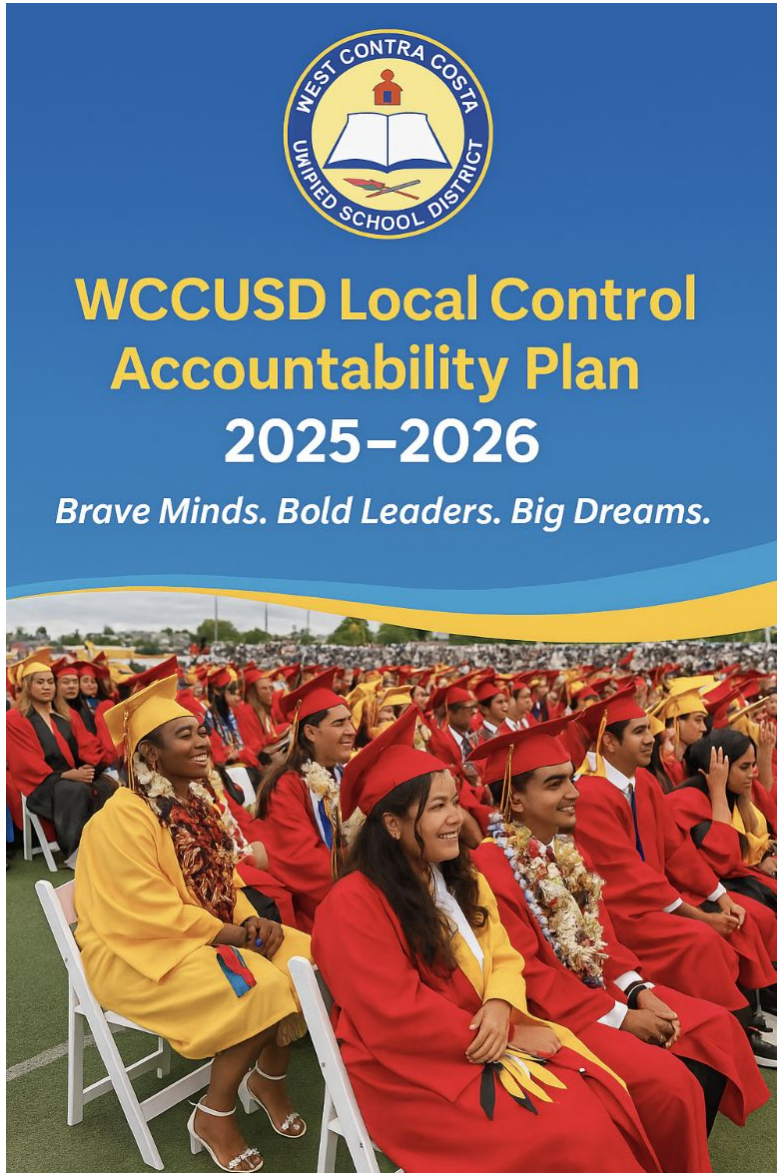
WCCUSD Local Control Accountability Plan Board of Education Adoption

June 25, 2025

Backup Documents

- Full annual update and LCAP plan is made available in its entirety
  - All actions, strategies, budget
  - Updated metrics and reflections
- Executive summary available in English and Spanish
- DLCAPS and PAC feedback with district written response addressing inclusions
- Presentation with overview of effectiveness and only changes to 25-26. Appendix which includes supporting data



LCAP Engagement Timeline

September-March
Two rounds of Goal & Program Review with DLCAPS

March 2025
Two LCAP Town Hall Meetings

May 2025
Engagement with Principals, EdServices, SPED, and Labor Partners

May 13
DLCAPS with all PACs to review draft and gather more input

June 4
WCCUSD LCAP Public Hearing

June 25
BOE meeting to present Local Indicators, LCAP, & Budget Approval

CA Dashboard Local Indicators

What are the Local Indicators?

Local Indicators

Reported by the district at the **district level**. Schools do not submit or receive local indicator information.

Districts receive one of three ratings for each of the four local measures:

- Met STANDARD MET
- Not Met
- Not Met for Two Years

Performance Levels are Calculated for State Indicators

LCFF Priorities	State Indicators	Local Indicator STANDARD MET
1 Basic Services		Basics: Teachers, Instructional Materials, Facilities
2 Implementation of Standards		Implementation of Academic Standards
3 Parent Engagement		Parent Engagement
4 Pupil Achievement	Academic Indicator (Gr. 3-8, 11) English Learner Progress Indicator	
5 Pupil Engagement	Chronic Absence Indicator (K-8) Graduation Rate Indicator (HS)	
6 School Climate	Suspension Rate Indicator	Local Climate Survey
7 Course Access		Access to a Broad Course of Study
8 Other Pupil Outcomes	College/Career Indicator (HS)	

WCCUSD 2024-2025

- **Priority 1: Basics: Teachers, Instructional Materials, Facilities**
  a. Standard Met - 100% of basic needs met by WCCUSD

- **Priority 2: Implementation of State Academic Standards**
  a. Standard Met - Average score in Initial Implementation

- **Priority 3: Parent & Family Engagement**
  a. Standard Met with average items in the
     1 - Exploration & Research (4 items)
     2 - Beginning Development (2 items) and
     3- Initial Implementation (6 items)

- **Priority 6: School Climate**
  a. District Level Reflection District level reflection

- **Priority 7: Access to a Broad Course of Study**
  a. Standard Met - District Level Reflection

Changes Since LCAP Hearing

Previously presented to the WCCUSD Board of Education on 6/4/25

- Implemented all required changes from the Contra Costa County office of Education
  - Support in correcting metric quality and clarity
  - Strengthening effectiveness prompts
  - Meeting requirement of aligning LREBG with metric
- Able to expand elementary newcomer program through additional staff at King Elementary School through Title funds.
- Updated goal 1 metrics with local indicator data and Middle School drop out data now available.
- Updated local metrics to include most up-to-date data for iReady ELA and Math

iReady Spring Results

Mathematics

Desired Outcome for 26-27	Fall 2024 Baseline		Spring 2025 End of Year		Annual Change	
iReady, Math Increase the Percent of students scoring Early On Grade Level and Above by 9%	**Kinder - 8th Grade** ALL: 15.4% AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7% Two or More: 30.6% White: 31.4%	**9th-11th Grade** ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7% White: 26.1%	**Kinder - 8th Grade** ALL: 35.70% AA: 22.80% Asian: 58.50% Filipino: 57.40% Hispanic: 23.60% Two or More: 58.30% White: 61.10%	**9th-11th Grade** ALL: 37.50% AA: 29.60% Asian: 57.40% Filipino: 62.90% Hispanic: 25.70% Two or More: 55.20% White: 43%	**Kinder - 8th Grade** ALL: **+23.30%** AA: **+16.90%** Asian: **+27%** Filipino: **+27.80%** Hispanic: **+17.90%** TwoorMore: **+27.70%** White: **+29.70%**	**9th-11th Grade** ALL: **+34.30%** AA: **+20.40%** Asian: **+32.20%** Filipino: **+38.80%** Hispanic: **+18.70%** TwoorMore: **+31.50%** White: **+16%**
	UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7%	UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	UPC Student Group: EL: 14.2% FY: 19.00% SED: 25.70% SWD: 17.40%	UPC Student Group: EL: 16% FY: 20% SED: 33.30% SWD: 12%	UPC Student Group: EL: **+14.20%** FY: **+19%** SED: **+14.20%** SWD: **+12.70%**	UPC Student Group: EL: **+12.90%** FY: **+20%** SED: **+24.30%** SWD: **+9%**

iReady Winter Results

English Language Arts

Desired Outcome for 26-27	Fall 2024 Baseline		Spring 2025 End Of Year		Annual Change	
iReady, ELA Increase the Percent of students scoring Early On Grade Level and Above by 9%	**Kindergarten - 8th Grade** ALL: 24.2% AA: 15.6% Asian: 37.6% Filipino: 45.7% Hispanic: 13.5% Two or More: 46.2% White: 50.3%	**9th-11th Grade** ALL: 18.5% AA: 10.8% Asian: 29.4% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8%	**Kindergarten - 8th Grade** ALL: 41.40% AA: 31% Asian: 60% Filipino: 63.7% Hispanic: 29.10% Two or More: 64.7% White: 67.5%	**9th-11th Grade** ALL: 31.20% AA: 20.30% Asian: 48.20% Filipino: 43.80% Hispanic: 23.80% Two or More: 42.30% White: 34.70%	**Kindergarten - 8th Grade** ALL: **+ 17.20%** AA: **+15.40%** Asian: **+22.40%** Filipino: **+18.00%** Hispanic: **+15.60%** TwoorMore: **+18.50%** White: **+17.20**	**9th-11th Grade** ALL: **+12.70%** AA: **+9.50%** Asian: **+18.80%** Filipino: **+15.60%** Hispanic: **+13.40%** Two orMore: **+6.30%** White: **-10.10%**
	UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4%	UPC Student Group: EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	UPC Student Group: EL: 15.1% FY: 18.6% SED: 30.7% SWD: 19.3%	UPC Student Group: EL: 9.2% FY: 20% SED: 24.50% SWD: 6.70%	UPC Student Group: EL: **+13.20%** FY: **+12.90%** SED:**+16.00%** SWD: **+10.90%**	UPC Student Group: EL: **+5.20%** FY: **+12%** SED: **+12.70%** SWD: **+2.20%**

LCAP Goals 2025-2026

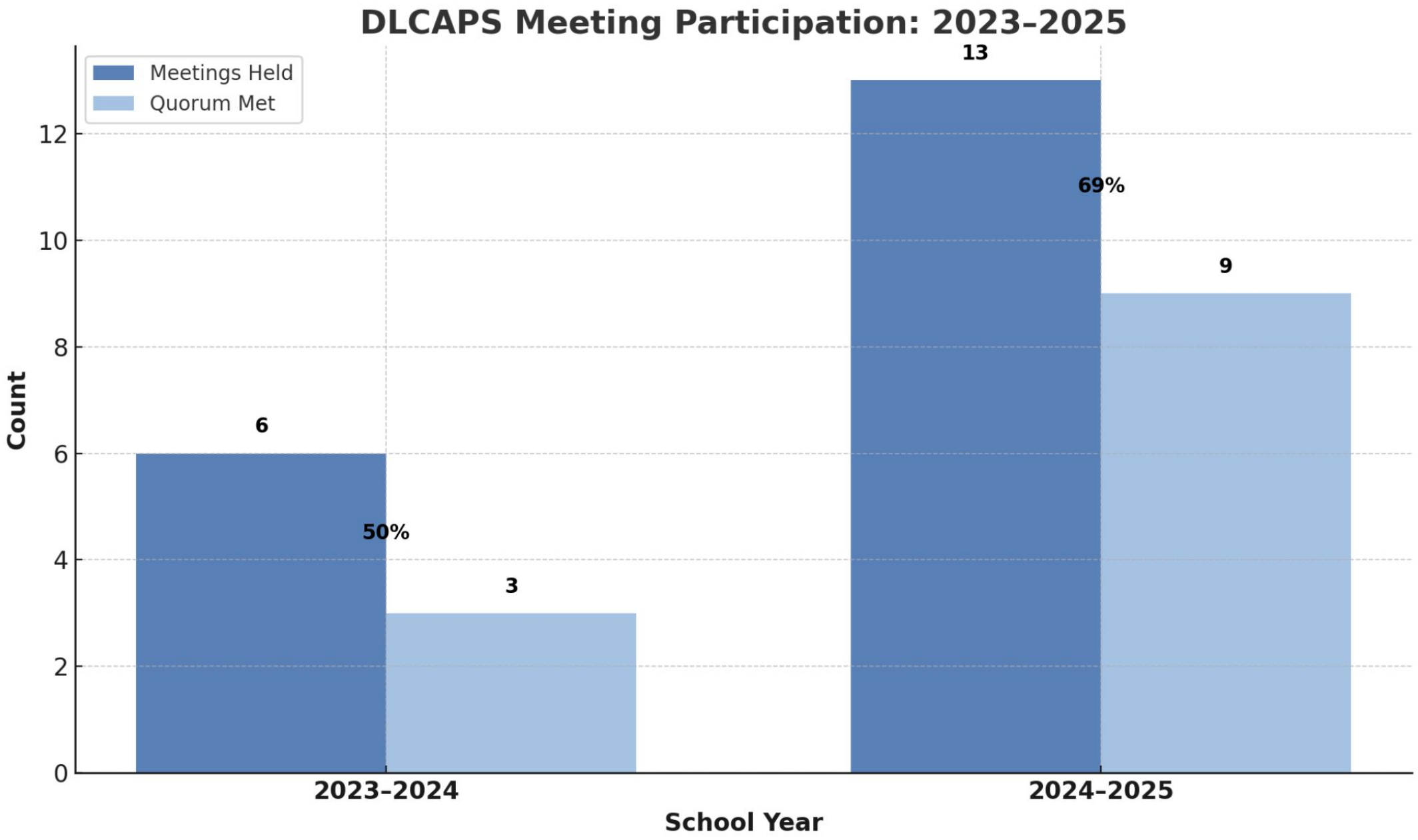
1. **Authentic Engagement:** Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners
2. **Universal Systems & Accessible Support:** Ensure each student is provided with high quality educators 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
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).

LCAP Goals 2025-2026

6. **Equity Multiplier: Lincoln Elementary:** By June 2026, 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 2026, 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.

8. **Equity Multiplier: Stege Elementary:** By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the smarter balanced/SBAC state assessments, 3rd-8th grade, in English Language Arts/Literacy and mathematics by 5.0 points or more.


DLCAPS Meeting Participation: 2023–2025
Meetings Held
Quorum Met
Count
0
2
4
6
8
10
12
6
50%
3
13
69%
9
2023–2024
2024–2025
School Year

District Response and Implementation

2025 PSAC Recommendations for 2026

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	Priority Level	Group/Rec #	LCAP Goal Alignment	Committee Recommendations	25.26 LCAP Implementation	Action Alignment	District Response
				DLCAP			
6	High	DLCAPS/4	Authentic Engagement	Ensure every classroom utilizes ParentSquare to engage families in two-way communication with one another and staff, including ensuring that long-term substitute teachers have ParentSquare access. Enhance the ParentSquare platform to allow for parent-to-parent communication and targeted two-way communication with families in need of additional support. Ensure that teachers utilize ParentSquare for two-way communication and to foster communication and collaboration among parents.	Implemenented	1.2	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.2 through the following strategy: Strategy 8 – Strategic Communications WCCUSD will continue implementing a districtwide communications plan that leverages digital tools to improve equitable access to information and strengthen family engagement. A key focus is the continued rollout and **expansion of ParentSquare as the district's central two-way communication platform. Staff across departments will be trained** to use ParentSquare to support clear, consistent outreach. Teachers will receive specific training on using ParentSquare for classroom-level communication, ensuring families stay connected to daily instructional activities and updates. Additionally, Parent Advisory Committee **(PAC) site leaders will be trained** to use ParentSquare to communicate with their school communities and, in turn, train parents in its use, promoting peer-to-peer communication and increasing digital access. Other key actions include the **creation of a Dual Language resource webpage,** development of promotional materials for Dual Language Immersion programs, and an overall emphasis on digital communications to reach families in their preferred language and format. This strategy supports more inclusive, accessible, and timely communication across all school communities.
7	High	DLCAPS/5	Authentic Engagement	Increase support for Visual and Performing Arts (VAPA) events by promoting widely to promote participation and engagement.	Implemenented	1.3	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.3 through the following strategy: Strategy 1 - Visual and Performing Arts Programs (VAPA) WCCUSD is committed to ensuring all students have access to a well-rounded arts education. The LCAP-funded VAPA Director oversees all aspects of the Visual and Performing Arts program, including staffing, instrument maintenance, materials and supply budgets, and professional development. This includes supporting elementary music teachers, providing stipends for secondary music educators who lead after-school programs, and ensuring VAPA teachers have access to job-alike collaboration and ongoing training. Prop 28 funds have allowed the district to expand offerings, aligning with the Community Schools pillar of expanded time and opportunities. To strengthen the visibility and impact of VAPA, the district will increase support for **VAPA events by promoting them widely to boost student participation,** family engagement, and

2025 DLCAPS | 2025 MDAC | 2025 AASAT | 2025 DLI | 2025 ASC

LCAP Feedback Cycle

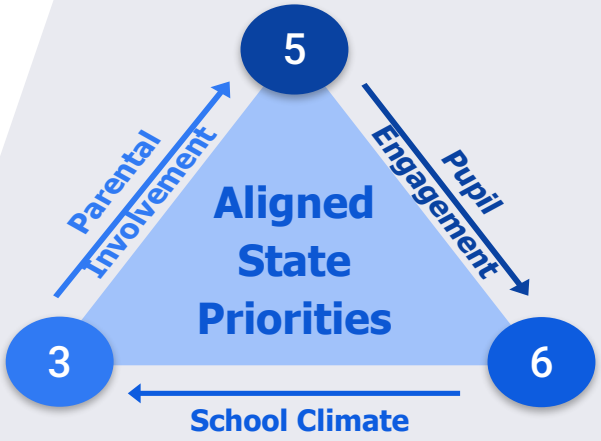
	Advisory Committee	Total Recs	Included	Included w/ Modifications	Continuing Action	Not Included
1	DLCAPS	23	9	6	6	2
2	MDAC	5	3	2	0	0
3	AASAT	7	2	3	2	0
4	DLI PAC	5	2	2	0	1
5	All Student Congress	7	3	3	1	0
6	Total	47	19	16	9	3

Goal 1: Authentic Engagement

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

Annual Progress and Opportunities for Growth

- WCCUSD is on track to meet its 3-year goal of reducing chronic absenteeism by 15%, with a 6.2% decline in Year 1. This reflects strong progress driven by targeted interventions and improved student engagement.
- Tiered Fidelity Inventory (TFI) Walkthroughs were completed at all school sites, and targeted coaching was provided for PBIS implementation.
- African American suspension disproportionately has decreased year to date from a rate of 2.7 in 23-24 to 2.3 24-25 YTD, and we have increased other means of correction by 83%.
- While the overall suspension rate is 2.5%, Black students (6.3%), Foster Youth (13.4%), and FIT students (7.5%) remain disproportionately impacted, requiring stronger early intervention strategies and implementation of restorative practices to fidelity.



Goal 1 Feedback for Improvement

Authentic Engagement

Student Support & Wellness

- Increase site funds for mental health services, counseling, and intervention hours.
- Fund a district grant writer to support sustainable intervention funding.
- Preference for social workers over climate coaches, which are seen as misaligned with site needs.

Instructional Access & Communication

- Ensure home access to instructional materials for all students.
- Standardize and strengthen ParentSquare use for two-way communication, including parent-to-parent messaging.

Arts & Enrichment

- Reallocate elementary band funds to more effective, site-based arts programs.
- Increase support and promotion of VAPA events and school garden programs.

Transportation Access

- Explore rideshare models and support parent coordination tools.

Family Engagement & Volunteers

- Streamline volunteer applications and provide training.
- Improve SCOW training and expand parent capacity-building.

Community Schools Implementation

- Address concerns over grant transparency, budget control, and limited system impact.

Transparency & Site Autonomy

- Improve clarity in district processes (e.g., transfers, budgeting).
- Increase stakeholder voice and give schools more flexibility to meet their needs.

Attendance & Data Systems

- Invest in attendance software and school-based case managers.
- Provide tools to monitor chronic absenteeism and related interventions.

Goal 1 Authentic Achievement

Program 3110 - Positive School Culture & Climate

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Implementation:

- All strategies within program 3110 were implemented as planned with no material differences to the program budget.

24-25 Effectiveness:

Strategy 1:Feedback and Communication
Strategy 2: Social Emotional Learning and Tiered Fidelity Inventory
Strategy 3:Tiered Support for Students
Strategy 4:Climate Coaching
Strategy 5: Attendance and Enrollment Awareness
Strategy 6: Reducing Disproportionality

Updated 25-26 Strategies:

Strategy 2: Social Emotional Learning
Schools will be encouraged to integrate short, structured brain breaks and Fun Fridays to motivate students and promote focus.

Strategy 4: Climate Coaching
Schools will reinforce behavior expectations using the district behavior matrix, paired with professional learning on managing behavior and implementation of anti-slur policy.

Strategy 5: Attendance & Engagement
Staff will be trained in tiered outreach using a revised SART manual and supported by attendance technicians. A centralized data system will track interventions and student recognition programs will celebrate improved attendance.

Updated 25-26 Strategies:

Strategy 6: Reducing Disproportionality
All site leaders will participate in monthly PLCs to analyze suspension data and implement alternatives. Schools will also ensure adherence to discipline policies to support equity in outcomes.

Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building
Fostering conditions in which elementary teachers can build deeper relationships with students and families. Smaller class sizes give teachers more time and capacity to connect meaningfully with each student and to engage families more intentionally.

Strategy 8: Safety Support Staff
To support student safety, we will allocate resources for dedicated support staff at both elementary and secondary schools.

Goal 1 Authentic Achievement

Program 3120 - Parent Engagement & Volunteer Outreach

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Implementation:

- All strategies within program 3120 were implemented as planned with no material differences to the program budget.

24-25 Effectiveness:

Strategy 1: Communication Software & Volunteer Clearance
Strategy 2: Parent Capacity Building
Strategy 3: School Community Outreach Workers (SCOW)
Strategy 4: LCAP Program Monitoring
Strategy 5: Parent Bill of Rights
Strategy 6: Increase Parent Advisory Committee Engagement

Updated 25-26 Strategies:

Strategy 1: Communication & Software Support
Tools like SurveyMonkey and Mentimeter. These platforms support multilingual outreach, provide AI-driven insights, and reduce staff time spent synthesizing data—allowing more time for authentic engagement.

Strategy 4: LCAP Program Monitoring
Hold monthly DLCAP meetings to review progress on LCAP goals, with program directors presenting data on implementation and impact. LCAP-funded staff will be trained to align their work with LCAP goals.

Updated 25-26 Strategies:

Strategy 8: Strategic Communications
Continue the implementation of a districtwide communications plan using digital tools to improve equitable access to information. Key actions include creating a Dual Language resource webpage, promoting Dual Language Immersion programs through flyers, and expanding ParentSquare for two-way and parent-to-parent communication. Staff across departments will be trained to use the platform and support family engagement.

Goal 1 Authentic Achievement

Program 4240 - Whole Child Education

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Implementation: ● All strategies within program 4240 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1 - Visual and Performing Arts Strategy 2 - Theater Managers Strategy 3 - Access to Wellness Services Strategy 4 - Student, Family, and Community Engagement
Updated 25-26 Strategies: **Strategy 1 - Visual and Performing Arts Programs (VAPA)** To elevate the impact of the arts, the district will increase promotion and support of student performances and exhibitions to drive visibility, participation, and family engagement. Metrics of Success: Increase student participation in VAPA courses and extracurricular programs by 10% by June 2026. Research indicates that schools with robust arts programs experience lower chronic absenteeism and suspension rates, contributing to improved student outcomes.	

2024-2025 Estimated Actuals

Goal 1: Authentic Engagement

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Positive School Culture & Climate	No Yes	4,998,689.00	4,998,689.0(
1	1.2	Parent Engagement & Volunteer Outreach	No Yes	664,025.00	664,025.00
1	1.3	Whole Child Education	No Yes	3,209,675.00	3,209,675.0(

2025-2026 Planned Expenditures

Goal 1: Authentic Engagement

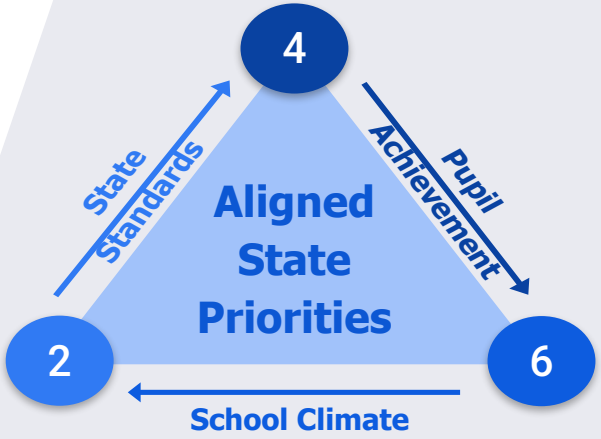
Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)
1	1.1	Positive School Culture & Climate	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$8,429,724.00
1	1.2	Parent Engagement & Volunteer Outreach	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$848,259.00
1	1.3	Whole Child Education	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$3,052,594.00

Goal 2: Universal Systems & Accessible Support

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

Annual Progress and Opportunities for Growth

- WCCUSD has already surpassed the 3-year attendance goal in the first year, with more than double the targeted reduction.
- WCCUSD's 3-year goal is to reach an 80% year-to-year teacher retention rate. In Year 1, the district increased retention by 2 percentage points, rising from 66% to 68%. This reflects 25% progress toward the overall goal, with continued focus needed in the next two years to meet the target.
- WCCUSD's 3-year goal is to increase the percentage of teachers with 3+ years of experience by 9%. In Year 1, there was a 2% decrease, bringing the percentage to 82%. This indicates a need for targeted strategies to improve retention and experience stability in the educator workforce.
- Percentage of staff with 3+ years of teaching experience decreased by 2%



Goal 2 Feedback for Improvement

Universal Systems & Accessible Support

- **Equity-Focused Recruitment**: Strengthen teacher pipelines for Black educators through targeted outreach to Black students, alumni, and staff.
- **Credentialing Access**: Expand in-house credentialing pathways through university partnerships.
- **Operational Efficiency**: Improve systems for staff to access supplies, contracts, and complete timecards.
- **Strategic Staffing Transparency**: Increase clarity on LCAP-funded and new staff roles and site placements.
- **Professional Development Alignment**: Track and evaluate district PD effectiveness based on attendance, role, and classroom impact; ensure LCAP-funded staff are trained to align with LCAP goals.
- **Support for Underprepared Staff**: Develop centralized training and mentorship for long-term substitutes and emergency credentialed teachers.
- **Teacher Retention & Compensation**: Prioritize competitive pay and support for new teachers to improve retention.
- **Leadership Pipeline Concerns**: Address the impact of VP position reductions on the leadership pipeline; support growth of teacher residency programs.
- **Curriculum & Workload**: Avoid overburdening teachers with curriculum creation; provide resources and support for implementation.
- **Climate & Culture Support**: Strengthen site climate teams with assemblies, speakers, PBIS training, and related resources.

Goal 2 Universal Systems and Accessible Support

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1760 - Additional Staff for high % UPP

Implementation: • All strategies within program 1760 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1 - Additional Staff for schools with high % UPC Strategy 2 - Employee Recruitment & Retention
Updated 25-26 Strategies: **Strategy 1: Tailored Instructional Support for Unduplicated Students** WCCUSD strategically invests in additional certificated staff at school sites with high concentrations of unduplicated pupils. Positions include Vice Principals/Instructional Specialists (Elementary and K–8), general education teachers, elementary prep teachers, secondary counselors, Academy Purity teachers, and CTE Lead teachers.	**Updated 25-26 Strategies:** **Strategy 2: Staffing Stability for Low-Enrollment Schools** WCCUSD will provide targeted funding to support schools with low enrollment, ensuring stable staffing and access to high-quality instruction.

Goal 2 Goal 2 Universal Systems and Accessible Support

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 2315 - Employee Recruitment and Retention

Implementation: • All strategies within program 2315 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1 - Teacher Induction Program Strategy 2 - Competitive Salary Strategy 3 - Teach for America Strategy 4: Increase the number of Black/African American Educators
Updated 25-26 Strategies: **Strategy 4: Recruitment and Retention of Diverse Educators** In partnership with ASAAT, local churches, and civic organizations, WCCUSD will promote teaching opportunities and develop tailored messaging to engage prospective Black educators. To support long-term success and retention, the district will foster an inclusive professional environment through mentorship, community-building, and ongoing targeted support for educators of color.	**Updated 25-26 Strategies:** **Strategy 6: Strengthening Recruitment and Retention of Dual Language (DL) Program Teachers** To ensure the success and sustainability of WCCUSD's Dual Language (DL) programs, the district will implement a targeted recruitment strategy focused on attracting and retaining high-quality bilingual educators. The recruitment and retention efforts aim to address DL teacher shortages, promote program continuity, and support multilingual learner achievement.

2024-2025 Estimated Actuals

Goal 2: Universal Systems and Accessible Support

2	2.1	Additional Staff for Identified schools with high % UPC	No ☐ ☐ Yes ☑ ☐ ☐	6,281,867.00	6,281,867.0(
2	2.2	Employee Recruitment & Retention	No ☐ ☐ Yes ☑ ☐ ☐	18,876,593.00	18,876,593.(

2025-2026 Planned Expenditures

Goal 2: Universal Systems and Accessible Support

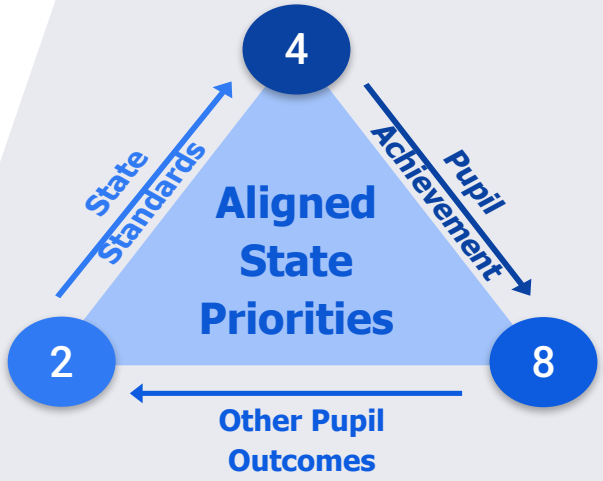
2	2.1	Additional Staff for Identified schools with high % UPC	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$6,411,554.00
2	2.2	Employee Recruitment & Retention	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☐ All Schools Specific Schools:	$18,123,706.0

Goal 3: Relentless Attention to Achievement

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

Annual Progress and Opportunities for Growth

- Expanded paid internships opportunities from 20 placements to 65 placements across six of our high schools
- K–8 students increased by 9.7% and 9–11 students by 15.6%, we saw promising gains among Foster Youth (+22.2% in grades 9–11) and English Learners (+6.4% in K–8) in iReady mathematic
- iReady reading for K–8 students improved by 10.3% overall and African American students increased by 10.4%, while Foster Youth in grades 9–11 made the largest single-group gain at 14.5%, reflecting promising progress in literacy support efforts.
- Experienced a 4.2% decrease, signaling a need to reassess current supports for English Learners and strengthen reclassification practices to get back on track toward the multi-year target.



Goal 3 Feedback for Improvement

Relentless Attention to Achievement

- **Lack of Focused Strategies for African American Achievement -** Current LCAP goals lack clear, responsive instructional strategies to accelerate outcomes for Black students.
- **Curriculum Gaps and Misalignment -** The absence of an adopted K–5 ELA curriculum undermines instructional consistency and makes implementation of district IPGs fragmented. SIPPS remains insufficient as a core literacy framework.
- **Misuse of Assessment Tools** - i-Ready is not developmentally appropriate for early grades and provides limited value for instructional planning.
- **Fragmented Professional Learning Structures -** Buyback days are under-leveraged for core training. Staff call for the reinstatement of ILT meetings and a restructuring of principal meetings to prioritize instructional coherence and SPSA alignment.
- **Insufficient Central Office Support and Leadership Development -** Sites report limited instructional support and capacity from the central office. The elimination of vice principal roles has weakened leadership pipelines and site-level instructional oversight.
- **Staffing Instability and Role Clarity Gaps -** There is an urgent need for Paraeducator 3s and clearer expectations for prep teachers, whose impact and consistency vary across sites. School-based instructional leadership needs to be strengthened through targeted stipends and structured coaching roles.
- **Teacher Pipeline and Compensation Challenges -** Support systems for subs and emergency credentialed teachers need expansion. Interest in residency and TFA models exists, but implementation remains limited. Competitive salaries are essential for recruiting and retaining quality educators.

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1250 - Elementary School Support

Implementation:	24-25 Effectiveness:
• All strategies within program 1250 were implemented as planned with no material differences to the program budget.	Strategy 1 - Data analysis and Prioritizing Strategy 2 - Aligned Goals & Actions Strategy 3 - Review and Approval of SPSAs
Updated 25-26 Strategies: **Strategy 4: Enhance Instruction and personalize learning through class size reduction** Class size reduction enhances the quality of instruction by allowing teachers to better tailor lessons to individual student needs and provide timely, targeted support. With fewer students in each classroom, educators can build stronger relationships, differentiate instruction more effectively, and foster a more engaging and inclusive learning environment.	**Updated 25-26 Strategies:** **Strategy 5: Combo Class Compensation Initiative** To support teacher retention and recognize the added responsibilities of teaching combination classes, WCCUSD will provide an annual stipend to elementary teachers assigned to multi-grade classrooms. In addition, the central office will provide targeted professional development to equip combination class teachers with strategies to manage instructional differentiation, planning, and student engagement across grade levels.

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1251 - Secondary School Support

Implementation:

- All strategies within program 1251 were implemented as planned with no material differences to the program budget.

24-25 Effectiveness:

Strategy 1: Career Pathways
Strategy 2: Secondary Lead Counselor
Strategy 3: International Baccalaureate (IB)
Strategy 4: Targeted C&C Readiness for Black/AA Students
Strategy 5: Targeted C&C Readiness for Language Learners

Updated 25-26 Strategies:

Strategy 2: Secondary Counseling Program
The district will align expectations for secondary counselors to ensure consistent support for academic and career planning. All students will develop individualized four-year plans.

Strategy 6: CTE Academy-Aligned General Education Staffing West Contra Costa Unified School District will allocate staffing to ensure core academic teachers are assigned to a single academy cohort, promoting instructional coherence, interdisciplinary planning, and sustained student-teacher relationships.

Updated 25-26 Strategies:

Strategy 7: Expanding Intervention and Class Size Reduction
This strategy aims to enhance academic achievement by reducing class sizes, thereby increasing access to A–G course requirements and broadening opportunities for students to engage in CTE pathways, dual enrollment, and electives. Additionally, it will allocate time within the school day for targeted academic interventions and enrichment in areas such as arts, STEM, and leadership.

Strategy 8: Strengthening College & Career Readiness Culture
WCCUSD will implement a comprehensive strategy to foster a strong college- and career-going culture. This includes offering the PSAT for students, study trips to colleges and career-aligned sites, and providing targeted professional development for educators.

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1290 - Supplemental Instructional Program

Implementation: • All strategies within program 1290 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: Focused District Leadership Strategy 2: Educational Technology Strategy 3: EduClimber Strategy 4: Extended Learning and Credit Recovery
Updated 25-26 Strategies: **Strategy 2: Equitable Data & Assessment Collection and Review** Using data to inform instruction is central to our student achievement strategies. Strengthening MTSS implementations, including Tier 1 instruction, student needs identification, and the evaluation of intervention effectiveness. Additionally, we will prioritize celebrating whole child development through assessments, focusing on student strengths and growth rather than solely identifying deficits.	

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1102 - Multilingual Program Support

Implementation: • All strategies within program 1102 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: BCLAD Stipends Strategy 2: DLI PD & Collaboration Strategy 3: Educational Tech Tools to support teaching & learning
Updated 25-26 Strategies: **Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning** This strategy utilizes advanced educational technology tools and assessments, including mClass Lectura and Amplify Caminos, to eliminate language barriers and enhance equitable access to learning opportunities for all students.	**Updated 25-26 Strategies:** **Strategy 4: Dual Language Immersion (DLI) Program** WCCUSD will strengthen its Dual Language Immersion (DLI) programs to promote bilingualism, biliteracy, and high academic achievement. This strategy focuses on ensuring that students in DLI programs are taught by highly skilled bilingual educators who provide rigorous, standards-aligned instruction in both the target language and English. Teachers will receive targeted professional development, curriculum support, and collaboration time to align instruction with program goals.

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 6110 - Professional Development

Implementation: • All strategies within program 6110 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: Focused District Leadership Strategy 2 – CSI Professional Learning Communities (PLCs Strategy 3 – Instructional Learning Walks Strategy 4 – Secondary Department Leads
Updated 25-26 Strategies: **Strategy 3: Instructional Learning Walks** The curriculum and instruction staff and site leaders will utilize the research-based K-12 Instructional Practice Guide (IPG) to support observation and feedback during instructional learning walks. IPG is a tool designed to evaluate what is observable in the classroom and what is expected of instruction when it is aligned with college- and career-ready standards. Central and site staff will use data collected central and at the site level to guide professional development opportunities for sites.	

Goal 3 Relentless Attention to Achievement

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 5260 - Evaluation & Program Monitoring

Implementation: • All strategies within program 5260 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: Data Analysis and Needs Assessment Strategy 2: Specialized Training Strategy 3: Evaluation and Monitoring
Updated 25-26 Strategies: **Strategy 2: Specialized Training and Systems Support** Ongoing training will be provided by WCCUSD specialized staff funded through this program. In addition, we will work to make staff systems more efficient and accessible, particularly for the procurement of supplies, contracts, and timecard reporting. Streamlining these processes will reduce administrative burdens, enabling staff to focus more on their primary mission of supporting student achievement.	

2024-2025 Estimated Actuals

Goal 3: Relentless Attention to Achievement

3	3.1	Allocations to Schools	No ☐ ☐ Yes ☑ ☐ ☐	8,900,000.00	8,900,000.0
3	3.2	Elementary School Support	No ☐ ☐ Yes ☑ ☐ ☐	6,976,852.00	6,976,852.0
3	3.3	Secondary School Support	No ☐ ☐ Yes ☑ ☐ ☐	11,715,863.00	11,715,863.
3	3.4	Supplemental Instructional Program	No ☐ ☐ Yes ☑ ☐ ☐	2,315,112.00	2,315,112.0
3	3.5	Multilingual Program Support	No ☐ ☐ Yes ☑ ☐ ☐	2,089,056.00	2,089,056.0
3	3.6	Evaluation & Program Monitoring	No ☐ ☐ Yes ☑ ☐ ☐	2,179,086.00	2,179,086.0
3	3.7	Professional Development & Collaboration	No ☐ ☐ Yes ☑ ☐ ☐	1,352,508.00	1,352,508.0

2025-2026 Planned Expenditures

Goal 3: Relentless Attention to Achievement

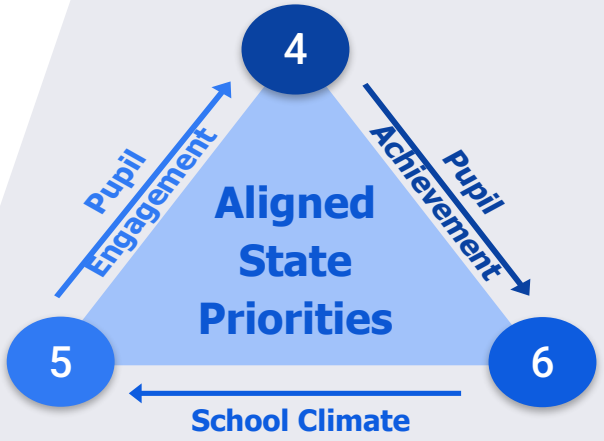
3	3.1	Allocations to Schools	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$3,800,000.00
3	3.2	Elementary School Support	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$7,461,147.00
3	3.3	Secondary School Support	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$7,158,336.00
3	3.4	Supplemental Instructional Program	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$1,917,245.00
3	3.5	Multilingual Program Support	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☐ Foster Youth ☐ Low Income	☐ All Schools Specific Schools:	$398,712.00
3	3.6	Evaluation & Program Monitoring	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$1,528,845.00
3	3.7	Professional Development & Collaboration	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$618,714.00

Goal 4: Students with Disabilities

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

Annual Progress and Opportunities for Growth

- The District is now below the 3.0 disproportionality index and has exited disproportionality for African American students identified as Emotionally Disabled and White students in a separate school.
- Students with Disabilities (SWD) in WCCUSD showed steady progress in both iReady Reading and Math, with K–8 students increasing by 5.6% in Reading and 6% in Math—demonstrating that targeted supports are helping to move achievement in the right direction for this critical student group.
- The district continues to show disproportionality in both disciplinary incidents and special education identification under the category of Other Health Impaired for African American students.



Goal 4 Feedback for Improvement

Students with Disabilities

Inadequate Staffing and Time at Sites

- Need for increased FTEs to ensure full-time psychologists, SLPs, and RSP teachers at school sites.
- Retention concerns—district must hire strong interns and new staff quickly or risk losing them.
- Speech therapists have excessive caseloads, limiting their ability to provide interventions beyond required services.
- Request for **learning centers** or specialized programs at school sites to support students with disabilities more effectively.

Limited Behavioral and Early Intervention Support

- Severe lack of behavior support staff (e.g., ABAs) is contributing to increased suspensions of students with disabilities (SWDs).
- Early intervention and assessment support is insufficient, with Special Education seen as resistant or slow to act.
- Need for a districtwide RTI (Response to Intervention) framework and integration with Special Education.

Lack of a Clear MTSS Model

- Schools lack a clear, structured Multi-Tiered System of Supports (MTSS) to provide layered interventions.
- Current tiered supports and behavior systems are insufficient, impacting both student success and teacher retention.

SPED Focused on Compliance Over Impact

- Special Education is perceived as being **compliance-driven** rather than focused on **instructional effectiveness** or outcomes for students.
- Desire for **instructionally meaningful support** and less bureaucratic emphasis.

Inclusion Without Infrastructure

- Movement toward **full inclusion** lacks an implementation plan, risking failure without adequate staffing, training, and coordination.
- Feedback indicates that current inclusion efforts are **theoretically sound but operationally unsupported**.

Goal 4 Students with Disabilities

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 4260 - Multi-tiered System of Supports (MTSS)

Implementation: • All strategies within program 4260 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: School Psychologist Strategy 2: Speech Interventions Strategy 3: Supplemental Adaptive Curriculum
Updated 25-26 Strategies: **Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery** To increase student achievement, graduation rates, and college and career readiness, we will provide supplementary online instructional materials for special education students. This adaptive technology will offer additional access to core instruction, ensuring that students with disabilities receive tailored support. Additionally, we will implement a credit recovery program to support graduation rates. This combination of adaptive curriculum and credit recovery options will provide crucial support to help students succeed academically and meet graduation requirements.	**Updated 25-26 Strategies:** **Strategy 4: Instructional Support for Inclusive Education** To expand inclusive learning opportunities for students with disabilities—particularly in early elementary grades—WCCUSD's Special Education Department will provide targeted support and instructional coaching. These resources will help educators develop the skills and structures necessary to deliver high-quality instruction in inclusive settings, strengthening the district's capacity to improve outcomes for all learners.

2024-2025 Estimated Actuals

Goal 4: Students with Disabilities

3	3.1	Allocations to Schools	No Yes	8,900,000.00	8,900,000.0
3	3.2	Elementary School Support	No Yes	6,976,852.00	6,976,852.0
3	3.3	Secondary School Support	No Yes	11,715,863.00	11,715,863.
3	3.4	Supplemental Instructional Program	No Yes	2,315,112.00	2,315,112.0
3	3.5	Multilingual Program Support	No Yes	2,089,056.00	2,089,056.0
3	3.6	Evaluation & Program Monitoring	No Yes	2,179,086.00	2,179,086.0
3	3.7	Professional Development & Collaboration	No Yes	1,352,508.00	1,352,508.0

2025-2026 Planned Expenditures

Goal 4: Students with Disabilities

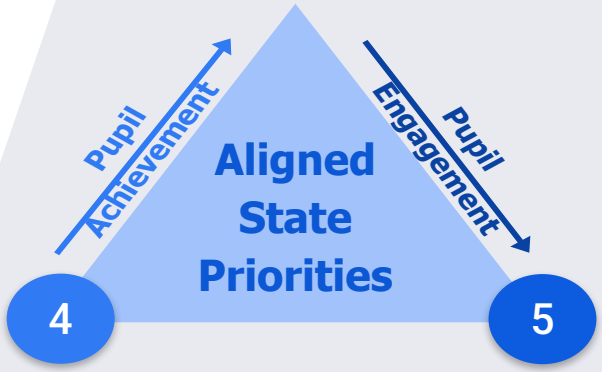
4	4.1	Multitiered System of Supports (MTSS)	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☑ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$3,885,453.00

Goal 5: Targeted Intervention & Support

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

Annual Progress and Opportunities for Growth

- African American students in grades K–8 made meaningful gains in both iReady Reading (+10.4%) and Math (+6.8%), reflecting the positive impact of early academic supports.
- English Learners in K–8 also demonstrated upward trends, with a 6.7% increase in Reading and 6.4% in Math—suggesting foundational interventions are beginning to yield results.
- 92% of schools have participated in implementation of the Of those schools that participated, 60% of ELs in grades 3-12 completed the standardized interim ELPAC. Of these schools, 60% of ELs in grades 3-12 completed the standardized interim ELPAC
- MidYear reclassification rate decreased by 3.8%



Goal 5 Feedback for Improvement

Targeted Intervention and Support

- **Support for EL Students**
  The current curriculum is ineffective for ELs, especially newcomers and LTELs, with unclear training and no dedicated support for non-DLI sites. Provide a comprehensive ELA curriculum, increase literacy coaching, tutoring, and parent engagement, especially for reclassification.
- **Support for African American Students**
  OAASA is under-resourced, and site staff request more mentoring, case management, and emotional/behavioral supports. We will increase funding, improve outreach to career pathways, and address suspension disproportionality. Provide a full-time counselor to support Special Education students, and implement BSUs across secondary schools.
- **Central Office and Site Communication**
  There is a disconnect between central office and school sites. We will improve communication and engagement between OAASA, AASAT, and AAPACs.
- **PD and Curriculum Gaps**
  Provide targeted PD and usable curriculum focused on the needs of EL and African American students to improve support.
- **Intervention Services**
  Expand the Mission Critical Literacy Program and recruit math intervention specialists to support students until they perform at grade level based on state and local assessments.
- **College Readiness for African American Students**
  Create a multi-media plan to inform Black students and their families about A-G requirements, supported by school counselors and the communication department.

Goal 5 Targeted Intervention and Support

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 4170 English Language Learner Support

Implementation: • All strategies within program 4170 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Strategy 1: Focused District Leadership Strategy 2: Professional Development Strategy 3: Specialized EL Assessments Strategy 4: Internationals and Newcomer program Strategy 5: Enhanced Support Services Strategy 6: EL Family Training
Updated 25-26 Strategies: **Strategy 2: Professional Development for Enhanced English Learner Achievement** To drive improvements in English Learner (EL) achievement, the English Learner Multilingual Achievement (ELMA) department will facilitate targeted professional development opportunities at both the central and site levels. This will promote collaboration among K-12 educators, enabling the effective implementation of integrated ELD strategies to ensure students can access content area instruction.	**Updated 25-26 Strategies:** **Strategy 4: Internationals and Newcomer Programs** In addition, we will begin establishing a student Buddy/Mentor system to support incoming EL students, fostering peer relationships and enhancing the social integration process. **Strategy 7: Long-Term English Learner Professional Development** To increase reclassification rates, the ELMA Department will provide targeted professional development (PD) designed to support the achievement of LTEL goals. PD activities will focus on utilizing and analyzing standardized Interim ELPAC data for

Goal 5 Targeted Intervention and Support

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Program 1180 African American Student Achievement

Implementation:

- All strategies within program 1180 were implemented as planned with no material differences to the program budget.

Effectiveness:

Strategy 1: Focused District Leadership
Strategy 2 - Mafanikio Program
Strategy 3 - Literacy Achievement
Strategy 4 - AASAT and Community Outreach

Updated 25-26 Strategies:

Strategy 3: Literacy Achievement
Expand this program to 10 schools in the following year to further support literacy achievement across the district. Schools will be selected based on data identifying need.

Strategy 4: AASAT and Community Outreach
Create a long-term, actionable engagement plan will be developed, shaped through collaboration with families and students to increase meaningful participation. Comprehensive toolkit to support the launch of BSUs.

Strategy 5: College & Career Readiness
Enhance support by offering drop-in academic tutoring and providing transportation for college visits and tours. Partner with Contra Costa College to host the African American Leadership Summit.

Updated 25-26 Strategies:

Strategy 6: A-G Requirements Awareness for African American/Black Students and Families
Develop a multimedia communication plan to inform African American/Black students and their families about the A-G requirements.

Strategy 7: Anti-Racism and Culturally Responsive Practice
WCCUSD will implement professional learning opportunities focused on anti-racism and culturally responsive practice across school sites and departments. Staff will engage in training on anti-racism and implicit/explicit bias to deepen understanding of systemic racism and its impact on student experiences and outcomes.

2024-2025 Estimated Actuals

Goal 5: Targeted Intervention and Support

5	5.1	English Language Learner Support	No Yes	1,838,487.00	1,838,487.0
5	5.2	African American Student Support	No Yes	1,214,204.00	1,214,204.0
5	5.3	Long-Term English Learners Intervention & Support	No Yes	500,000	500,000

2025-2026 Planned Expenditures

Goal 5: Targeted Intervention and Support

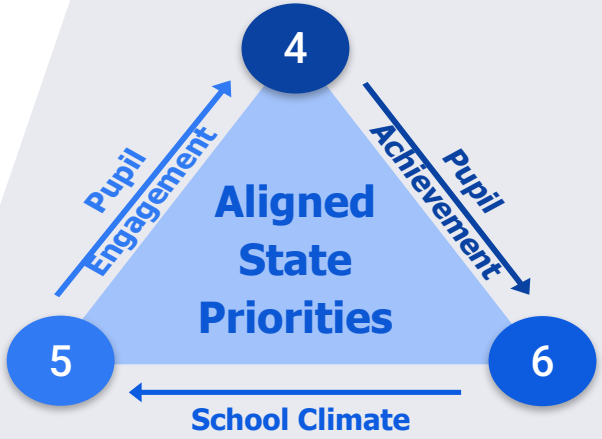
5	5.1	English Language Learner Support	☑ ☑ ☑ Yes	☑ LEA-wide ☑ Schoolwide ☑ Limited to Unduplicated Student Group(s)	☑ English Learners ☐ Foster Youth ☐ Low Income	☑ All Schools Specific Schools:	$1,561,269.00
5	5.2	African American Student Support	☑ ☐ ☐ Yes	☑ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☐ English Learners ☑ Foster Youth ☑ Low Income	☑ All Schools Specific Schools:	$304,113.00

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.

Annual Progress and Opportunities for Growth

- Of the 166 total behavioral incidents reported 137 (83%) were addressed through Other Means of Correction, such as restorative conversations, reflection spaces, or support interventions.
- English Learners showed significant growth in i-Ready Reading from Diagnostic 1 to Diagnostic 3: the percentage of students performing three or more grade levels below dropped from 25% to 14%, and those two levels below decreased from 48% to 30%.
- Students performing three or more grade levels below in iReady Math dropped from 43 to 23—a 47% reduction, indicating significant movement out of the most critical tier.



Goal 6 Lincoln Elementary

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Equity Multiplier

Implementation:

- Most strategies within goal 6 were implemented as planned with action 6.5 not being able to be implemented due to a vacancy.

24-25 Effectiveness:

Action 6.1 - Instructional Specialist
Action 6.2 - Instructional Aide: Bilingual Paraprofessional
Action 6.3 - School Climate Support Coach
Action 6.4 - Instruction Support/Coach - Math
Action 6.5 - Teacher Release Time for PD
Action 6.6 - Instruction Support/Coach - Literacy

Updated 25-26 Strategies:

Action 6.1 - Elementary Vice Principal
This leadership role will strengthen the school's capacity to implement targeted instructional support, provide consistent professional development, and deepen partnerships with families.This position will directly monitor instructional programs, coach staff, and coordinate school-wide systems that support both academic and social-emotional growth.

Updated 25-26 Strategies:

Action 6.2 - Instructional Specialist - Culture/Climate
To strengthen school climate, reduce disciplinary incidents, and ensure all students feel safe and connected during unstructured times, we propose funding an Instructional Specialist – Culture/Climate. This position will lead efforts to provide safe, inclusive activities during PE and recess, while also supporting broader school climate systems that align with our MTSS framework.

2024-2025 Estimated Actuals

Goal 6: Lincoln Elementary Equity Multiplier

6	6.1	Instructional Specialist	No ☑ ☐ Yes ☐ ☐ ☐	185,695.00	185,695.
6	6.2	Instructional Aide: Bilingual Paraprofessional	No ☑ ☑ Yes ☐ ☐ ☐	81,858.00	81,858.0
6	6.3	School Climate Support Coach	No ☑ ☑ Yes ☐ ☐ ☐	61,000.00	61,000.0
6	6.4	Instruction Support/Coach - Math	No ☑ ☑ Yes ☐ ☐ ☐	29,000.00	29,000.0
6	6.5	Teacher Release Time for PD	No ☑ ☑ Yes ☐ ☐ ☐	23,850.00	23,850.0
6	6.6	Instruction Support/Coach - Literacy	No ☑ ☑ Yes ☐ ☐ ☐	29,000.00	29,000.0

2025-2026 Planned Expenditures

Goal 6: Lincoln Elementary Equity Multiplier

2025-2026 Funds Allocated: $403,792

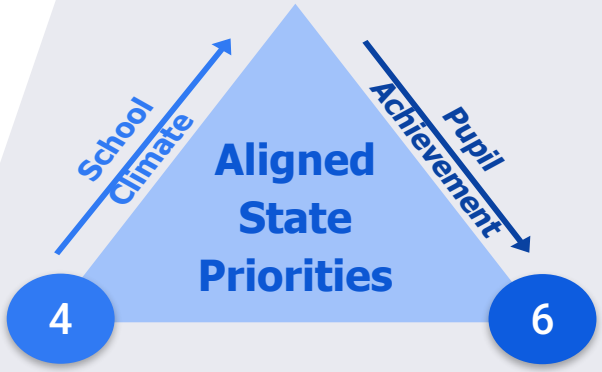
Action #	Title	Total Funds
Action 6.1	Elementary Vice Principal	$185,695
Action 6.2	Instructional Specialist - Culture/Climate	$183,868
Action 6.3	Instruction Support/Coach	$29,000

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.

Annual Progress and Opportunities for Growth

- The overall graduation rate increased from 76.7% to 81.6%, reflecting strong system-wide gains. African American students saw a remarkable increase from 76.1% to 92.6%, signaling major progress in closing equity gaps.
- Suspension of homeless students decreased by .5%
- All Student suspended of at least one day increased by 2.9%



Goal 6 Sylvester Greenwood

Equity Multiplier

Key for Effectiveness

Strategy on track to Meet Goal
Strategy Not Yet Effective
Strategy Not Effective

Implementation: • All strategies within goal 6 were implemented as planned with no material differences to the program budget.	**24-25 Effectiveness:** Action 7.1 - Increase Course Offerings Action 7.2 - Instructional Support Coach Action 7.3 - Instructional Specialist -Secondary Action 7.4 - Study Trips Action 7.5 - Counselor Secondary, Student Support
Updated 25-26 Strategies: **Action 7.1 -Assistant Principal Teaching & Learning** To improve academic outcomes we are implementing a targeted support strategy grounded in instructional coaching and in-class modeling. **Action 7.3 and 7.6 - Extra Classified Hours Clerk Extra Hours** Tracking attendance and identifying trends, communicating with families Provide support at out-of-school-hours events targeting family support and building community.	**Updated 25-26 Strategies:** **Action 7.2 - Assistant Principal Culture & Climate** In order to increase student engagement, connectedness and family engagement and support the AP of Culture and Climate will work to provide systematic processes and procedures to increase overall family engagement . **Action 7.5 - Professional Conferences** conferences that focus on family engagement, equity, multilingual learner support, and inclusive school practices.

2024-2025 Estimated Actuals

Goal 6: Sylvester Greenwood Academy Equity Multiplier

6	6.1	Instructional Specialist	No ☑ ☐ Yes ☐ ☐ ☐	185,695.00	185,695.
6	6.2	Instructional Aide: Bilingual Paraprofessional	No ☑ ☑ Yes ☐ ☐ ☐	81,858.00	81,858.0
6	6.3	School Climate Support Coach	No ☑ ☑ Yes ☐ ☐ ☐	61,000.00	61,000.0
6	6.4	Instruction Support/Coach - Math	No ☑ ☑ Yes ☐ ☐ ☐	29,000.00	29,000.0
6	6.5	Teacher Release Time for PD	No ☑ ☑ Yes ☐ ☐ ☐	23,850.00	23,850.0
6	6.6	Instruction Support/Coach - Literacy	No ☑ ☑ Yes ☐ ☐ ☐	29,000.00	29,000.0

2025-2026 Planned Expenditures

Goal 6: Sylvester Greenwood Academy Equity Multiplier

2025-2026 Funds Allocated: $389,707

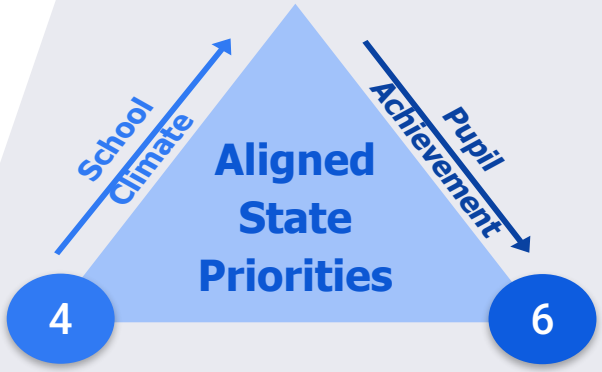
Action #	Title	Total Funds
Action 7.1	1.0 Assistant Principal Teaching & Learning	$ 190,000
Action 7.2	1.0 FTE Assistant Principal Culture & Climate	$190,000.00
Action 7.3	Clerk Extra Hours	$35,000.00
Action 7.4	Study Trips	$ 5,000
Action 7.5	Professional Conferences	$ 5,000
Action 7.6	Extra Classified Hours	$5,000
Action 7.7	Materials & Supplies	$15,962

Goal 8: Stege Elementary Equity Multiplier (25-26)

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

Actions to achieve this goal include:

- Dropout Prevention and Chronic Absenteeism Intervention
- Targeted English Language Development Support
- Class Size Reduction and Early Learning Personalization
- Roving Substitute for Instructional Continuity and Flexibility



2025-2026 Planned Expenditures

Goal 8: Stege Elementary School Equity Multiplier

2025-2026 Funds Allocated: $288,289

Action #	Title	Total Funds
Action 7.1	Dropout Prevention and Chronic Absenteeism Intervention	$78,055
Action 7.2	Targeted English Language Development Support (.5 ELD Teacher)	$ $35,896
Action 7.3	Class Size Reduction and Early Learning Personalization (1.0 Kindergarten Teacher)	$122,661
Action 7.4	Roving Substitute for Instructional Continuity and Flexibility	$54,677

Upheld Commitments

Ongoing Engagement: WCCUSD has collaborated with the DLCAPS Committee throughout 2024–25 to build trust and gather feedback to guide LCAP implementation and development.

Expanded Meetings: Held a total of 13 sessions this year to support consistent engagement and responsiveness.

Full LCAP Review: Each LCAP goal was reviewed twice to ensure thorough understanding and input.

Feedback-Driven Process: Each meeting begins with a timeline review. Input from both the committee and Executive Team informs presentations, which include data to guide decisions. Additionally, two town halls were held to gather broader community feedback and strengthen transparency.

Increased Membership: DLCAPS membership more than doubled from 6 to 13 members. Recent outreach added 17 parent and 6 student applicants through the All Student Congress.

Board of Education Updates: In November, staff presented CAASPP results to the Board. In March, staff shared local iReady data and the district's midyear LCAP progress report to support ongoing monitoring.

Parent Bill of Rights: Parents developed a draft Parent Bill of Rights aligned with Board Policy 6020 and ongoing work is in place to ensure authentic partnership for future years.

Appendix

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

LCAP Goals 2025-2026

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
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).

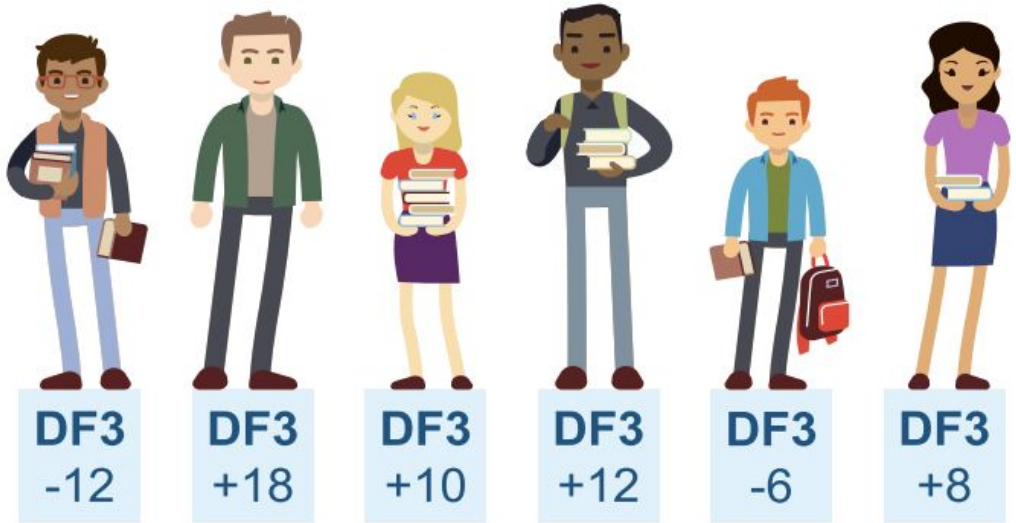
LCAP Goals 2025-2026

6. **Equity Multiplier: Lincoln Elementary:** By June 2026, 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 2026, 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.

8. **Equity Multiplier: Stege Elementary:** By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the smarter balanced/SBAC state assessments, 3rd-8th grade, in English Language Arts/Literacy and mathematics by 5.0 points or more.

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 × ¼ point = 1 point)

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

California School Dashboard

DISTRICT PERFORMANCE OVERVIEW

West Contra Costa Unified

Explore the performance of West Contra Costa Unified under California's Accountability System.

Chronic Absenteeism Yellow	Suspension Rate Orange	English Learner Progress Orange	Graduation Rate Yellow
College/Career Yellow	English Language Arts Orange	Mathematics Orange	Basics: Teachers, Instructional Materials, Facilities STANDARD NOT MET
Implementation of Academic Standards STANDARD NOT MET	Parent and Family Engagement STANDARD NOT MET	Local Climate Survey STANDARD NOT MET	Access to a Broad Course of Study STANDARD NOT MET

Key Reflections

- Data indicates persistent challenges with attendance and Chronic absenteeism
- Slight reductions observed in suspensions, decrease suggests positive effects from restorative practices, but continued efforts are necessary.
- Local Indicators not met due to LCAP not approved by deadline

California School Dashboard

WEST CONTRA COSTA UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

All Students | State

Orange

55.8 points below standard

Maintained -2.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
8	1	1	3	0

View More Details →

LEARN MORE
Mathematics

All Students | State

Orange

85.7 points below standard

Maintained 1 Points

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
7	2	0	4	0

View More Details →

LEARN MORE
English Learner Progress

All Students | State

Orange

39.8% making progress

Maintained -0.2%

LONG-TERM ENGLISH LEARNER PROGRESS

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

View More Details →

LEARN MORE
College/Career

All Students | State

Yellow

Prepared 35%

Maintained 0.9%

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
2	5	4	1	0

View More Details →

Key Reflections

- Slight progress in Math and ELA - Need Focus
- Efforts underway to boost A–G completion and expand access to rigorous coursework.
- Ongoing disparities emphasize the urgency for equity-focused strategies and support systems.

WCCUSD Differentiated Assistance Eligibility Based on the 2024 CA Dashboard

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

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

Comprehensive Support & Improvement (CSI)

2024-2025 CSI Schools

- Dover ES
- EM Downer ES
- Martin Luther King ES
- Peres K-8
- Stege ES
- Betty Reid Soskin MS
- DeJean MS
- Helms MS
- Kennedy HS

2025-2026 CSI Schools

- Stege

Driven by Results

Key Data for Goal 1: Authentic Engagement

Metric	Baseline	Desired Outcome for 2026-27	Mid-Year Update
Chronic Absenteeism Source: CA Dashboard Priority 5B - Pupil Engagement	2022-2023 UPC Student Group: EL: 38.50%, declined 10.3% FY: 35.10%, declined 30.1% SED: 40.90%, declined 10.3% SWD: 43.7%, declined 7.8%	Decrease Chronic Absenteeism by 15%	2024-2025 (Through 12/31/24) All: 26.3% ELL: 32.4% SED: 31.7% SWD: 39.3% FY: not yet available
Suspension Rate CA Dashboard Priority 6A - School Climate	2022-2023 UPC Student Group: EL: 4.8%, increased 1.2% FY: 14.20%, increased 2.6% SED: 5.9%, increased 0.9% SWD: 8.6%, increased, increased 1.5%	Decrease suspension rate by 15%	2024-2025 (Through 12/31/24) ALL: 2.5% ELL: 3.2% SED: SWD: FY: 13.4%

Driven by Results

Key Data for Goal 2: Universal Systems & Accessible Support

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

Mathematics

iReady K-8 Winter Results

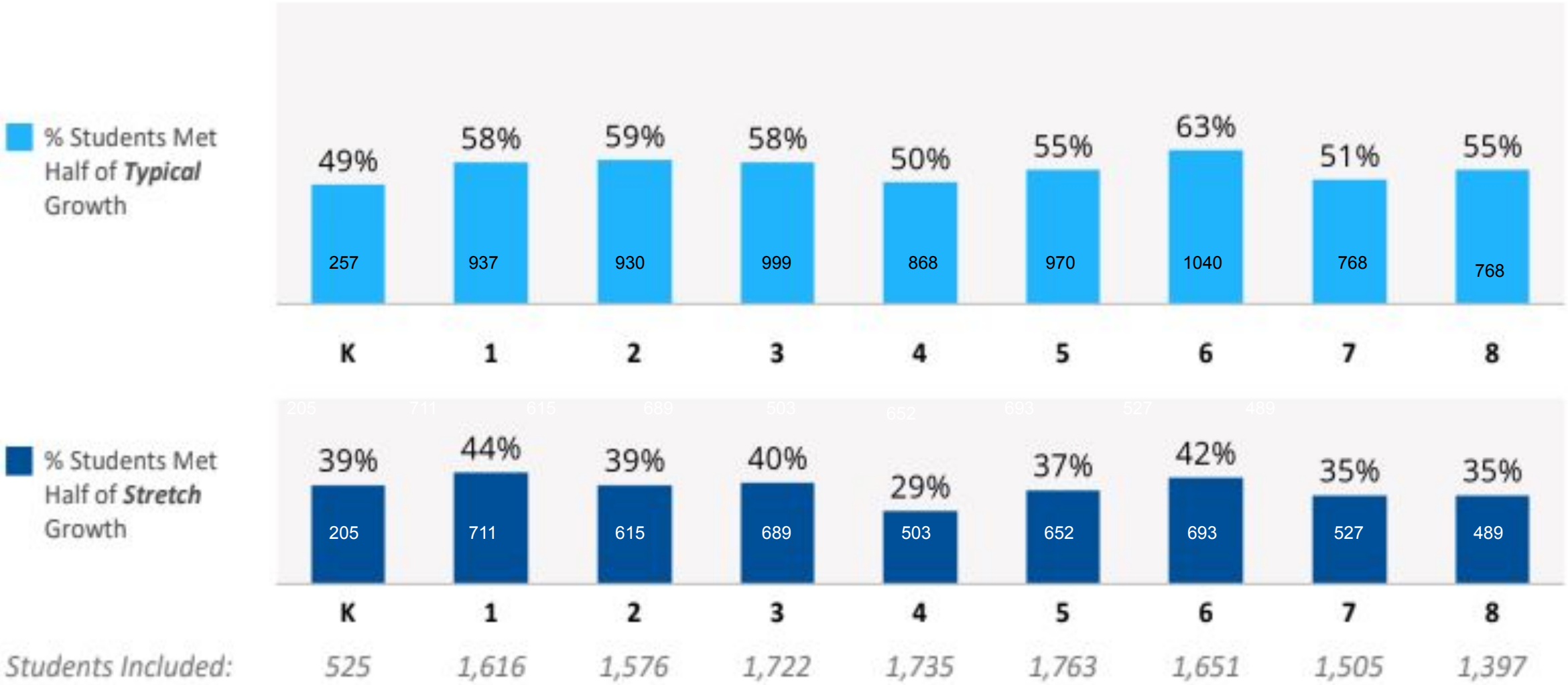
Desired Outcome for 26-27	Fall 2024 Diagnostic	Winter 2025 Midyear	Change to Date
iReady, Math Increase the percentage of students who met or exceeded Standards in Math by 9%	ALL: 15.4% AA: 5.9% Asian: 31.5% Filipino: 29.6% Hispanic: 5.7% Two or More: 30.6% White: 31.4% UPC Student Group: EL: 0% FY: 0% SED: 7.3% SWD: 4.7%	ALL: 25.1% (3961) AA: 12.7% (197) Asian: 45.9% (806) Filipino: 45.7% (246) Hispanic: 14.4% (1253) Two or More: 45.9% (632) White: 48% (810) UPC Student Group: EL: 6.4 % (329) FY: 9.1% (4) SED: 15.9% (1701) SWD: 10.7% (221)	ALL: **+9.7** AA: **+6.8** Asian: **+14.4** Filipino: **+16.1** Hispanic: **+8.7** Two or More: **+15.3** White: **+16.6** UPC Student Group: EL: **+6.4** FY: **+9.1** SED: **+8.6** SWD: **+6**

iReady 9-11 Winter Results

Desired Outcome for 26-27	Fall 2024 Diagnostic	Winter 2025 Midyear	Change to Date
iReady, Math Increase the percentage of students who met or exceeded Standards in Math by 9%	ALL: 3.2% AA: 9.2 % Asian: 25.2% Filipino: 24.1% Hispanic: 7% Two or More: 23.7% White: 26.1% UPC Student Group: EL: 3.1% FY: 0% SED: 9% SWD: 3.2%	ALL: 18.8% (808) AA: 13.2% (65) Asian: 30.4% (151) Filipino: 34.4% (85) Hispanic: 10.7% (252) Two or More: 37.3% (91) White: 33.3% (157) UPC Student Group: EL: 5.3% (47) FY: 22.2% (2) SED: 12.3% (339) SWD: 6.2% (29)	ALL: **+15.6** AA: **+4** Asian: **+5.2** Filipino: **+10.3** Hispanic: **+3.7** Two or More: **+13.6** White: **+7.2** UPC Student Group: EL: **+2.2** FY: **+22.2** SED: **+3.3** SWD: **+3**

How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth



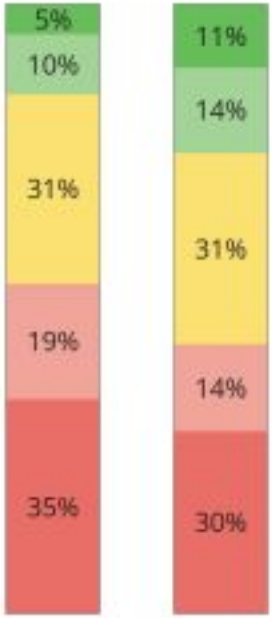
Understanding *i-Ready*'s Criterion Referenced Relative Placement Levels

i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
2 Grade Levels Below **3+ Grade Levels Below**	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.

How Have Relative Placements Changed From Fall to Winter?

Placement Distribution, Fall 24-25 to Winter 24-25



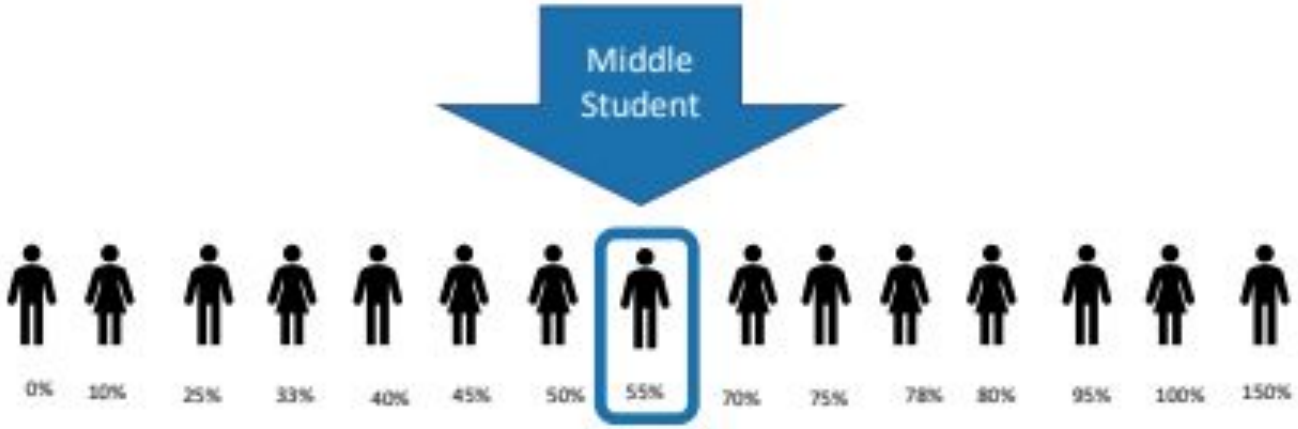
	Fall	Winter
Students Assessed	*18,688*	

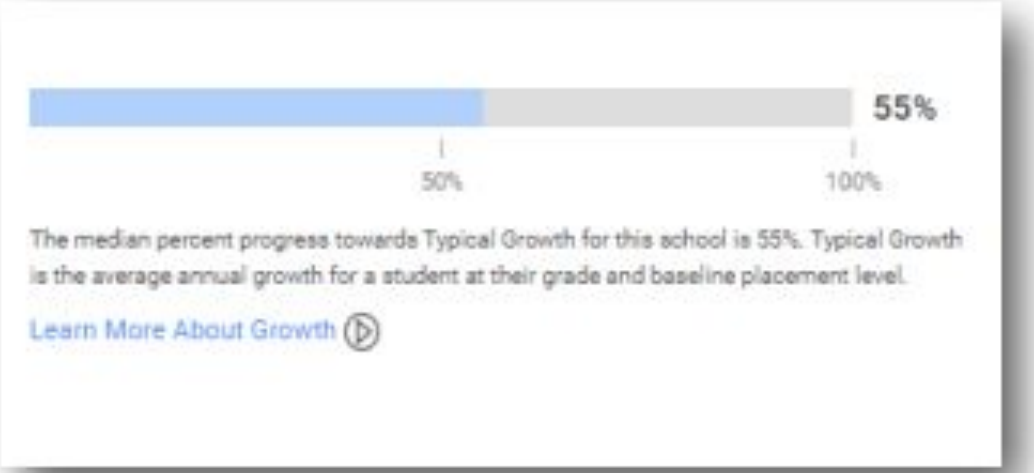
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's criterion referenced placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

This is a longitudinal analysis

What is ***Median*** Progress to Annual Typical Growth?





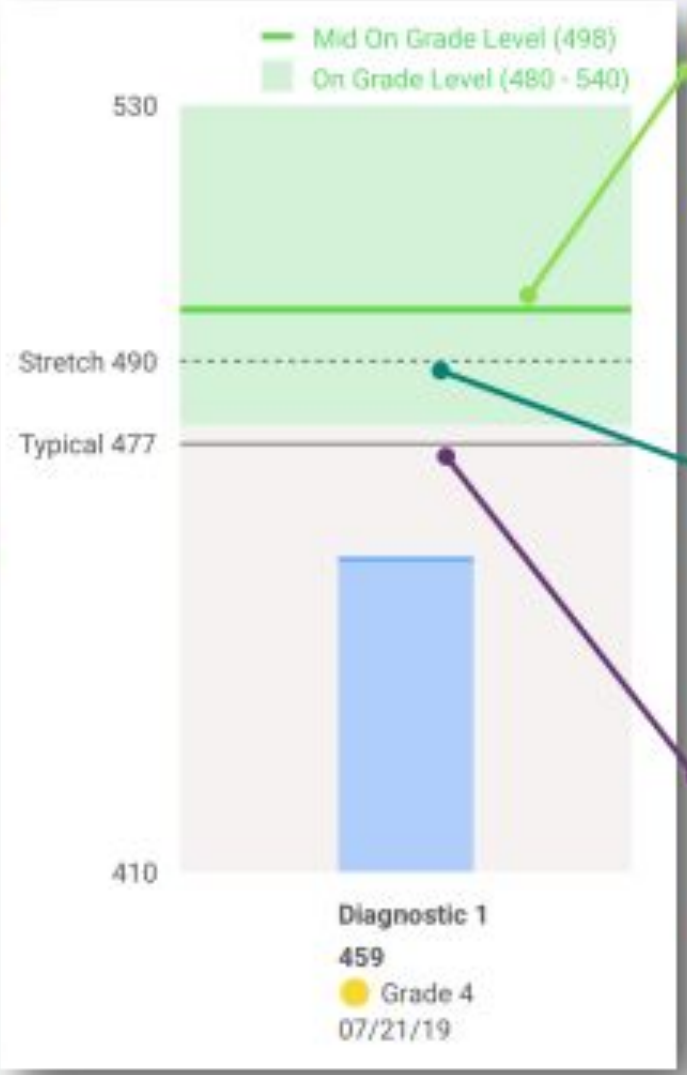
This means, if I were to line up all the students in a row, the Median (middle) student has made 55% progress towards their typical growth measure.

Therefore, we can say that about half of the students in this grade level have 55% or more progress toward typical growth and about half of the students have at or less than 55% progress towards typical growth, at mid-year.

i-Ready Growth Model

Danielle Baker

5th Grade



Proficiency
the ultimate goal for every student

Stretch Growth Goal
the growth needed to close the gap to proficiency

Typical Growth Goal
average growth for a student starting at the same placement level

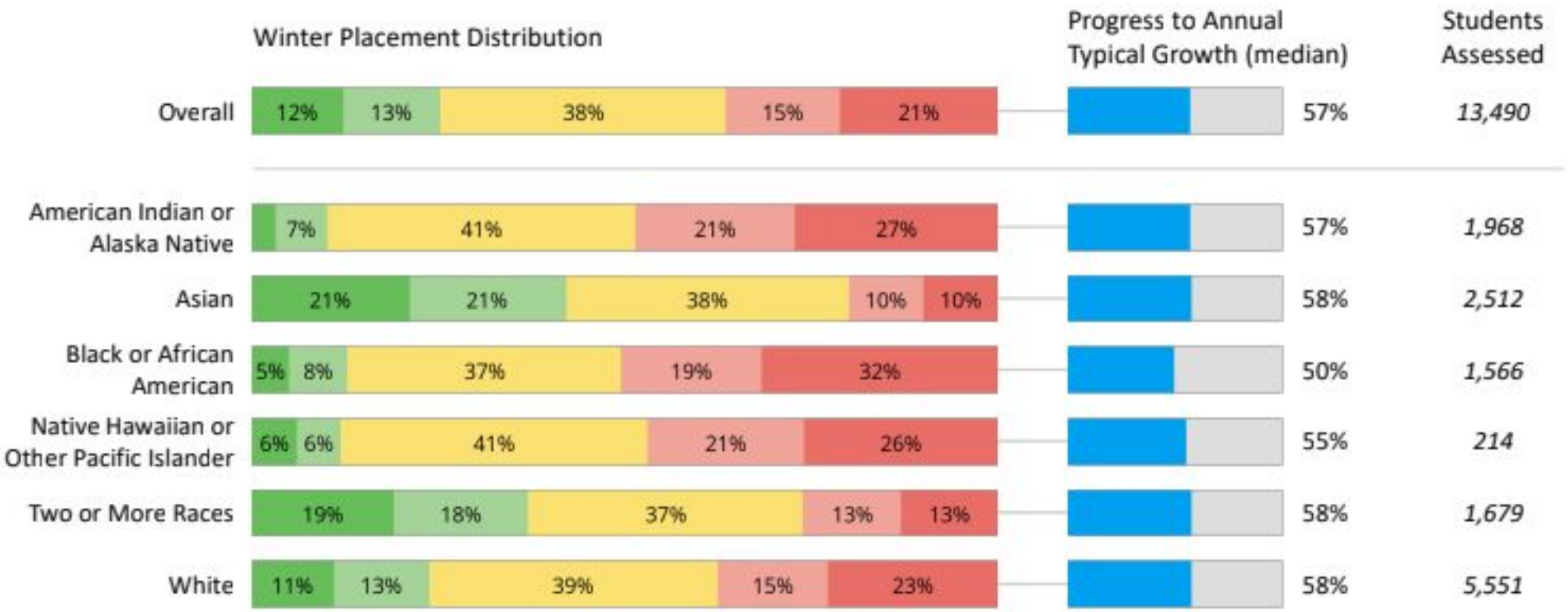
i-Ready Growth Goals

- Growth Goals are based on **30 weeks** of instruction between the beginning and end of year Diagnostics
- Students should be working to achieve at least 100% progress towards their annual Typical Growth goal by EOY

i-Ready Growth Model Overview

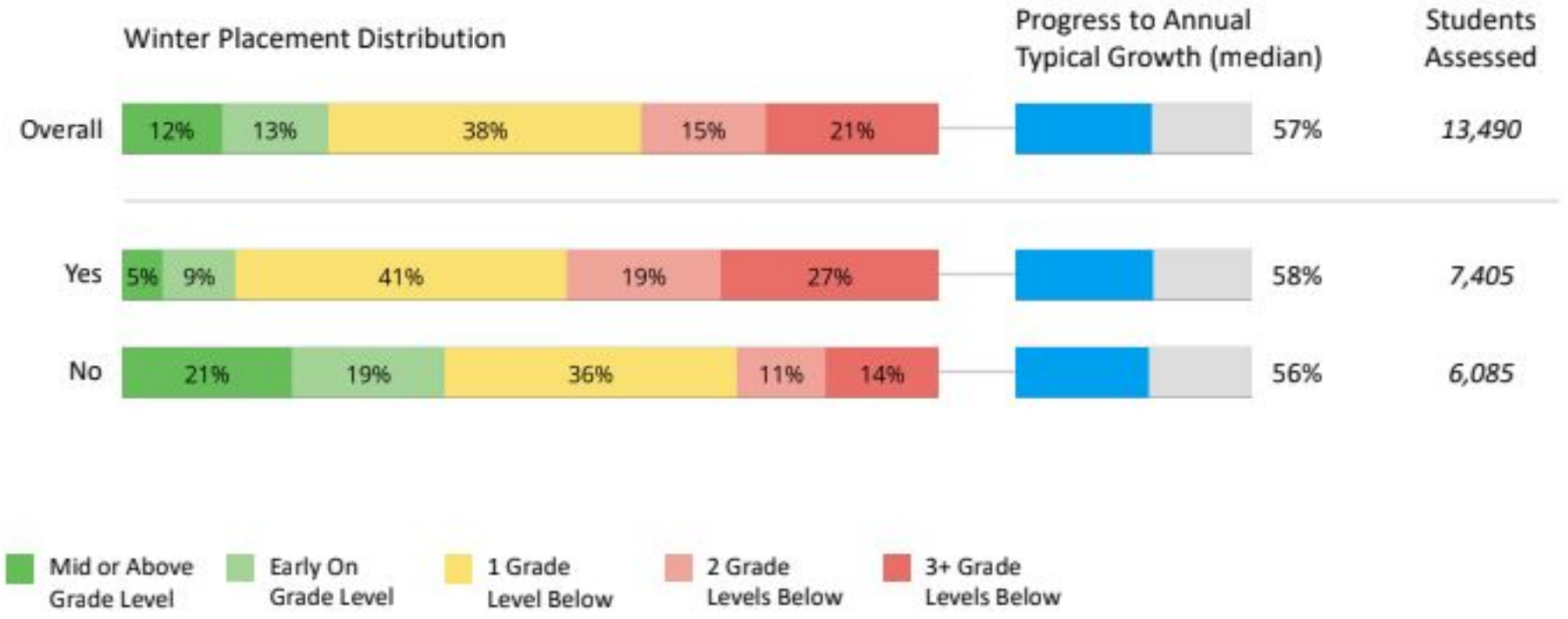
Mathematics

What Are the Relative Placements and Growth by Race?



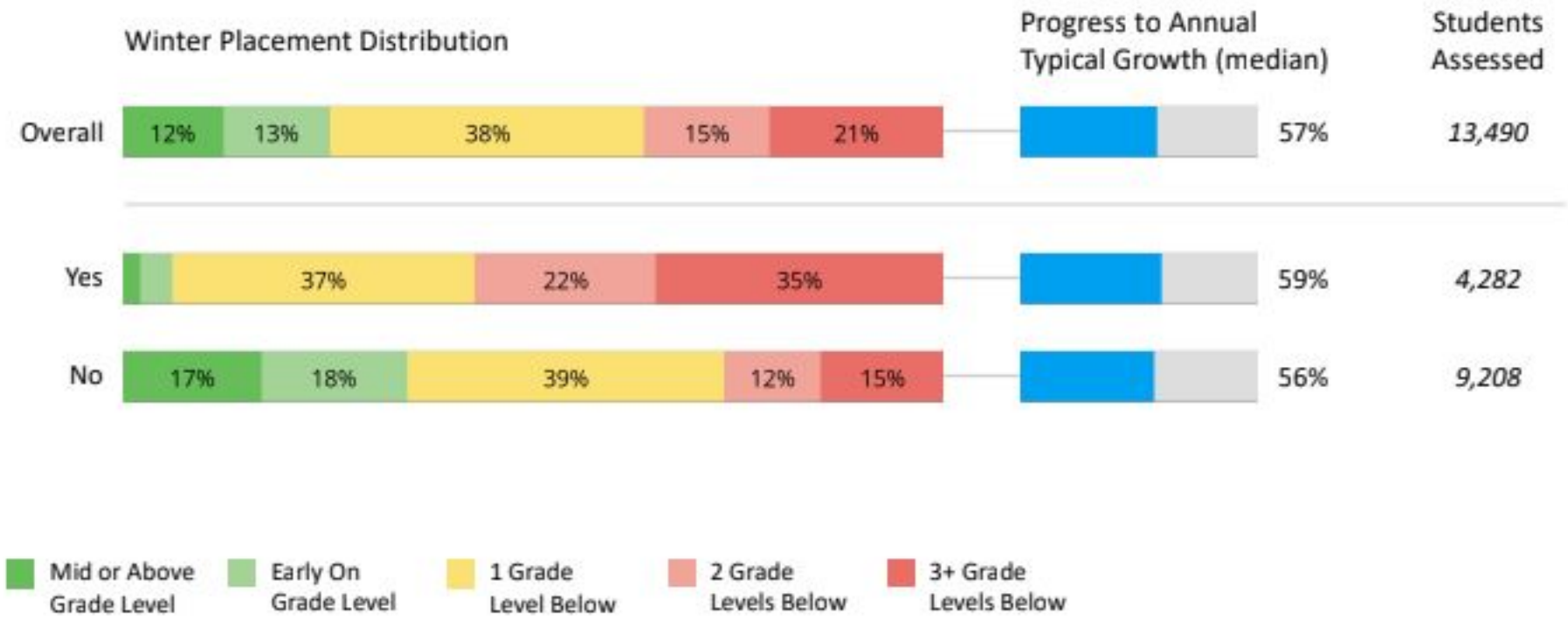
Mathematics

What Are the Relative Placements and Growth by Hispanic or Latino?



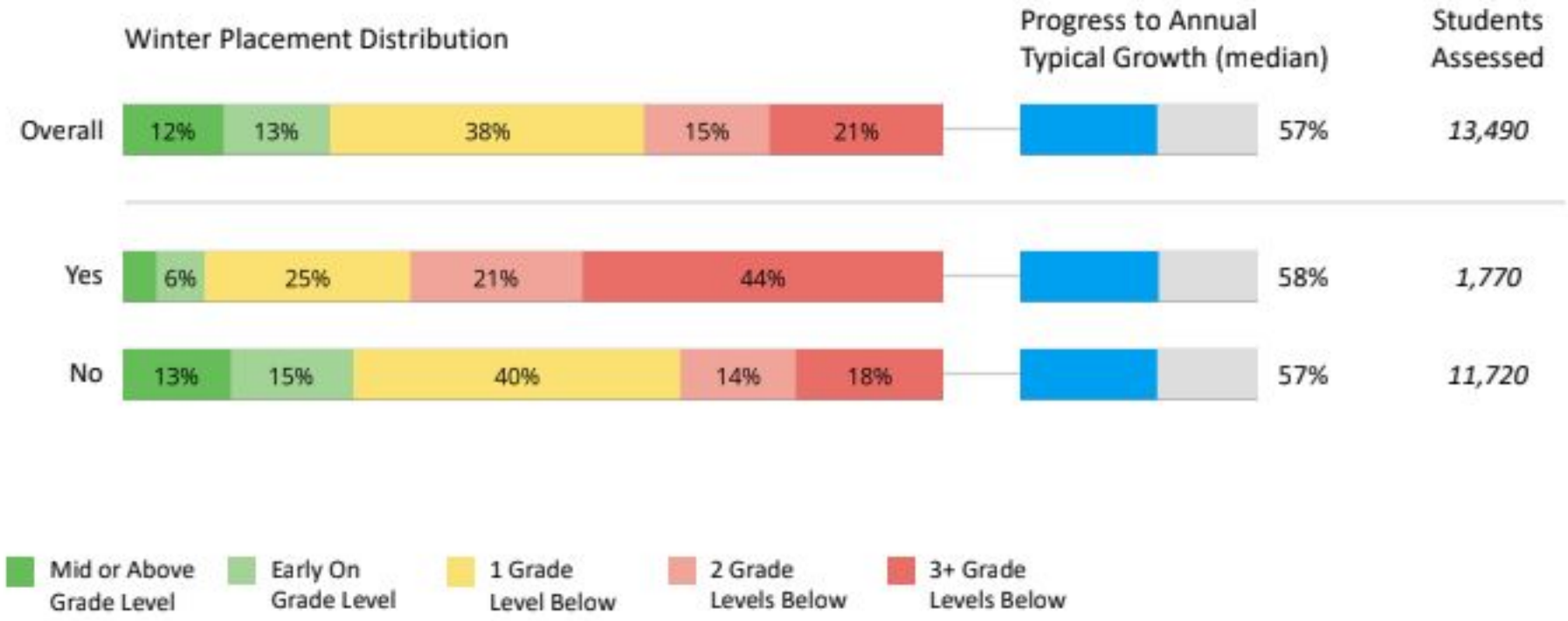
Mathematics

What Are the Relative Placements and Growth by English Learner?



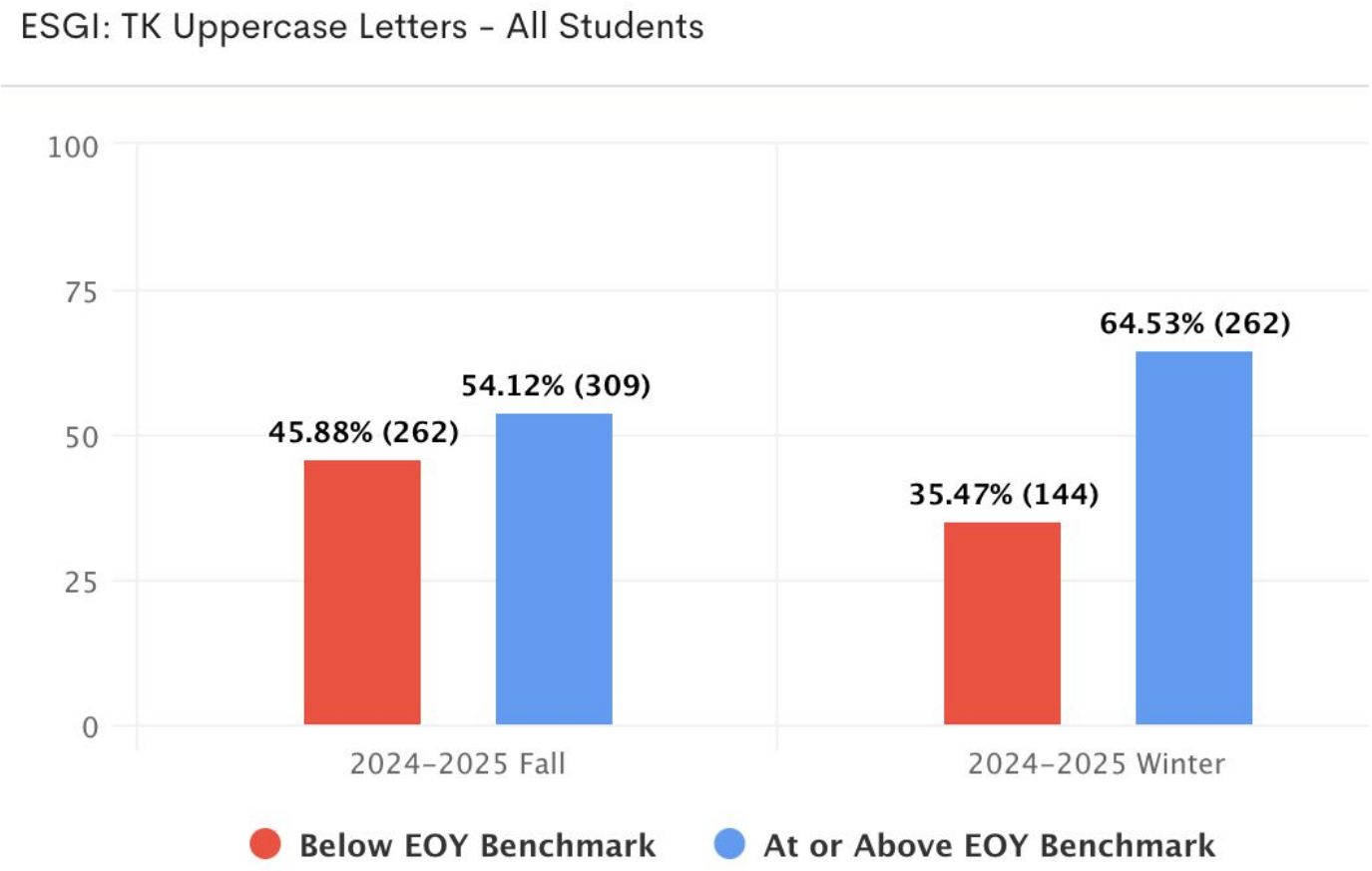
Mathematics

What Are the Relative Placements and Growth by Special Education?



English/ Language Arts

ESGI Winter Results



- % of students at or above Benchmark **increased by 10.14**
- On track to meet benchmark

Reading

iReady K-8 Winter Results

Desired Outcome for 26-27	Fall 2024 Diagnostic	Winter 2025 Midyear	Change
iReady, ELA Increase the Percent of students scoring Early On Grade Level and Above by 9%	ALL: 24.2% AA: 15.6% Asian: 37.6% Filipino: 45.7% Hispanic: 13.5% Two or More: 46.2% White: 50.3% UPC Student Group: EL: 1.9% FY: 5.7% SED: 14.7% SWD: 8.4%	ALL: 34.5% (5386) AA: 26% (401) Asian: 51% (919) Filipino: 59% (321) Hispanic: 22% (1883) Two or More: 58% (812) White: 63% (1029) UPC Student Group: EL: 8.6% (434) FY: 10.6% (5) SED: 24% (2539) SWD: 14% (288)	ALL: **+10.3** AA: **+10.4** Asian: **+13.4** Filipino: **+13.3** Hispanic: **+8.5** Two or More: **+11.8** White: **+12.7** UPC Student Groups: EL: **+6.7** FY: **+4.9** SED: **+9.3** SWD: **+5.6**

Reading

iReady 9-11 Winter Results

Desired Outcome for 26-27	Fall 2024 Diagnostic	Winter 2025 Midyear	Change
iReady, ELA Increase the Percent of students scoring Early On Grade Level and Above by 9%	ALL: 18.5% AA: 10.8% Asian: 29.4% Filipino: 28.2% Hispanic: 10.4% Two or More: 36% White: 44.8% UPC Student Group: EL: .4% FY: 7.7% SED: 11.8% SWD: 4.5%	ALL: 22% (939) AA: 14.6% (70) Asian: 36.4% (178) Filipino: 36.8% (91) Hispanic: 12.3% (280) Two or More: 39% (93) White: 47% (222) UPC Student Group: EL: 2.6% (23) FY: 22.2 (2) SED: 14.5% (396) SWD: 6.8% (31)	ALL: **+3.5** AA: **+3.8** Asian: **+7** Filipino: **+8.6** Hispanic: **+1.9** Two or More: **+3** White: **+2.2** UPC Student Groups: EL: **+2.2** FY: **+14.5** SED: **+2.7** SWD: **+2.3**

Reading

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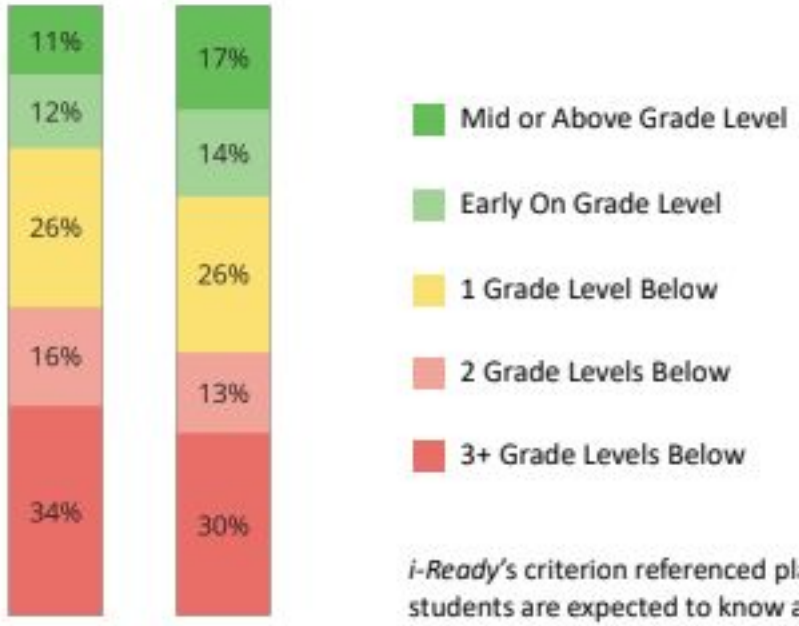

	Fall	Winter
Students Assessed	*18,896*	

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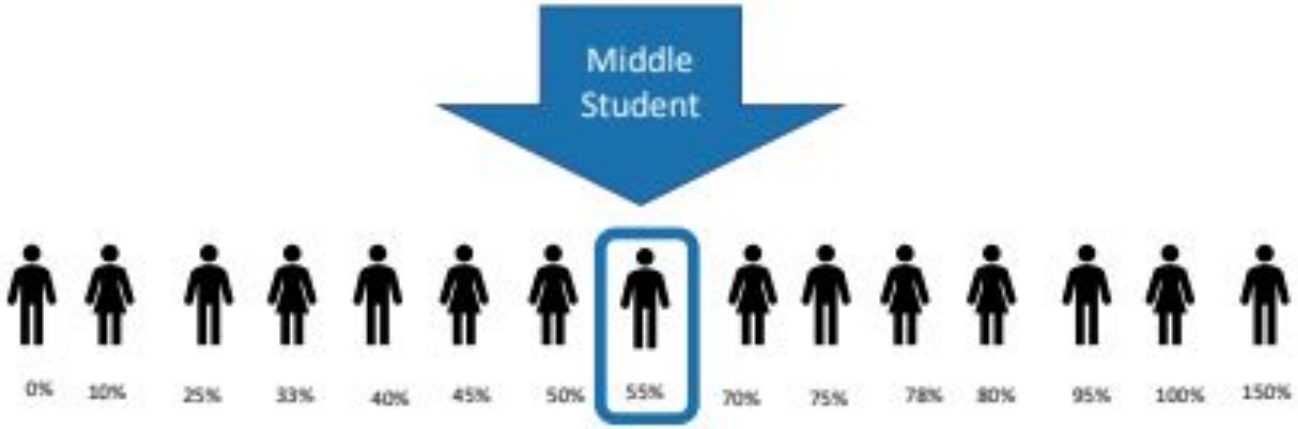

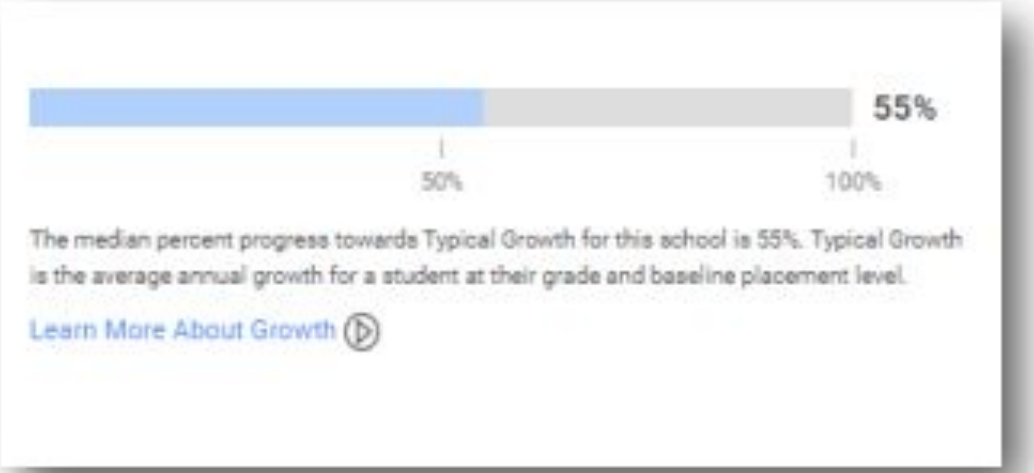

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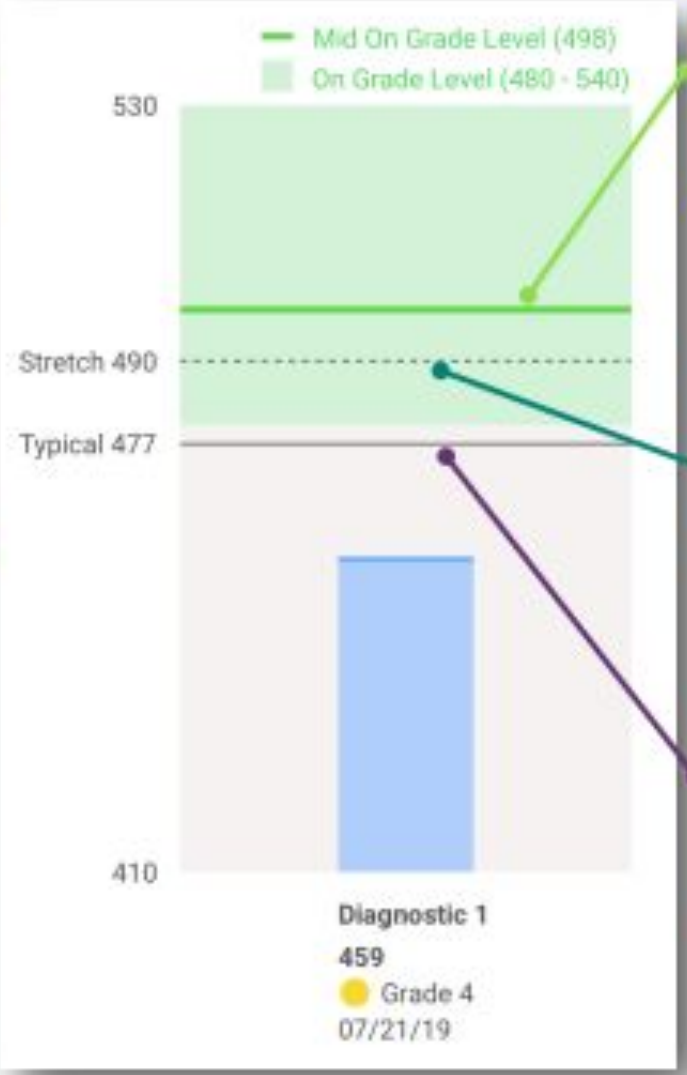
Danielle Baker

5th Grade



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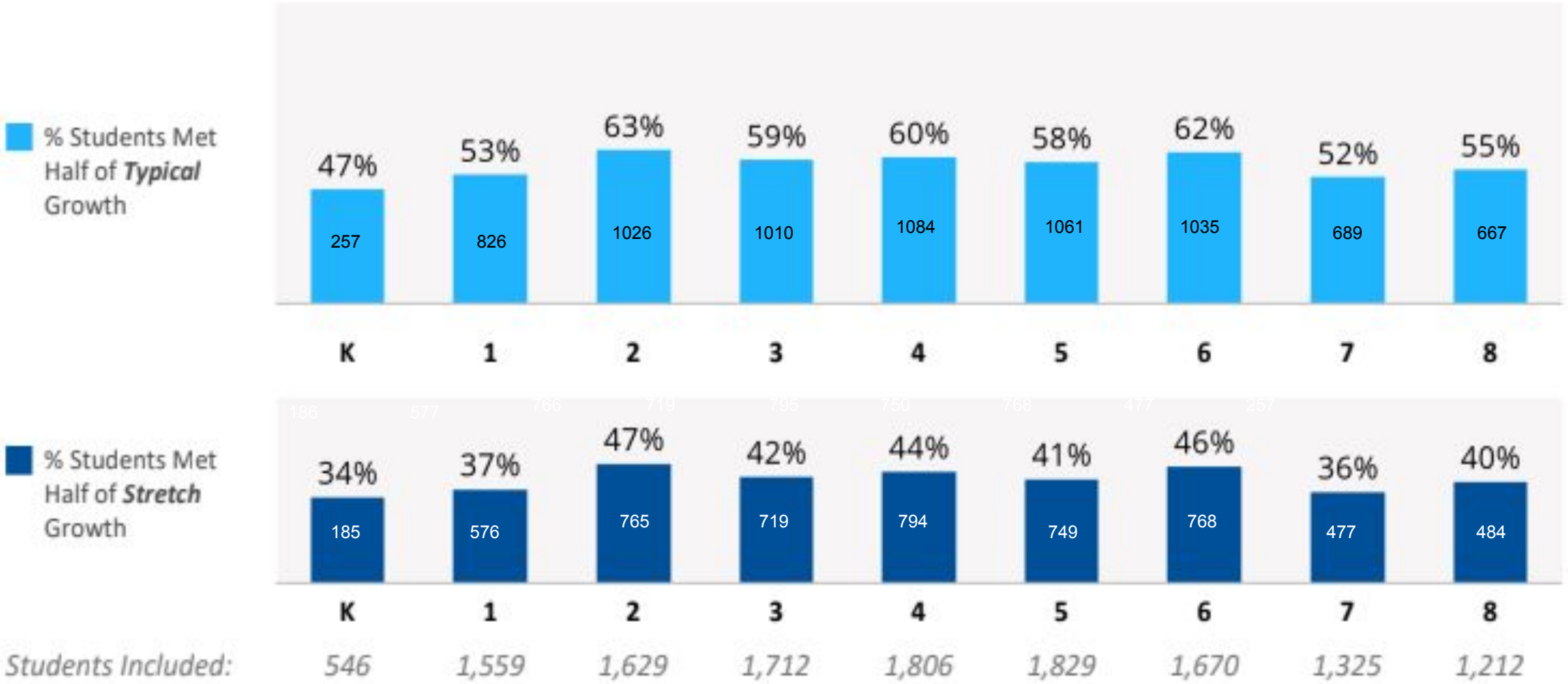
i-Ready Growth Model Overview

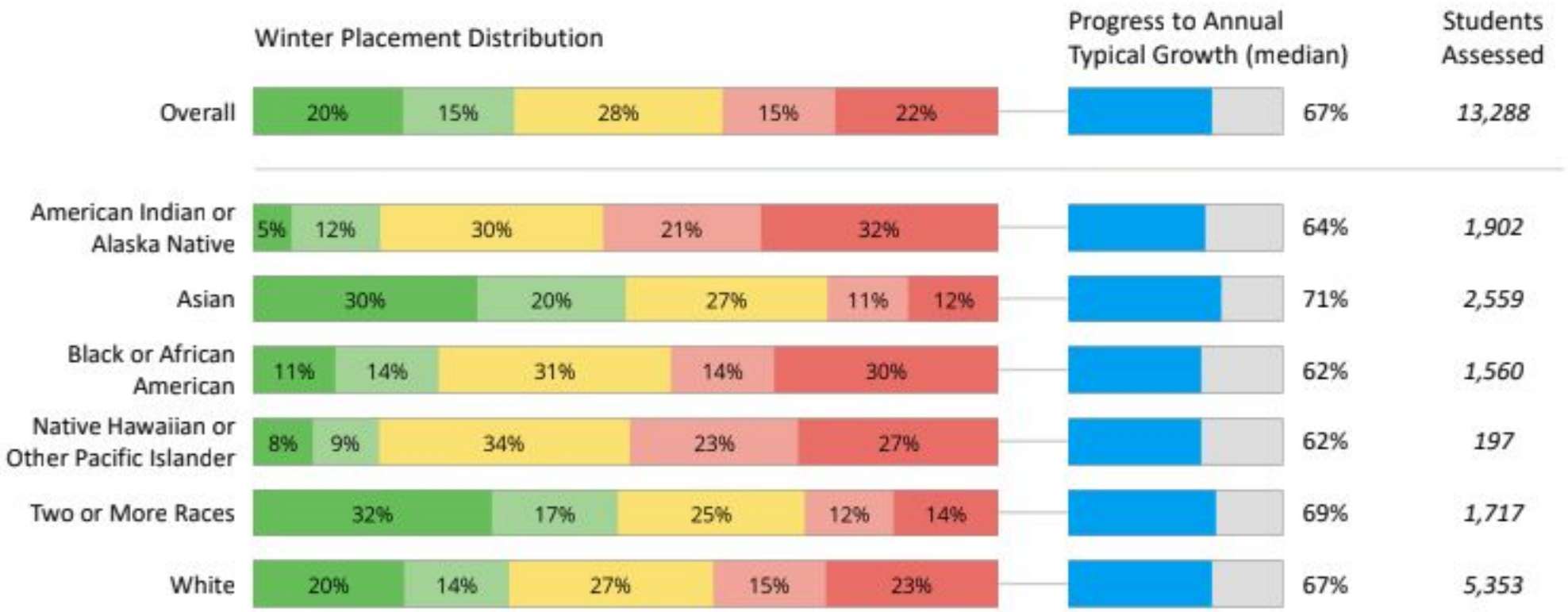
How Are Students Progressing Toward Typical and Stretch Growth?

% Students Who Met Half of Typical and Stretch Growth



Reading

What Are the Relative Placements and Growth by Race?



Reading

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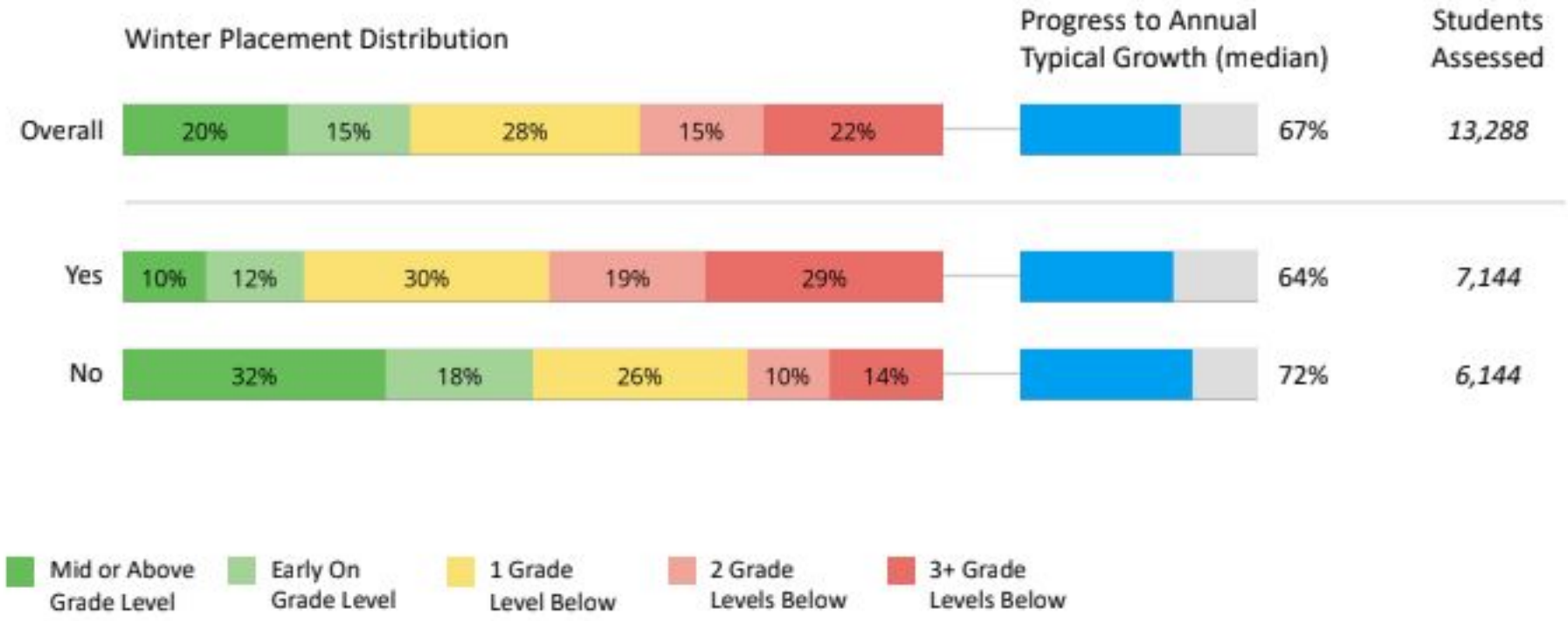

Reading

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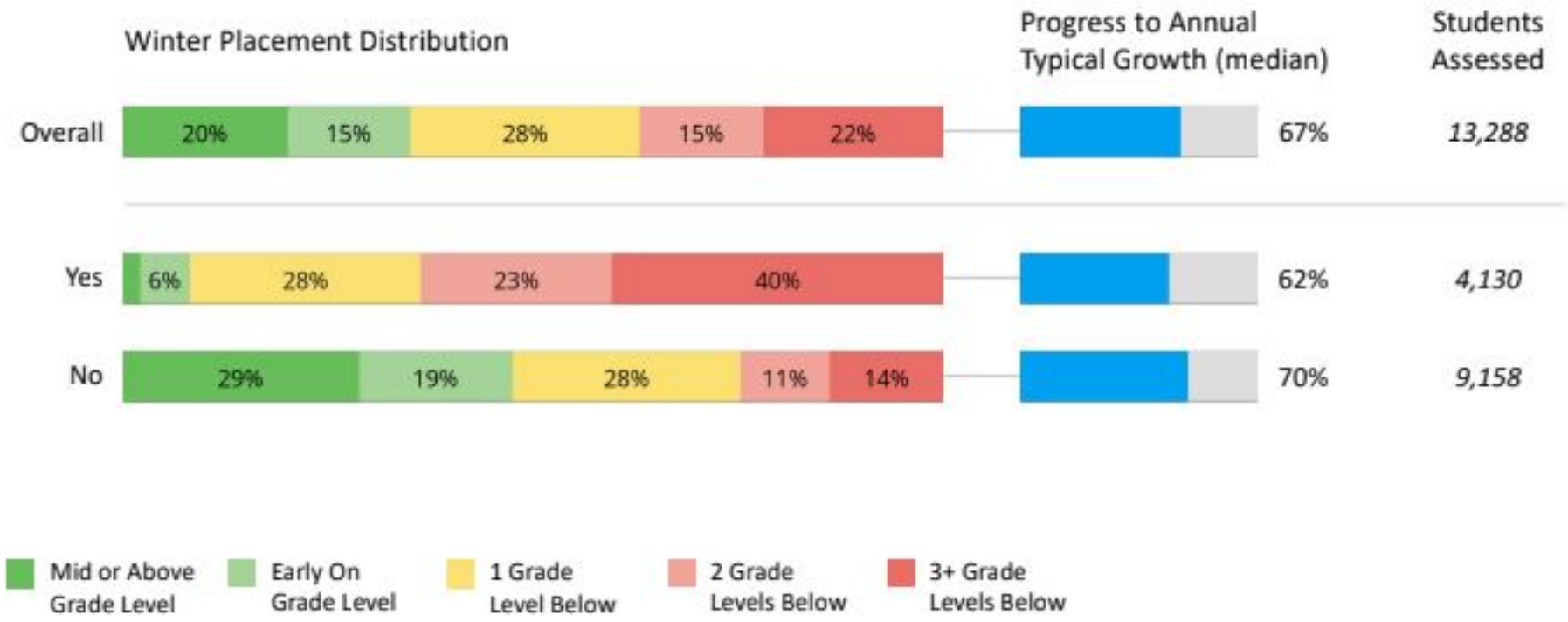
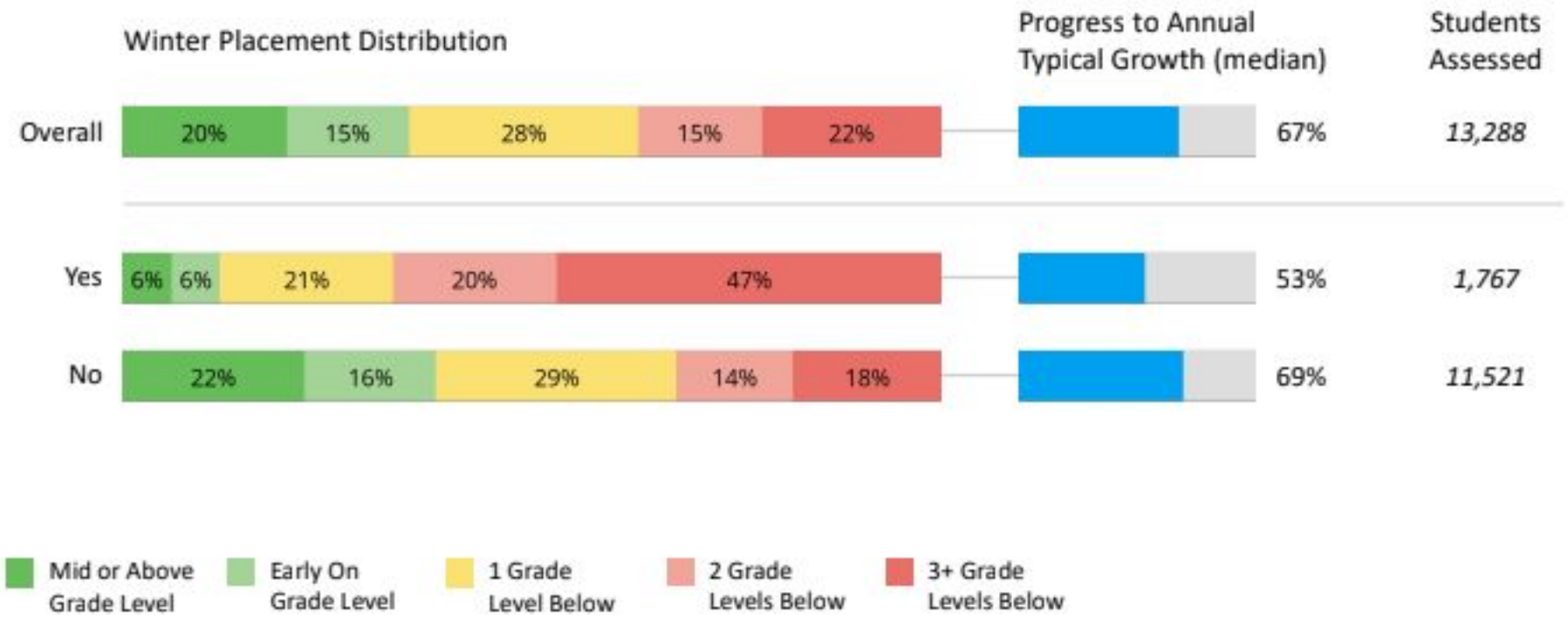


Reading

What Are the Relative Placements and Growth by Special Education?



English Learners

Reclassification Rate Data

3/1/25 MidYear Review

School	24-25 EL	24-25 RFEP	24-25 %RFEP	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	7265	520	7%	8105	879	11%	8022	629	8%	8327	529	6%

Data trajectory gives a total of 952 (13%) total students reclassify by the end of June 2025.

English Learner Progress Indicator (ELPI)Metric & Winter Results

Metric	Baseline	Desired Outcome for 26-27	Mid-Year Update
ELPAC ELPI Level Source: CA Dashboard Priority 4E	40% of All EL Students progressed 1 English Learner Progress Indicator (ELPI) level. Level 1: 33.02% Level 2: 30.25% Level 3: 27.18% Level 4: 9.56%	Increase the percentage of students moving up at least 1 ELPI level by 3% per level. Level 1: 36.02% Level 2: 33.25% Level 3: 30.18% Level 4: 12.56%	ELPI demonstrates an improvement of 14%, more than doubling schools performing well on the ELPI from 6 to 13 from 22-23 to 23-24 results. The data demonstrates an upward trend. With the greater implementation of the interim ELPAC we believe this trend continue to go up.