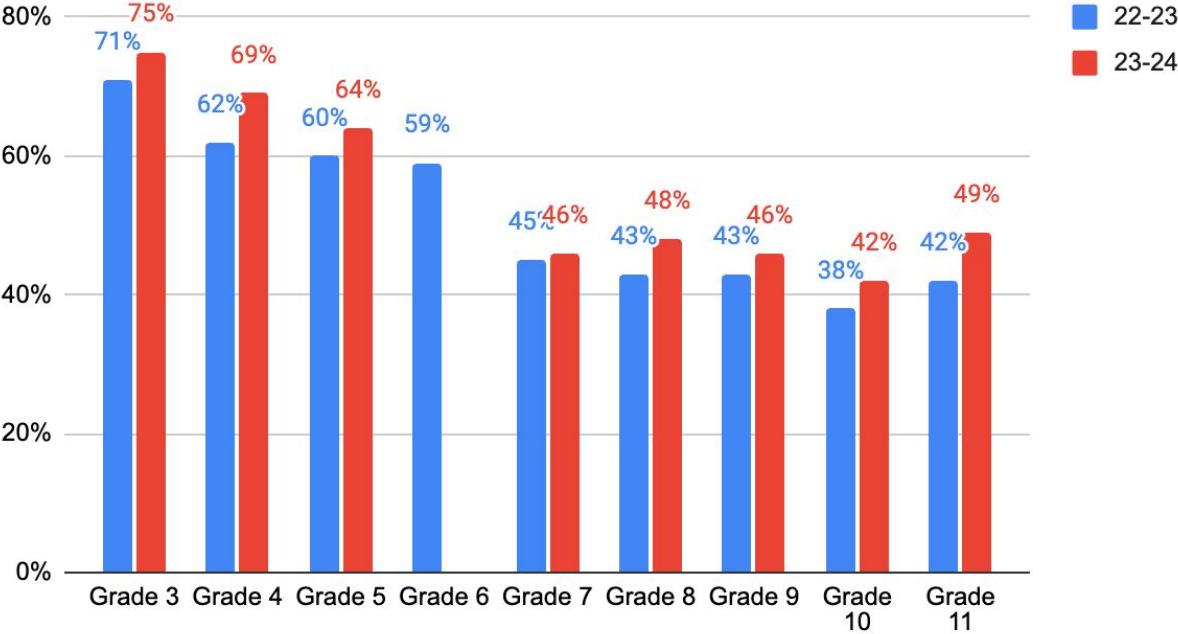


Key Data - Goal 1

CHKS - Perception of Meaningful Participation at School



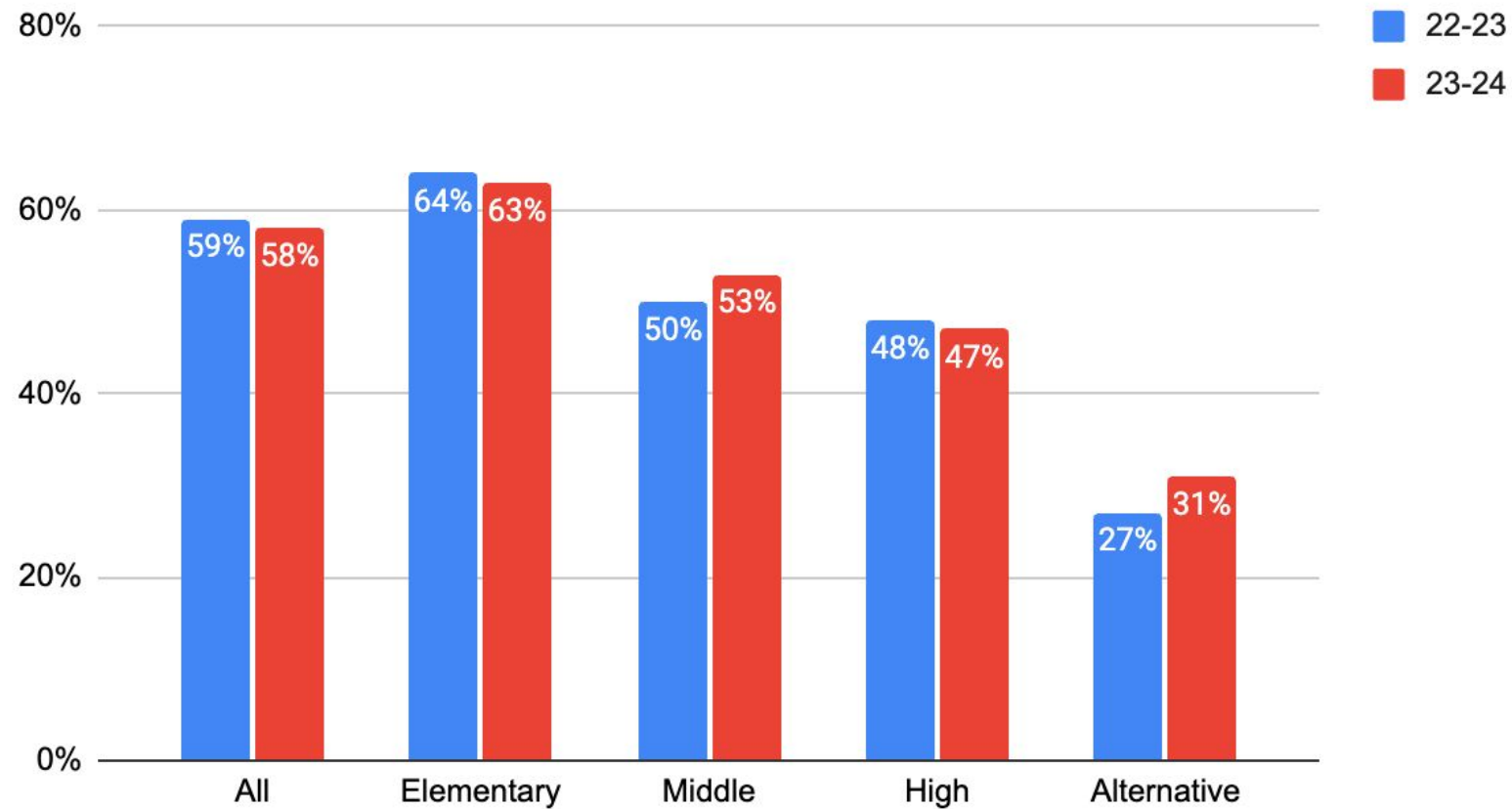
Perception of Safety at School





Key Data - Goal 1

Parent Perception of Parental Involvement





Key Data - Goal 1

CDE Self Reflection - Parent and Family Engagement Questionnaire.

- 22-23 Building Partnership for student outcomes - rated 1 out of 5 (Exploration and Research Phase)
- 23-24 Building Partnership for student outcomes - rated 2 out of 5 (Beginning Development)

CDE Metrics for Building Partnerships for Student Outcomes

- Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
- Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.
- Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
- Rate the LEA's progress in supporting families in understanding and exercising their legal rights and advocating for their own students and all students.



Goal 2 Data:

UNIVERSAL SYSTEMS & ACCESSIBLE SUPPORT

Teacher Induction Program Participants

22-23 - 125

23-24 - 123

Provisional Internship Permits (PIP) Participants

22-23 - 22

23-24 - 26

Short Term Staff Permits (STSP) Participants

22-23 - 39

23-24 - 38

Teach For America Teachers

22-23 - 23

23-24 - 19

Teacher absences

2022-2023 - 15,910 days

2023-2024 - 22,337 days

Teacher Retention

2022-2023 - 66%

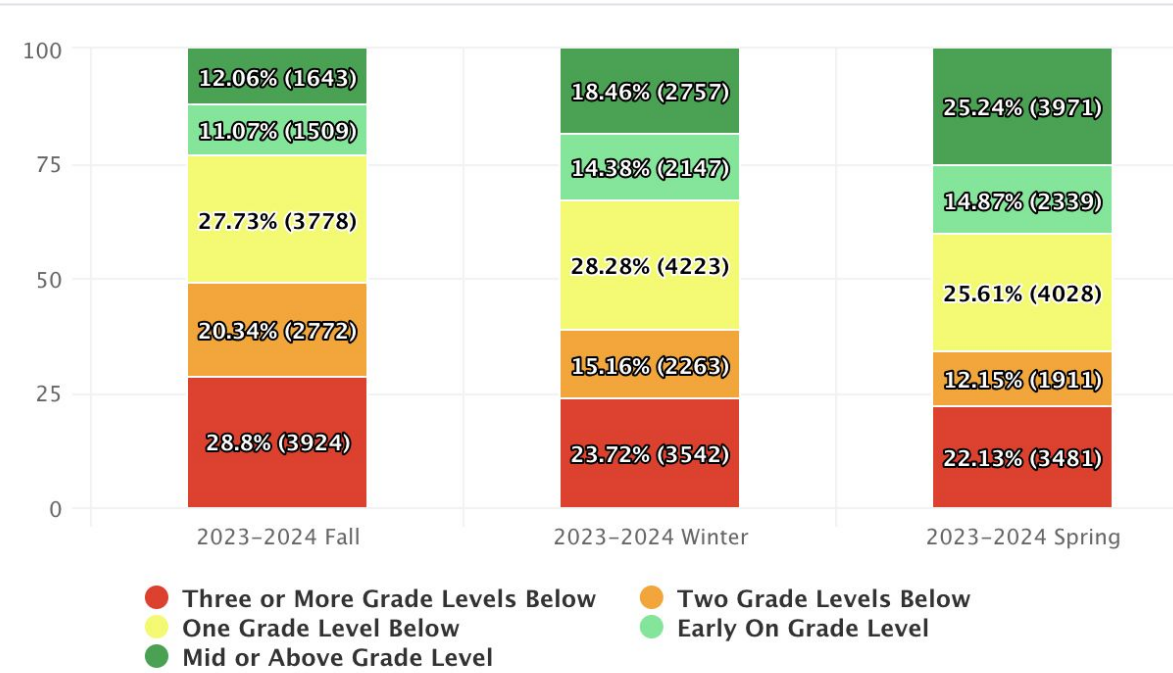
2023-2024 - 62%



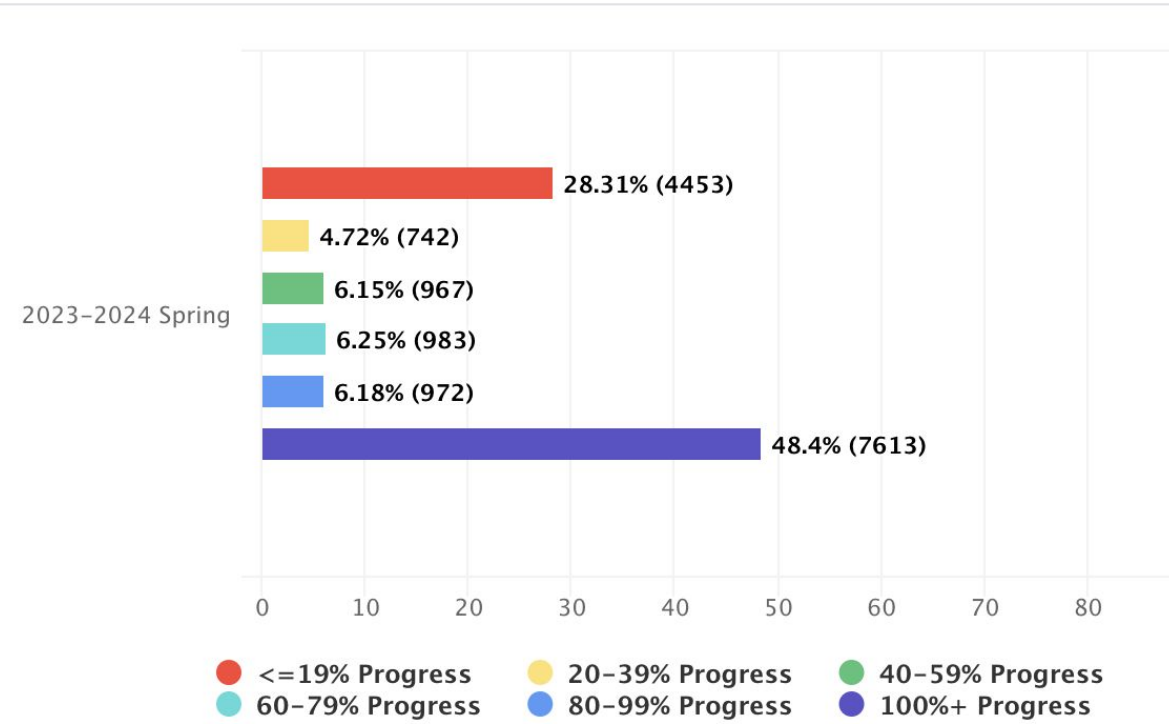
Key Data Goal 3: K-8th iReady Reading



iReady Reading 5 Level Placement – All Students



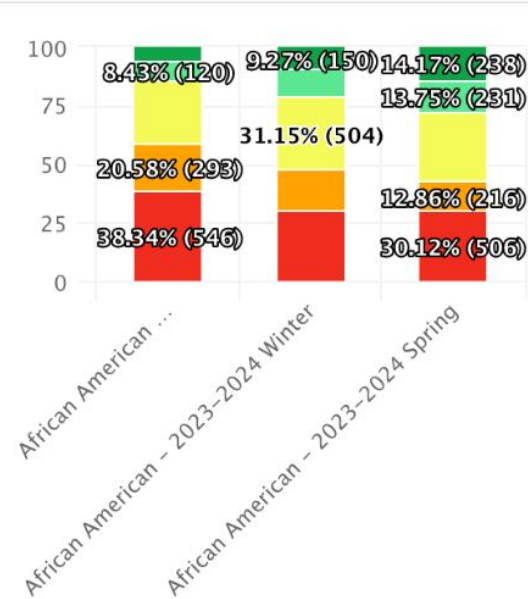
iReady Reading % Progress to Typical Growth



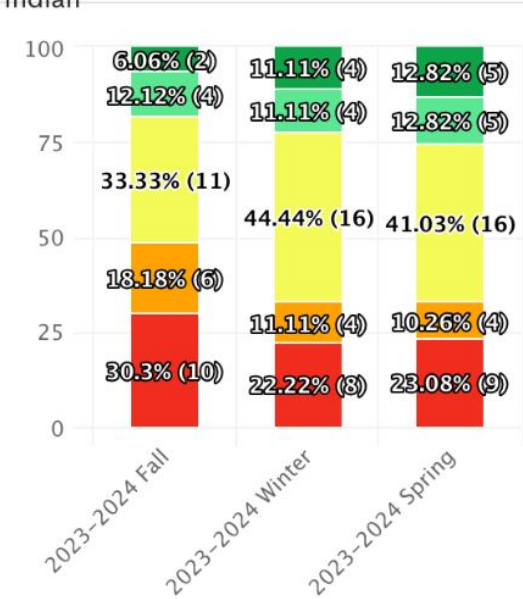
Key Data Goal 3: K-8th iReady Reading



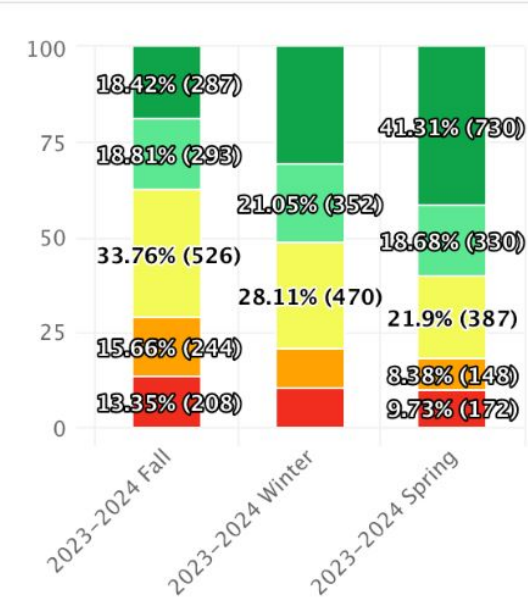
iReady Reading 5 Level Placement, AA



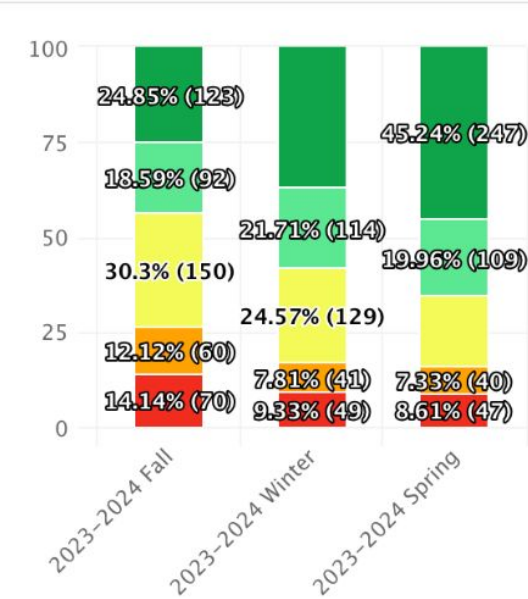
iReady Reading, 5 Level Placement, Am. Indian



iReady Reading, 5 Level Placement, Asian



iReady Reading, 5 Level Placement, Filipino



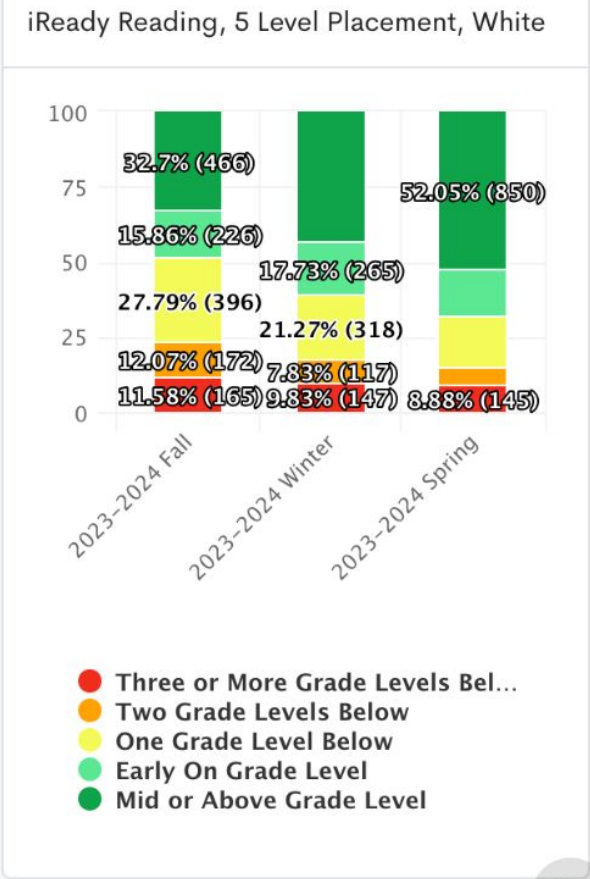
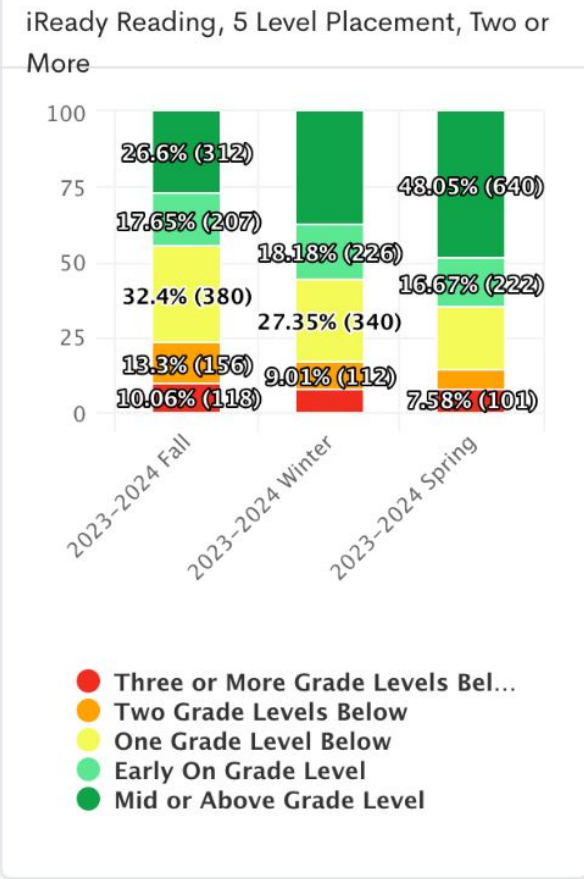
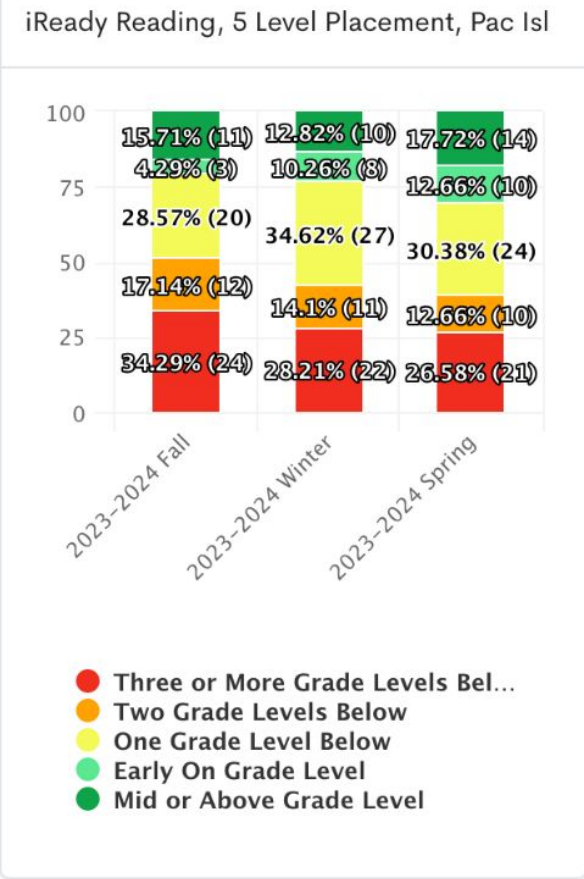
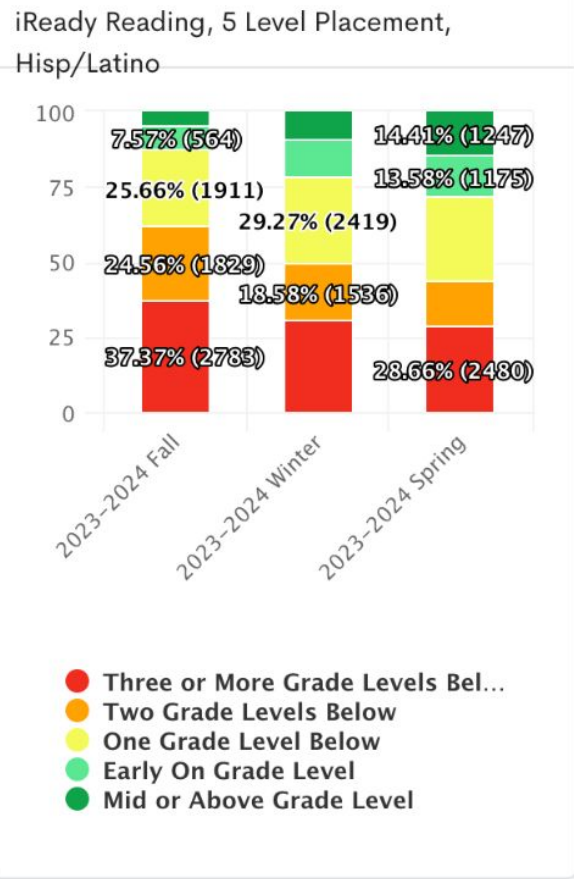
- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

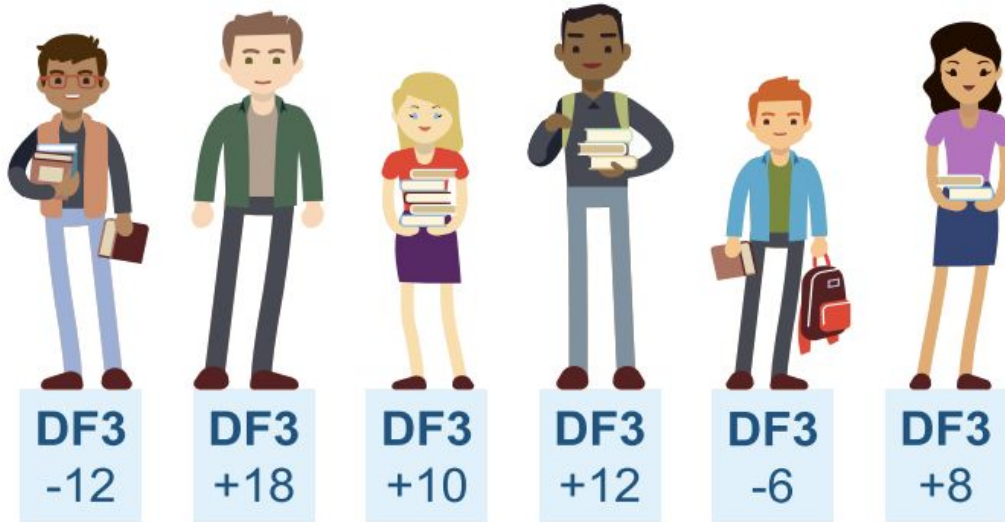
- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

Key Data Goal 3: K-8th iReady Reading





Average Distance from Standard



The overall DFS for a school or district is the average of all students' DFS values.

$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5 \text{ points}$$

All schools and districts must test at least 95 percent of their students. If they fail to meet this target, their DFS score will be reduced by one-quarter point for each percentage point that they fall short of the 95 percent target.

Example:

A school with a DFS of +5 tested 91 percent of its students (four points short of the 95 percent target). The DFS is reduced by 1 point. ($4 \times \frac{1}{4} \text{ point} = 1 \text{ point}$)

The final DFS value will fall into one of five levels, ranging from "Very High" to "Very Low."

DFS Goal for Student Achievement



2022-2023 ELA

ALL: -53.7 DFS, increased 3.1
 AA: -89.2 DFS, increased 13.6
 Asian: 4.5 DFS, increased 5.9
 Filipino: 10.7 DFS, maintained 2.9
 Hispanic: -84.2 DFS, declined 3.7
 Two or More: -56.9 DFS, increased 5
 White: 20.4 DFS, increased 14.6

UPC Student Group:

EL: -107.5 DFS, declined 10
 SED: -82.7 DFS maintained -0.3
 FY: -144.8 DFS, increased 3.8
 SWD: -129.2 DFS, increased 8.6

2022-2023 - Math

ALL: -86.8 DFS, increased 6.3
 AA: -133.6 DFS, increased 12.2
 Asian: 23.1 DFS, increased 8.2
 Filipino: -26 DFS, increased 8.7
 Hispanic: -115.5 DFS, maintained 2.6
 Two or More: -29.6 DFS, increased 8.8
 White: -16.8 DFS, increased 5.2

UPC Student Group:

EL: -129.5 DFS, declined 6.3
 SED: -113.5 DFS, increased 6.2
 FY: -188.7 DFS maintained 1.8
 SWD: -159.8 DFS, increased 8.8

Academic Indicators

English Language Arts/Literacy for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange



Key Data Goal 3:

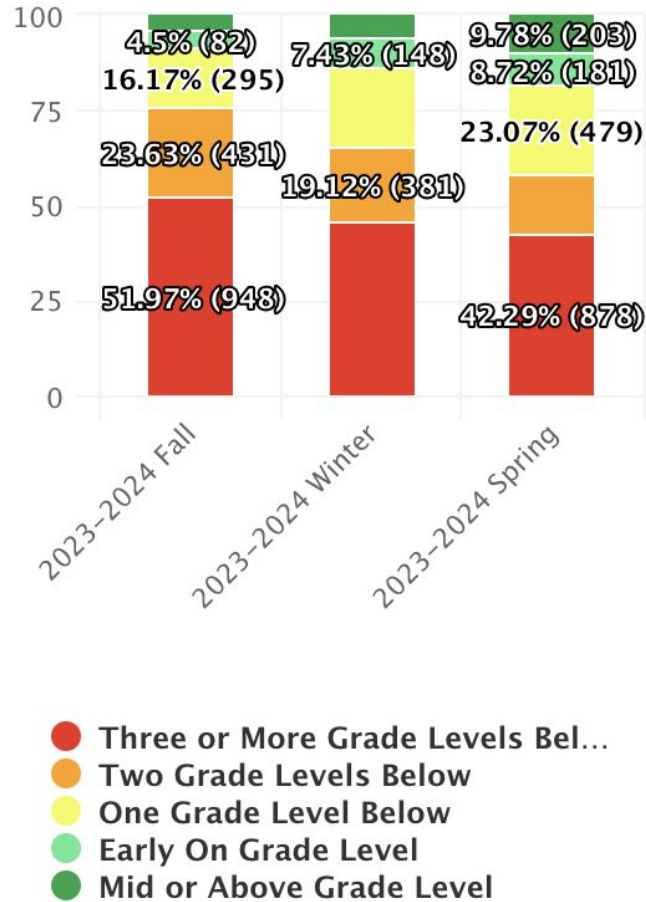
Graduation and A-G Completion Rates

Race/Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Meeting UC/CSU Reqs. Rate	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	303	249	82.2%	80	32.1%	12	24
American Indian or Alaska Native							
Asian	224	209	93.3%	142	67.9%	51	82
Filipino	134	128	95.5%	95	74.2%	36	61
Hispanic or Latino	1,170	934	79.8%	361	38.7%	129	168
Pacific Islander							
White	232	205	88.4%	133	64.9%	65	87
Two or More Races	71	62	87.3%	35	56.5%	11	18
Not Reported							

Key Data Goal 4:



iReady Reading 5 Level Placement, SpEd



2022-2023 Graduation Rates

ALL: 83.8%, maintained -0.3%
 AA: 82.1%, maintained -0.5%
 Asian: 93.3%, declined 3.6%
 Filipino: 95.5%, declined 3.5%
 Hispanic: 80.3%, Increased 1.3%
 Two or More: 86.5%, declined 4.9%
 White 88.5%, maintained -0.3%

UPC Student Group:

EL: 70.7%, Maintained -0.3%
 SED: 81.3%, Maintained -0.6%
 FY: Declined 6.7%
 SWD: 56.9%, Declined 5.1%



Key Data Goal 4:

Chronic absenteeism for Students with Disabilities:

2022-23 - 40.9 % - Declined 10.3%

2023-24 - 27.8 % - Declined 13.1%

Suspension rates for Students with Disabilities:

2022-2023 - 5.9% - Increased 8.65%

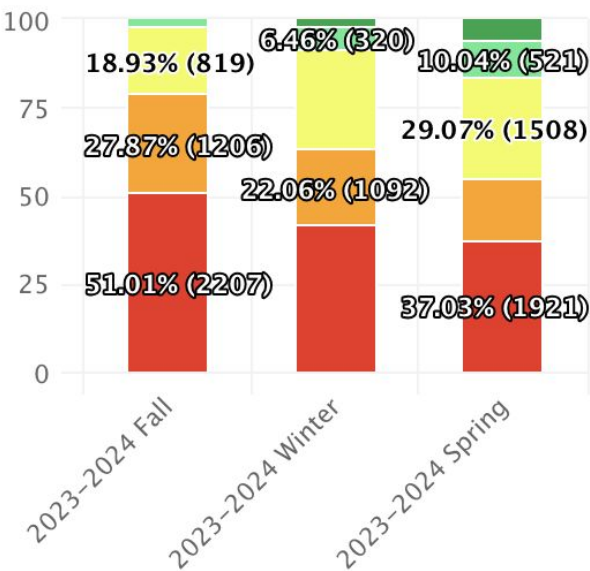
2023-2024 - 7% - Increased 1.1%



Key Data Goal 5: K-8th iReady Reading

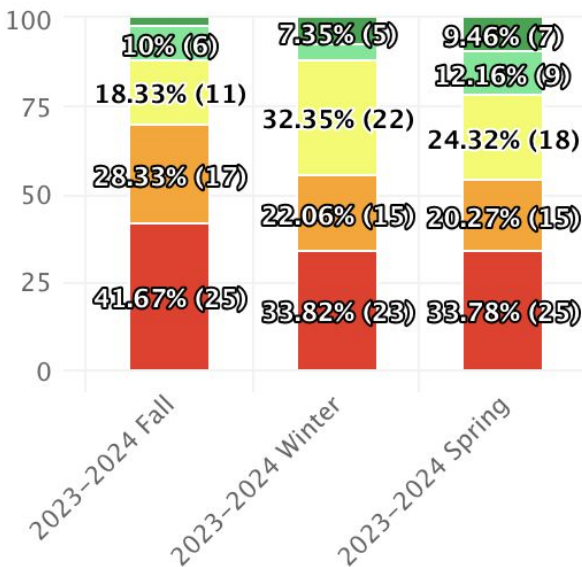


iReady Reading 5 Level Placement, EL



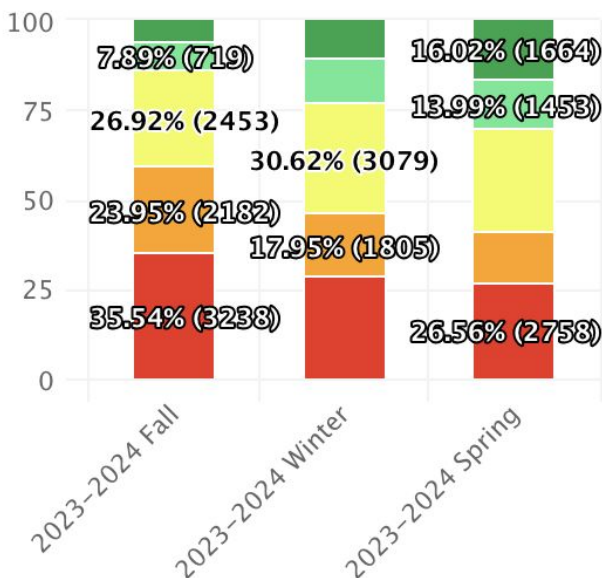
- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

iReady Reading 5 Level Placement, Foster



- Three or More Grade Levels Below
- Two Grade Levels Below
- One Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

iReady Reading 5 Level Placement, SED



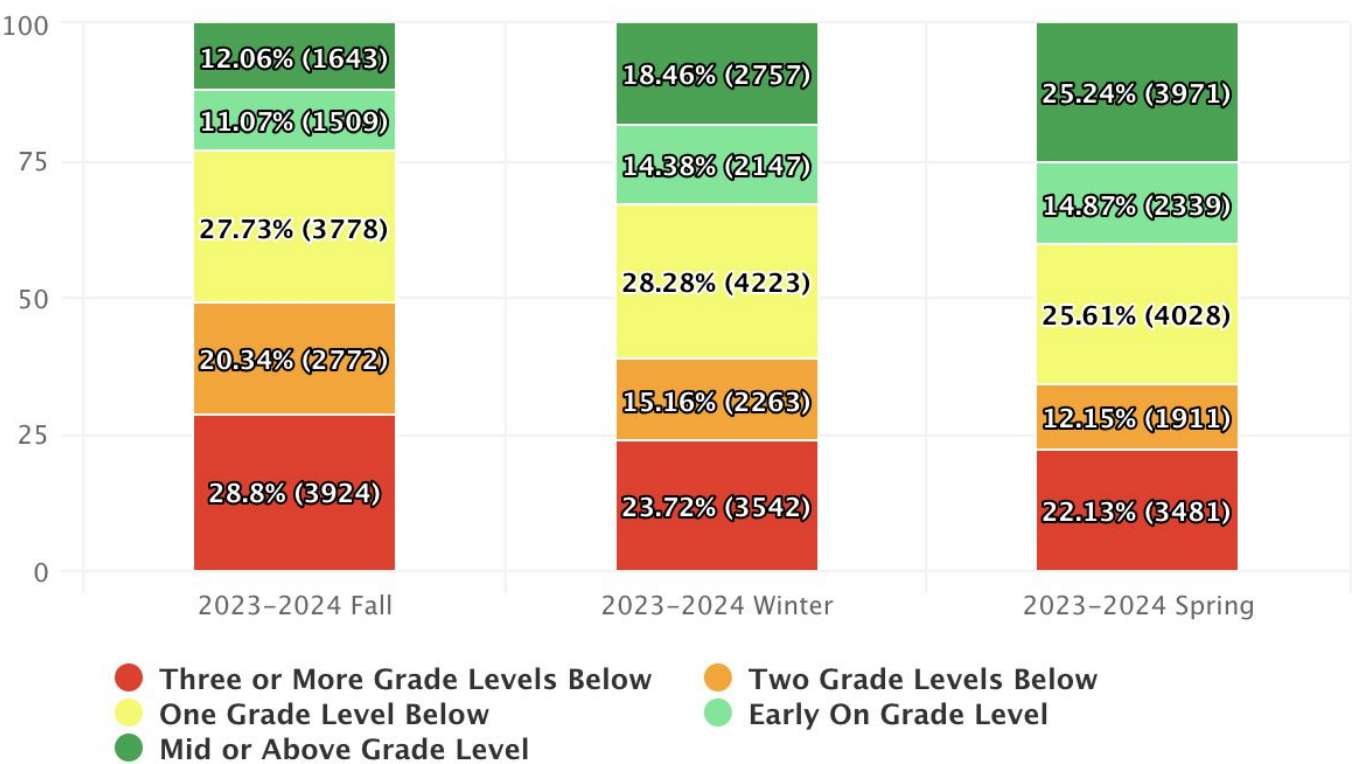
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- Mid or Above Grade Level



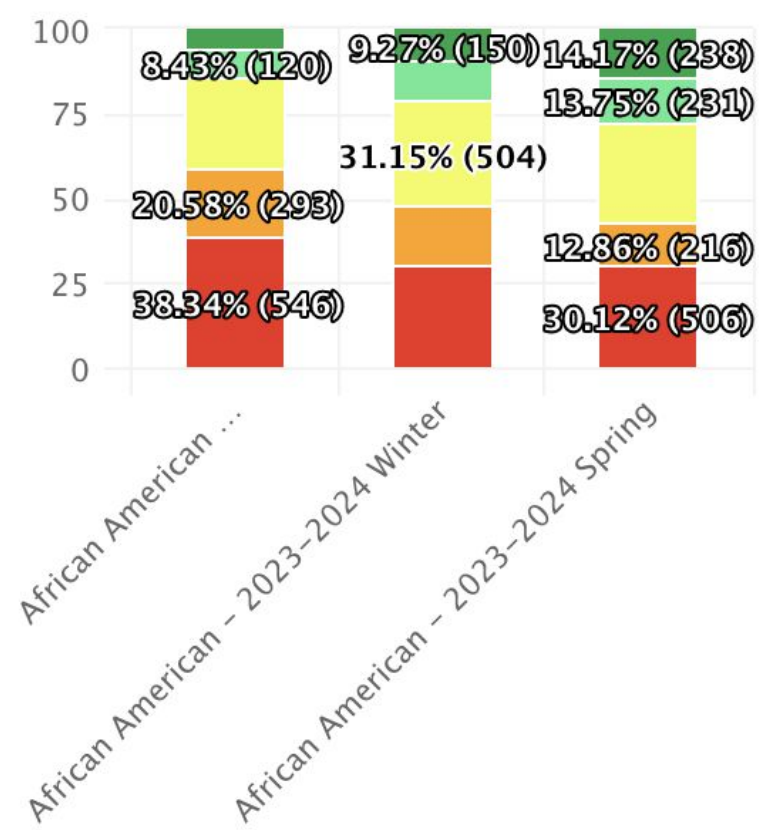


Key Data Goal 5: African American

iReady Reading 5 Level Placement - All Students

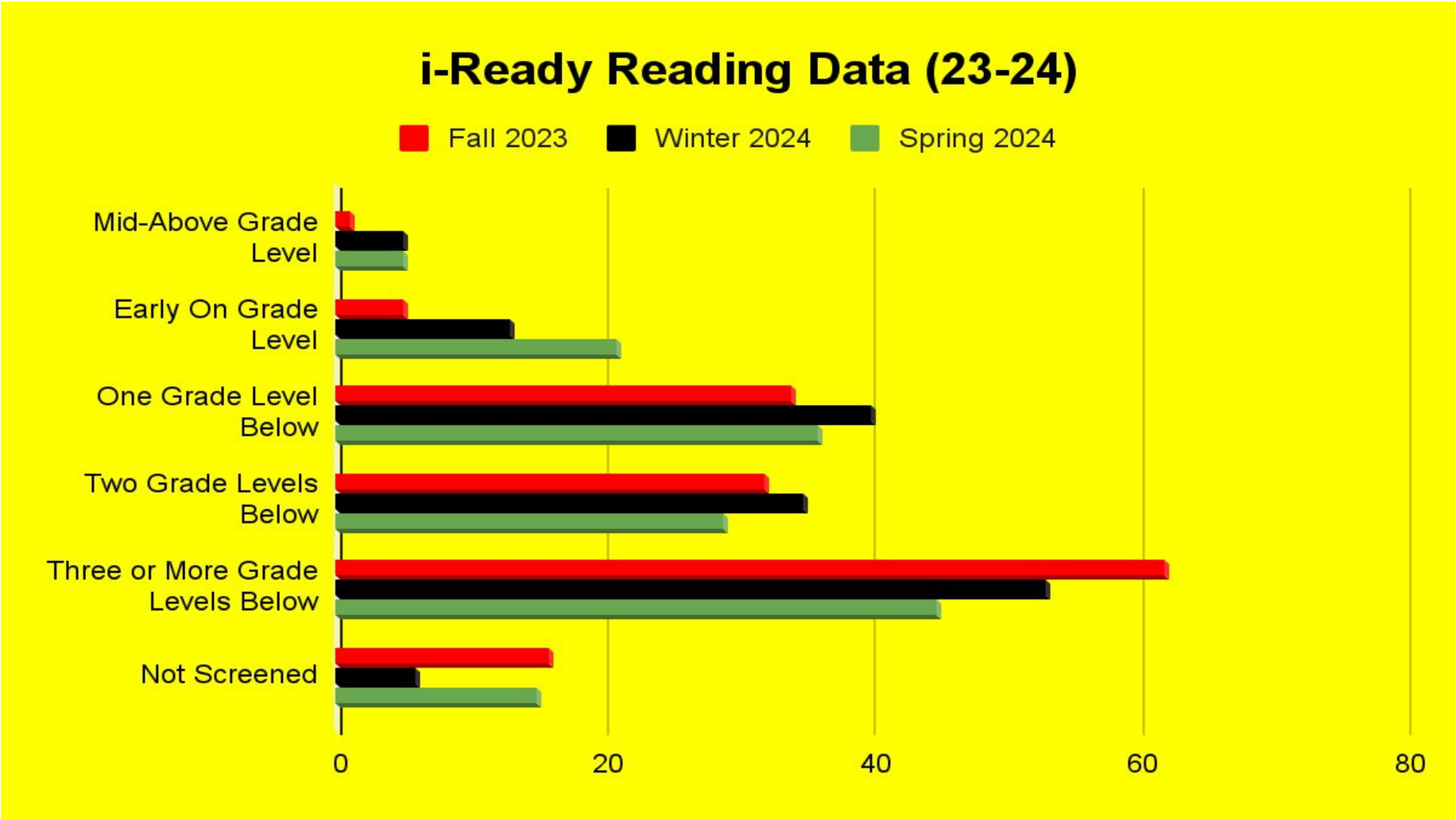


iReady Reading 5 Level Placement, AA



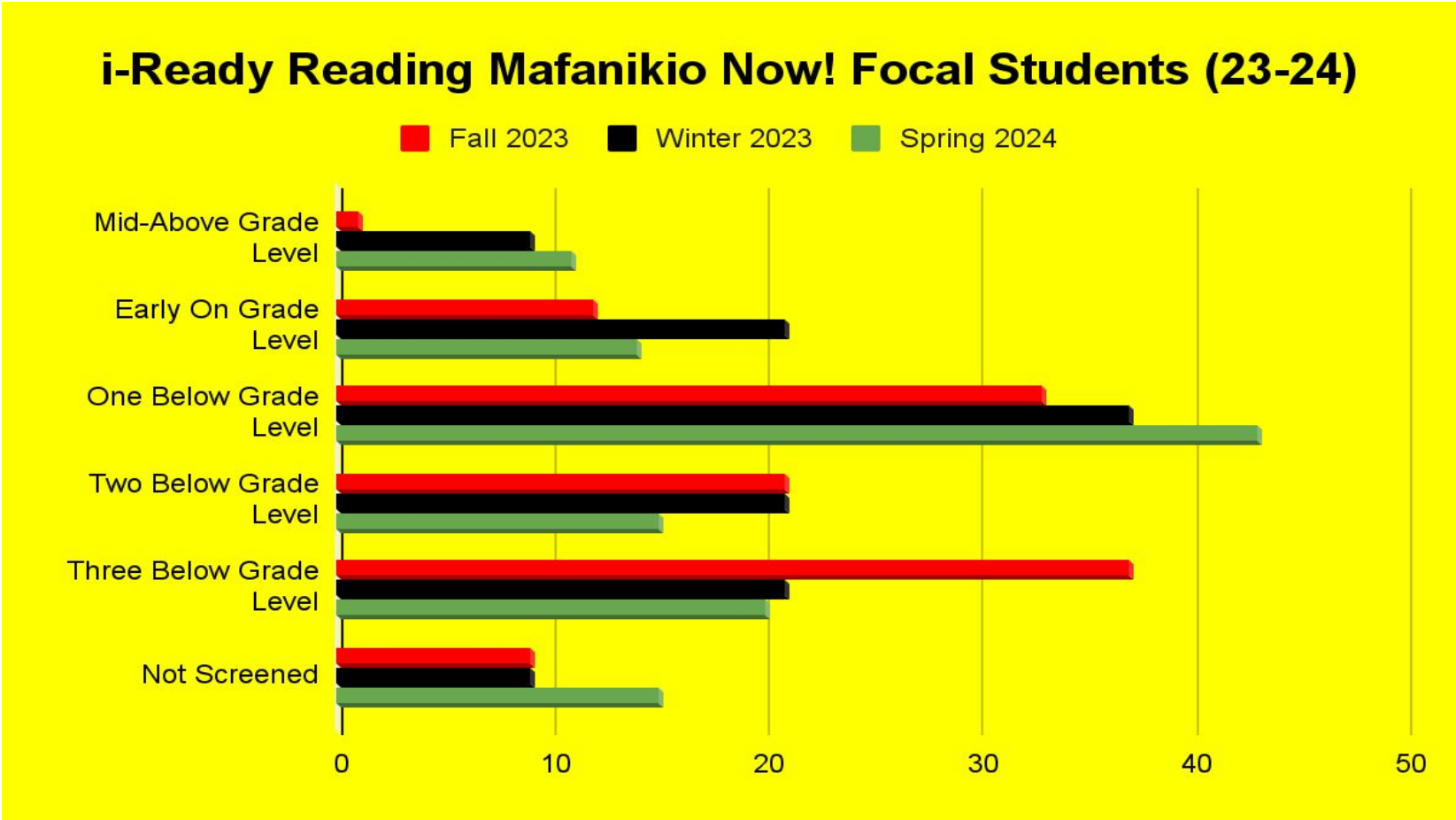
Key Data Goal 5: African American

Mission 7 Students



Key Data Goal 5: African American

Mafanikio Now Students

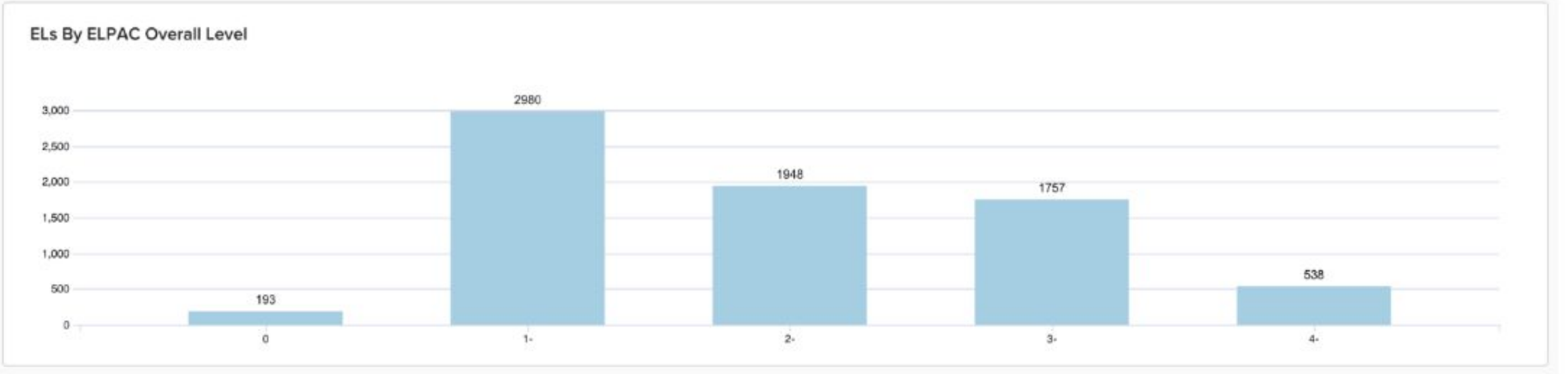


Key Data Goal 5: English Learners

ELPAC Overall Level

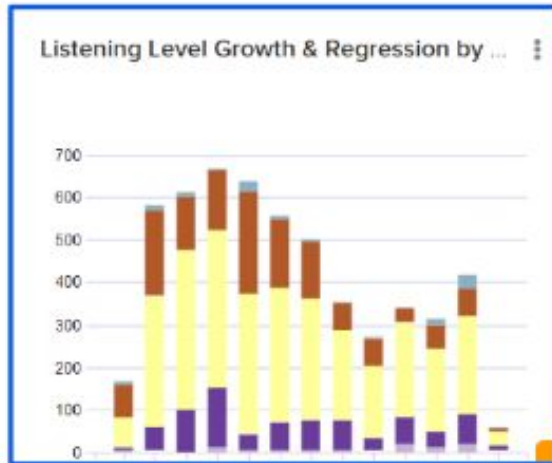


Active ELs	RFEP Monitored Students	LTEs	At Risk of LTEL	ELs with IEPs
7482	1795	1321	1088	1246



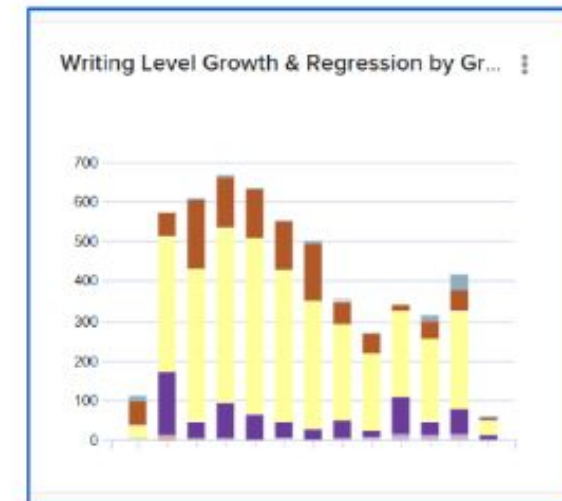
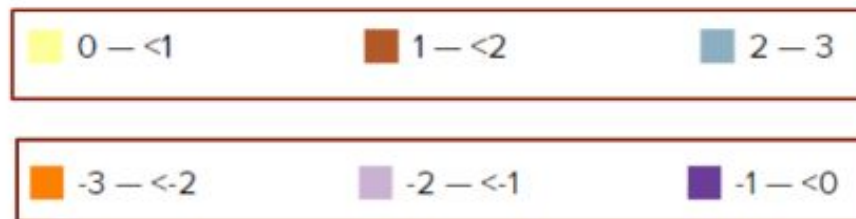
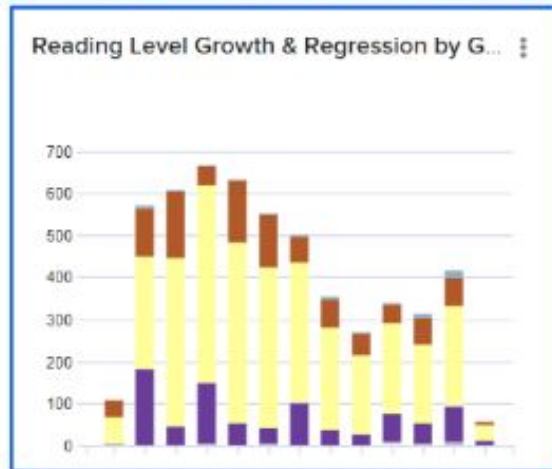
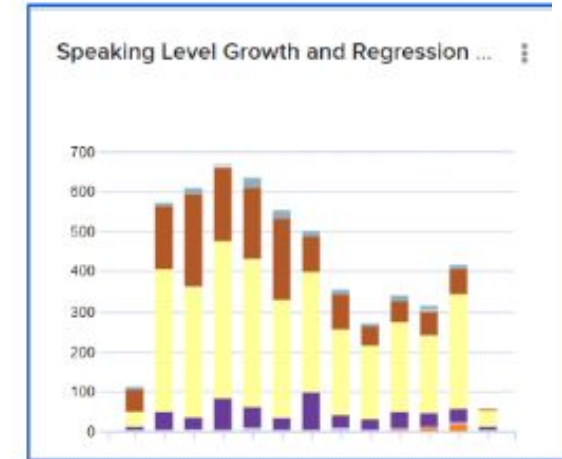
Key Data Goal 5: English Learners

ELPAC Domain Growth and Regression by Grade



7482 Active ELL students

ELL Students With:
No Listening Growth 3123
No Speaking Growth 3221
No Reading Growth 3476
No Writing Growth 3479



Key Data Goal 5: English Learners

R-FEP History (Reclassified- Fluent English Proficiency Students)



School	23-24 EL	23-24 RFEP	23-24 %RFEP	22-23 EL	22-23 RFEP	22-23 %RFEP	21-22 EL	21-22 RFEP	21-22 %RFEP
District	8105	883	11%	8022	629	8%	8327	529	6%

School	20-21 EL	20-21 RFEP	20-21 %RFEP	19-20 EL	19-20 RFEP	19-20 %RFEP	18-19 EL	18-19 RFEP	18-19 %RFEP
District	8322	193	2%	8533	186	2%	8213	1006	12%

In 2019 the State Board of Education (SBE) approved the ELPAC overall score of 4 as the statewide standardized criterion for reclassification.



Goal 5: Key Data

Internationals Academy launched in 2018-2019

Graduation rates for Language Learners:

2018-2019: 69.4% - RHS ELL Grad Rate (9th grade)

22-23: 73.8% - RHS ELL Grad Rate

22-23: 92% - RHS Newcomer Academy Grad Rate

22-23: 69.6% - District ELL Grad Rate

A-G completion rates for Language Learners:

17-18: 39%

22-23: 32%

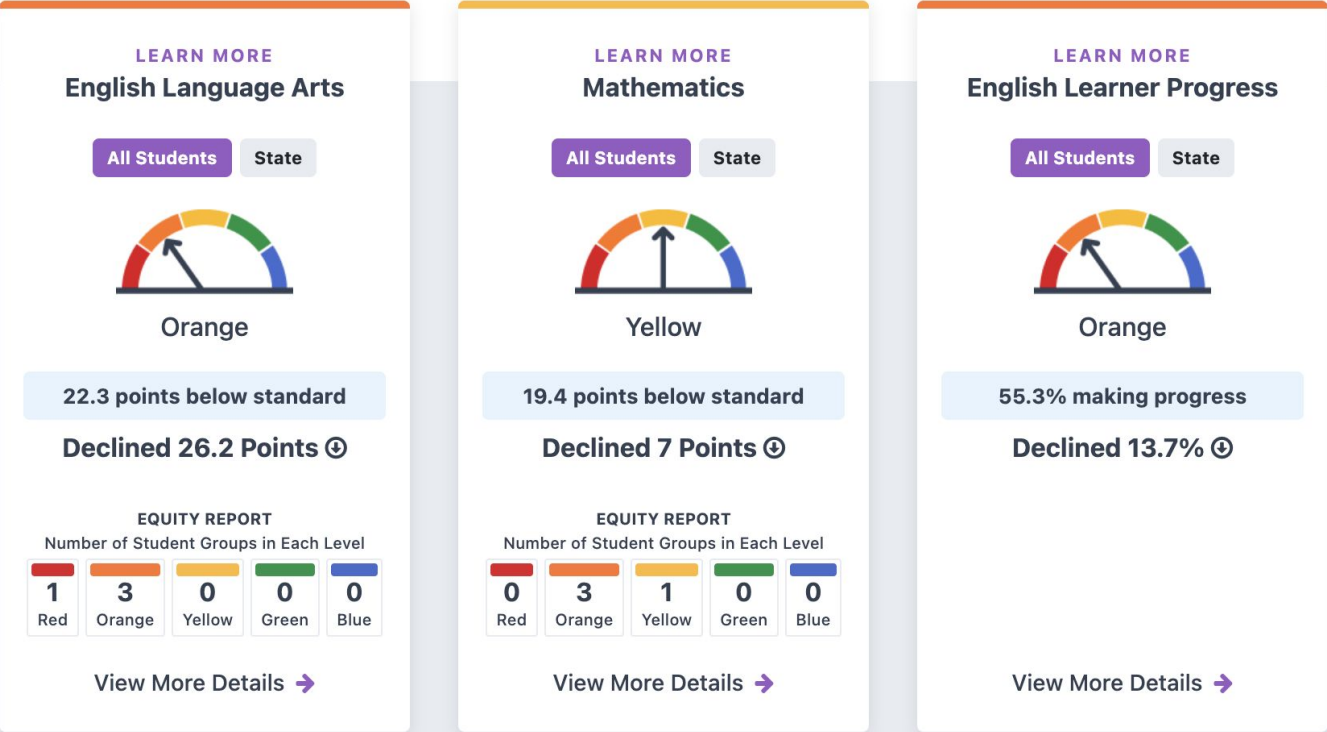


Key Data Goal 6: Lincoln ES



Lincoln Elementary

[View Additional Reports](#)



2023-2024 ELA SBAC

ALL: -154.1 DFS, Declined 7.3
AA: -152.1 DFS, Declined 18.8
EL: -156.4 DFS, Declined 4.5
Hispanic: -154 DFS, Declined 4.7
SED: -154 DFS, Declined 3.9
SWD: -215.4 DFS, Declined 46

2023-2024 Math SBAC

ALL: -141.6 DFS, Increased 3
AA: -158.7 DFS, Increased 6.8
EL: -139 DFS, Maintained 2.6
Hispanic: -139 DFS Increased 3.5
SED: -141.5 DFS, Increased 7.2
SWD: -213.8 DFS, Declined 42.8pts

2023-2024 55.3% progressed one ELPI level

Level 1 - Beg to Develop 56.09%
Level 2 - Somewhat Developed 27.83%
Level 3 - Moderately Developed 11.74%
Level 4 - Well Developed 4.35%



Key Data Goal 7: Greenwood Academy

Greenwood Academy

[View Additional Reports](#)[Show School Details](#)[LEARN MORE](#)

English Language Arts

[All Students](#) [State](#)

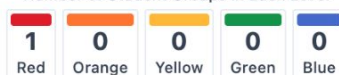
Red

201.8 points below standard

Maintained 1.1 Points

[EQUITY REPORT](#)

Number of Student Groups in Each Level

[View More Details](#)[LEARN MORE](#)

Mathematics

[All Students](#) [State](#)

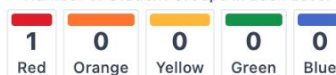
Red

264.9 points below standard

Declined 39.7 Points Ⓢ

[EQUITY REPORT](#)

Number of Student Groups in Each Level

[View More Details](#)[LEARN MORE](#)

English Learner Progress

[All Students](#) [State](#)

Yellow

35.6% making progress

Increased 18.9% Ⓢ

[View More Details](#)[LEARN MORE](#)

College/Career

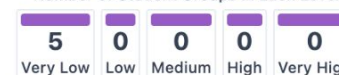
[All Students](#) [State](#)

Very Low

0.5% prepared

[EQUITY REPORT](#)

Number of Student Groups in Each Level

[View More Details](#)

2023-2024 ELA SBAC 11th Grade

ALL: -201.8 DFS

AA: -230.7 DFS

Hispanic: -117.9 DFS

UPC Student Group:

EL: -243.9 DFS

SED: -211.1 DFS

2023-2024 Math SBAC 11th Grade

ALL: -264.9 DFS

Hispanic: -117.9 DFS

UPC Student Group:

EL: -306.9 DFS

SED: -211.1 DFS



Key Data Goal 7: Greenwood Academy

LEARN MORE Suspension Rate

All Students

State



Yellow

4.3% suspended at least one day

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

2023-2024 Suspension Rates

ALL: 4.3%, Maintained -0.1%
AA: 9.6%, Declined 4.9%
Hispanic: 3.5%, Increased by 2.1%
Homeless: 7.4%, Declined 2.6%

UPC Student Group:
EL: 4.1%, increased by 2.2%
SED: 4.6%, Declined 0.6%
SWD: 5%, Declined 3.7%

LEARN MORE Graduation Rate

All Students

State



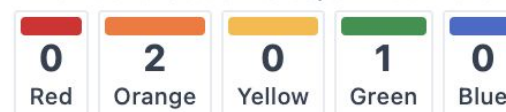
Orange

76.7% graduated

Declined 4.5% ⬇️

EQUITY REPORT

Number of Student Groups in Each Level



View More Details →

2023-2024 Graduation Rates

ALL: 76.70%, Declined 4.5%
AA: 76.1%
Hispanic: 76.8%, Declined 2.8%
Homeless: 86%, Increased 4.2%
White: 72.7%

UPC Student Group:

EL: 83.3%, Increased 2.7%
SED: 75.6%, Declined 4.2%
SWD: 62.1%, Declined 28.8%