Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-25

Date of Board Approval

LEA Name
West Contra Costa Unified School District

CDS Code:
07617960000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

[WCCUSD utilizes federal funds to supplement and enhance the actions, services, and initiatives that support the state's eight priorities, WCCUSD Local Control Accountability Plan (LCAP), district goals, as well as specific site initiatives listed on the School Plan for Student Achievement (SPSA). Particular attention is focused on improving services for our high-needs student populations (English Learners, Foster Youth, and socio-economically disadvantaged students). WCCUSD Unduplicated Pupil Percentage (UPP) is 71%. In response to a 71% UPP, many services and related expenditures, which align with the goals and actions included in the LCAP, are offered to all students. We anticipate that all LCAP actions will improve academic outcomes for our unduplicated and district students. The following key elements are foundational to our strategic planning. Stakeholder engagement includes parents/guardians, community partners/organizations, teachers, administrators, support staff, and students. School Community Input is obtained through various forums: community meetings, regional gatherings, school-site-hosted events, and online and written surveys. Annual comprehensive needs analysis includes a process for data analysis and reflection on the most up-to-date student learning data.

Ongoing reflective use of data systems is the basis for our decision-making that determines the implementation of new programs and the ongoing assessment of the effectiveness of our continuous improvement plan. Data sources include but are not limited to, the following: SBAC, English Learner data, local assessments, suspension, office referral and attendance data, graduation rates, D's and F's for high school students, A-G completion rates, dropout rates, survey of college acceptances, levels of participation in multi-tiered systems of support (MTSS) and data from our special education programs.

Focus on our Achieving Students and Engaged Communities goals involves integrating culturally responsive practices throughout all WCCUSD, including our work with Practices for African American Students (PAAS) and Multicultural and Multilingual Services (MMS).

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

As a result of the data analysis, we have identified the following goals for the 24-27 LCAP

Goal # 1: Authentic Engagement
Continuously and systematically surface brave conversations internally with staff and externally with families and educational partners to understand the lived experience of our students, staff, and families to create unprecedented student outcomes that dismantle inequities and foster just learning communities.

Goal # 2: Universal Systems & Structures
Establish, maintain, and monitor systems of accountability that extend from the classroom to the central office; develop and revise policies and regulations to ensure alignment with our core values. Implement universal systems and accessible support to all students by cultivating inclusive educational communities where individual student needs are respected and supported consistently through personalized holistic, high-quality instructional strategies at all site grade levels.

Goal # 3: Relentless Attention to Achievement, Agency & Access
Provide all students the academic skills necessary to ensure a foundation for learning and provide the opportunities, resources, and supports that students need to achieve excellence and self-determination in a multilingual, technological, and increasingly global world to establish cross-agency partnerships that make innovative use of resources to support the whole child and whole community.

Goal # 4: Students with disabilities
Special Education creates an inclusive educational experience that ensures students with learning disabilities receive personalized learning by integrating technology, adapting resources, and differentiated instruction. By leveraging the strategies and accommodations outlined in IEPs, personalized learning ensures that special education students can access the specialized services and accommodations necessary for our special education students to achieve and thrive.

Goal # 5: Targeted Intervention & Supports: Enable our underperforming students to achieve and thrive
Provide holistic intervention and support to our low-performing demographic subgroups such as Black or African American, Hispanic, Foster Youth, Homeless, English language learners, socioeconomically disadvantaged, and other historically underperforming groups to achieve and thrive.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

WCCUSD LCAP guides the use of LCFF dollars, supplemental grant funds, state grants, federal funds (Title I, II, III, and IV), and other funds available to the district.

WCCUSD employs a wide variety of strategies designed to support the alignment of program funding according to state priorities, districts LCAP, and School Plan for Student Achievement (SPSA). Data and LCAP metrics help to identify targeted areas in need of supplemental support.

Continuous monitoring and support is provided to coordinate and align program plans/design/implementation with a review of allowable funding and compliance requirements. During these coordination sessions, WCCUSD staff analyze the focus, intent and compliance requirements of available funding streams and provide technical support to ensure that all funding sources are widely deployed to attain optimum results for our students.

Regular (monthly &/or bi-monthly) budget meetings are held with sites to provide guidance and support throughout the school year. In response to a 71% UPP, many of the services and related expenditures, which align with the goals and actions included in the LCAP, are offered to all students. We anticipate all LCAP actions will improve academic outcomes for our unduplicated students as well as all district students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
   a. Number of low-income students
   b. Number of minority students
2. Does the LEA have an educator equity gap –
   a. If yes, must create a plan which must include root cause analysis of the disparity
   b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD strives to hire highly qualified instructors with appropriate credentials and ample experience in their respective fields for each teaching position. WCCUSD utilizes the services of Edjoin to post all job openings, which requires candidates to submit thorough documentation, including transcripts, letters of recommendation, and credentials. WCCUSD HR department serves as the lead in processing all applicants for approved vacancies. Our paper screening process verifies that any candidate selected for an interview meets all the qualifications for that position. Each applicant is interviewed by a panel that may include any of the following: department representatives, site administrators, teacher lead by program, and a union representative. In addition, WCCUSD Human Resources continuously monitors any changes and/or updates with credentialing requirements in accordance with the California Commission on Teaching Credentials.

Educator Equity data is compiled within the first six weeks of the school year. A review of educator equity assists human resources in identifying any disparities that result in low-income students and minority students being taught by teachers who are not considered to be highly qualified. Additional support, mentoring, and coaching are provided to any teacher assigned to teach students that may be considered

WCCUSD is focused on retaining teachers at Title I schools that have a high turnover rate and provides professional development and support to improve their effectiveness.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this. LEAs are required to specifically address the following at comparable sites:
1. What % of teachers at sites are inexperienced, mis-assigned or out-of-field in relation to:
a. Number of low income students
b. Number of minority students
2.   Does the LEA have an educator equity gap –
a. If yes, must create plan which must include root cause analysis of the disparity
b.   Plan must be created with meaningful stakeholder engagement.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

WCCUSD's Engaged Communities goal focuses on creating influential school and district cultures predicated on positivity, trust, inclusion, safety, and communication. WCCUSD is committed to involving parents and families in collaboratively developing the School Plan for Student Achievement (SPSA) at each selected school site. At the beginning of each school year, each school site begins a nomination process to elect parents to the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). In addition to the SSC and ELAC, WCCUSD utilizes the Multilingual District Advisory Committee (MDAC), District Local Control Accountability Plan Advisory Team (DLCAP), and African American Site Advisory Team (AASAT) at all schools to ensure parents and other stakeholders are provided ample opportunity to fully engage in the development of the LCAP and the School Plan for Student Achievement (SPSA). School Community Outreach Workers (SCOWS) are district employees who support family engagement efforts and are tasked with helping schools and families work together to strengthen relationships, develop welcoming environments, enhance student learning at home, ensure access and equity to all families, and develop parent leadership via telephone, in-person, and/or written correspondence. SCOWs also ensure that each site has a family engagement implementation plan aligning parent engagement with the goals in each SPSA. All parent capacity-building events/meetings address the needs of families with limited English proficiency and migratory children by translating all district communications into any language that represents 15% of our student population. WCCUSD provides interpretation services for parent meetings, Board meetings, and parent-teacher conferences. Interpreters (including sign language) and other reasonable accommodations, such as pre-meeting consultations, are offered for families with disabilities. All parent meetings are scheduled at convenient locations and times that meet the constraints of working families. All Title-I schools collect input on the LCAP actions and services during their Title I Compact Annual Parent Meeting, which will then be shared with the DLCAP. The district policy is distributed annually through the WCCUSD Parent-Student Handbook, available to all families at registration and posted online.

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);
1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:
1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD is committed to involving parents and families in collaboratively developing the School Plan for Student Achievement (SPSA) at each selected school site. At the beginning of each school year, each school site begins a nomination process to elect parents, staff, and teachers to the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). In addition to the SSC and ELAC, WCCUSD utilizes the Multilingual District Advisory Committee (MDAC), District Local Control Accountability Plan Advisory Team (DLCAP), and African American Site Advisory Team (AASAT) at all schools to ensure parents and other stakeholders are provided ample opportunity to fully engage in the development of the LCAP and the School Plan for Student Achievement (SPSA).

School Community Outreach Workers (SCOWS) are district employees who support family engagement efforts and are tasked with helping schools and families work together to strengthen relationships, develop welcoming environments, enhance student learning at home, ensure access and equity to all families, and develop parent leadership via telephone, in-person, and/or written correspondence. SCOWs also work with family engagement teams, committees, and school administration to ensure each site has a family engagement implementation plan aligning parent engagement with the goals in each SPSA.

The SSC is invited to every DLCAP meeting where parents, community, and district staff review and discuss progress toward achieving the goals of the LCAP. In the Fall, SSC members and district administration are invited to an LCAP orientation to learn about the district's multiple funding streams, the purpose of each source, and the required engagement to monitor and develop budgets for each source of district funding. The district presents data to the DLCAP committee in the winter and spring, such as Comprehensive Schools for Improvement (CSI) data, and disaggregated interim assessment data, mid-year LCAP implementation report, and provides the DLCAP with updates on their prior year recommendations throughout the academic school year. In addition to information sharing, the district accepts and responds to formal recommendations from each committee - the MDAC, AASAT, and DLCAP annually. These recommendations are grounded in progress monitoring the committee undergoes throughout the year and are intended to ensure that the district implements strategies that include parents, students, and the community. They are also designed to close equity and opportunity gaps for the unduplicated population in our district.

All parent capacity-building events/meetings address the needs of families with limited English proficiency and migratory children by translating all district communications into any language that represents 15% of our student population. WCCUSD provides interpretation services for parent meetings, Board meetings, and parent-teacher conferences. Interpreters (including sign language) and other reasonable accommodations, such as pre-meeting consultations, are offered for families with disabilities.

All parent meetings are scheduled at convenient locations and times that meet the constraints of working families. All Title-I schools collect input on the LCAP actions and services during their Title I Compact Annual Parent Meeting, which will then be shared with the DLCAP. The district policy is distributed annually through the WCCUSD Parent-Student Handbook, available to all families at registration and posted online.

WCCUSD's Engaged Communities goal focuses on the creation of powerful school and District cultures predicated on positivity, trust, inclusion, safety and communication. At the central District level, central office administrators work to ensure that adequate funding is allocated to support parent involvement programs. These central administrative teams also work to ensure alignment between all programs and departments who support district-wide parent involvement efforts.

WCCUSD School Community Outreach Workers (SCOWs) at all Title-I schools play a pivotal role in parent involvement programs. SCOWs support family engagement efforts and are tasked with helping schools and families work together to strengthen relationships, develop welcoming environments, strengthen student learning at home, ensure access and equity to all families and develop parent leadership via telephone call, in-person meetings and written correspondence. A list of strategies, intervention and supports provided to our family include the following:

- learning and capacity-building opportunities to help parents provide academic help at home
- district-wide events/celebrations designed to strengthen relationships/access to resources
- leadership groups/committees: School Site Councils (SSC), English Learner Advisory Committees, (ELAC) Multi-lingual District Advisory Committee (MDAC), District Advisory team (DLCAPS) for LCAP (composed of parents, students, community organizations and labor union reps from all of WCCUSD's five cities)
- relationship-building strategies to encourage welcoming school cultures and ensure access and equity
- providing support/guidance to design/develop school-level parent involvement policies and compacts
- developing/supporting activities to build parent capacity to provide support at home,
- contacting parents to support individual student learning/behavioral needs/encouraging parents to participate in school-wide committees and events
- organizing regular parent-principal "coffee chats" to discuss school vision, programs and policies
- responding to parent concerns
- coordinating volunteer efforts
- helping development/implementation of actions in Title I Parent Policy/Compact
- organizing school celebrations/family learning events (e.g. Science Night)

WCCUSD utilizes SSCs, ELACs and African American Parent Advisory Committees (AAPACs) at schools identified for CSI. To ensure parents/other stakeholders engage in the development of the CSI plan. SSC, ELAC, and AAPAC parents receive training on roles/responsibilities. Schools identified for CSI conduct a more robust needs assessment which includes parent and community input, review of data by SSC, ELAC and AAPAC parents to develop recommendations for the CSI plan.

The WCCUSD Title-I Parental Involvement Policy is developed through annual consultation with parents at Title-I Schools and parent advisory committees. Other parent
capacity building events/meetings focus on the importance of addressing the needs of families with limited English proficiency and migratory children by translating all district communications into any language that represents 15% of our student population. WCCUSD also provides interpretation services for parent meetings, Board meetings and parent-teacher conferences. Interpreters (including sign language) and other reasonable accommodations such as pre-meeting consultations are offered for families with disabilities.

WCCUSD provides support as requested with key parent advisory committees including MDAC, DLCAPS, and AAPACs. In order to provide robust opportunities for parents to attend meetings, District staff strive to hold meetings in convenient locations at convenient times for working families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

LYN, MARTINE AND JULIE

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LYN AND MARTINE

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The WCCUSD's Families in Transition Office supports homeless school-age children and youth attending WCCUSD schools. Identifying homeless children and youth is a critical step in ensuring that they receive appropriate services and support. The Families in Transition Office provides homeless youth the following services: transportation assistance, Counseling, School supplies, Assistance getting back to school, and Referrals to community agencies that support families with permanent and temporary housing, tutoring, employment, mental health, and mentoring.

In addition, the Families in Transition Office assists with housing stabilization support, academic counseling in adherence to AB216/AB1806 graduation eligibility, support during individualized education program (IEP) meetings, 504 plans, coordination and support with college access by helping eligible students complete the FAFSA and ensuring that college institutions receive letters of verification.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Pre-Kindergarten
Pre-K is where children develop a relationship with learning and, through play, develop early knowledge about the world. Children focus on skills needed for reading, expand their vocabularies, learn about numbers and solve math problems, and engage in hands-on learning in social studies and science. They also continue developing their social and emotional skills.

Kindergarten
The kindergarten classroom provides a nurturing environment that sparks children's curiosity to learn more about the world around them. Here, they are supported in developing basic literacy and math-related skills, setting a strong foundation for their future learning.

1st- 6th Grades
Elementary children learn important skills and knowledge through direct instruction from their teachers, opportunities for problem-solving, and independent mastery. Instructional technology engages students in critical thinking, research using approved resources, and communicating their ideas. Children develop concepts and knowledge in Language Arts, Science, Social Studies, Art, and Music

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
   (A) through coordination with institutions of higher education, employers, and other local partners; and
   (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD focuses on mastery of standard-based learning, exploration of careers, and understanding the 9th - 12th-grade matriculation system and post-secondary options such as career exploration course offerings, study trips to venues that emphasize career-focused learning, job shadowing, and career days. Industry leaders serve as mentors for career academy students, work-based learning projects integrated into the curriculum and assessments regularly, study trips to colleges, readily available information about high school pathways (medical, law, tech), college readiness initiatives, support form counselors about the availability of career academies at each secondary school, opportunities to meet with counselors to evaluate transcripts to receive assistance with FAFSA college applications; all student have access to college readiness initiatives, emphasis on providing students with an awareness of A-G courses/grade requirement and academic support to meet those requirements, including credit recovery.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

  (A) assist schools in identifying and serving gifted and talented students; and
  (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD continues to support the identification of high achieving students by reviewing student performance through a variety of measures to identify students who are high achieving (GATE), providing notification to parents, students, and school staff about high achieving, GATE status of students - providing technical assistance and training to school site staff on program design and learning opportunities for high achieving students WCCUSD support vital library programs by: - coordinating funding and support for District level library staff - providing certificated teacher librarians working as instructional partners at each secondary site - providing students access to vibrant library collections in both print and digital formats -
instruction in using digital tools and resources for parents, students, and staff - collaboration between library staff and teachers as well as local public library partners to ensure that our collections, support structures, and management structures are as up-to-date as possible. Schools utilize their school site councils and SPSA to show how they collaborate to spend site Title I monies. Based on their enrollment and the needs of their specific student community, sites can decide how to allocate funds for GATE students or library programs. Other strategies to which sites allocate these funds include professional development activities, parent involvement, direct and indirect services, salary and hourly time including benefits, and other support strategies.]

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
  (A) LEA; and
  (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

WCCUSD has an intentional and engaged focus on ensuring that all staff providing direct services to students (administrators, teachers, and support staff) receive ongoing training to improve content knowledge, instructional pedagogy, understanding of assessments, and data analysis as well as culturally relevant practices. Goal # 2: Universal Systems & Structures

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

On-going district-level professional learning opportunities are provided for teachers through networked communities of practice. These include: Integrated and Designated ELD Dual Language Instruction Cohort, TK Cross Site Community of Practice, Elementary Math Lead Teacher Network Lesson Study, Math Teachers College Reading and Writing Project, Special Education and Literacy Cohort for Elementary, Literacy Educational Technology and Digital Literacy. Two Packs STEM Center and Fab Lab Professional Learning Partners in School Innovation Instructional Leadership Team Development Middle School/ High School Counselors Cohort. National Board support programs and funding to enable teachers to become Board certified Training and support for teachers in Advanced Placement courses Training for teachers of International Baccalaureate programs. Career Technical Education High School Pathway Professional Learning. In addition to ongoing cohorts, job-embedded professional coaching on California standards-based instruction in writing, reading, mathematics, history/social studies, English language development, and Science is available to sites by request.

West Contra Costa Unified School District offers three programs that focus on teacher preparation and support for beginning teachers earning credentials through California's two-tiered credentialing system: the West Contra Costa Teacher Residency Program (WCCTRP), the Teacher Support and Assistance Program (TSAP), and the Teacher Induction Program (TIP).

WCCTRP is the district's residency pathway for teacher candidates to earn credentials. Residents are simultaneously enrolled in one of our partner universities' credential programs (Cal State East Bay or Dominican University of CA) while also conducting fieldwork in a WCCUSD mentor teacher's classroom for the entire school year, two and a half to three days per week. Through collaboration with the universities, Residents are prepared to teach specifically in WCCUSD and receive financial support through grant funding from CTC. Once Residents complete their credential program, they are hired as teachers of record in WCCUSD and begin their induction experience to support them in their first years of teaching.

TSAP provides support for and aids in the retention of our newest teachers. Skilled, experienced mentors provide weekly collaboration support for our interns. The support is focused on their needs as new educators. The mentors encourage the new teachers to grow in their practice, develop communities within their school, and develop as educators in the future. Weekly sessions meet the requirements outlined in the State Ed Code and university programs. The expectation for teachers on PIPs and STSPs is that they will enroll in an intern credential program and complete the requirements and assessments to enter a credential program. The expectation for teachers with intern credentials is to complete all evaluations and requirements to earn their preliminary credentials and then transition into TIP to clear their credentials. TIP serves as the Clear Credential program for Multiple Subject, Single Subject, and Education Specialists Preliminary Credential holders. Designed to be a two-year program, it supports teachers in building on what they learned in their pre-service experience. With the collaboration of a trained support provider, participating teachers develop a focused inquiry centered on self-determined aspects of their teaching practice. TIP's mission is to support the development and retention of effective, culturally-conscious and fully-credentialed teachers who drive their own learning and leadership practices and commit to educating all children.

With one of Title II funding's focus areas being support for educators, the missions and actions of WCCTRP, TSAP, and TIP are directly aligned to Title II as the programs prepare teachers at the beginning of their careers. Quality and individualized mentoring for teachers is the heart of all three programs and necessary to support the reflection, growth, and development of beginning teachers. Once teachers complete induction, many continue their teacher leadership growth and development by becoming mentors for one of the programs or another teacher leader role. Through structures and mentoring systems, the programs are designed to positively impact student academic achievement and increase teacher retention by creating a positive and supportive culture through trusting collaborative relationships.
Our System of Professional Learning for Administrators in WCCUSD includes: Elementary and Secondary Administrators Networks. Monthly sessions for administrators facilitated by Elementary Network Executive Directors.

Focus on effective observation techniques, data analysis, curriculum and instruction, and school culture and climate. The monthly Community of Practice for ES and Secondary is based on the self-identified learning needs of principals and is focused on critical areas of Roadmap 2.0. The New Principal Cohort- Monthly professional learning and 1:1 job-embedded coaching by the Director of Educational Services. Monthly Assistant Principal professional learning focused on effective observation techniques, data analysis, curriculum and instruction, and school culture and climate support. Feedback Processes for Professional Learning: - A continuous feedback loop is conducted to evaluate all professional learning and include evaluative surveys and attendance A database is maintained by departments to log professional learning hours. UTR and HR have collaborated to design a system to log and track the 12 hours of self-directed professional learning. Teachers log self-directed hours in a spreadsheet, and principals review and provide feedback. We are continuing to refine our system and evaluate tools to track the impact of professional learning on practice.

WCCUSD has a rigorous support program for the National Board for Professional Teaching Standards. The National Board process is voluntary. The NBPTS certification is both a "bar" to be reached and a professional learning experience. Candidates achieve a specific score to certify, while they also self-identify any weaknesses in their teaching practice and intervene with training to fill in those weaknesses. Teachers can meet from 9-12 AM on Google Meets one Saturday a month. These meetings cover broad aspects of the National Board process, such as The Five Core Propositions (1. Teachers are committed to students and their learning. 2. Teachers know their subjects and how to teach those subjects to students. 3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. And 5. Teachers are members of learning communities. We also cover the National Board Standards, which are individualized for each certificate area and age range taught, i.e., Generalists have both Middle childhood and Early childhood..]

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student data is collected and continuously analyzed throughout the year to determine the impact of the instructional program on student performance. During this data review, particular attention is given to students at our low-performing schools and individual subgroups with a focus on English learners, African American students, and students with disabilities. The data analysis process includes a review of the impact of instructional practices, curriculum, and professional development activities. As an outcome of this review, decisions are made for modifications, additions, and reductions to the academic program and professional development activities to support the educational program for the following year. These modifications focus on District needs at all schools: becoming more proficient at data analysis targeting student instruction and improving student writing through professional development of the Teachers' College Writing program. Professional development throughout each academic year is focused on enhancing learning at our lowest-performing schools through Growth Mindset training and modules on how to set up Learning Centers successfully.

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.
CSI schools have been identified based on the 23-24 California School Dashboard data. District schools that are eligible for comprehensive support funding include John F. Kennedy High, Peres Elementary, Stege Elementary, Martin Luther King Elementary, Downer Elementary, Helms Middle, Betty Reid Soskin Middle, and Lovonya Dejean Middle. Identified CSI schools participate in a monthly community of practice (COP). The COP is facilitated by the Educational Services team with support and training from the county office. Site leaders work collaboratively to complete a comprehensive needs assessment and evaluate resource inequities within their site plans and budget expenditures. Teams are focused on setting up systems and professionally developing their staff to ensure continuous improvement. A focus for all CSI schools is an emphasis on professional learning to support continuous growth. Leaders use local and ongoing street data to monitor the effectiveness of professional development and its impact on student growth. Site leaders and their teams will participate in ongoing, quality professional learning towards meaningful change to ensure that interventions, strategies, and resources directly impact student achievement

District Plans for Monitoring Progress of CSI/ATSI Schools:
Management team members, who directly supervise site principals, play a significant role in supporting CSI and ATSI schools to ensure that Staff genuinely follow the planning steps outlined throughout the training: annual data review, strategic vision and planning, and alignment of resources. Through regular site visits, classroom observations, and attendance at staff PD and community meetings, Management team members and their designees support, mentor, and monitor the implementation of plans to impact student achievement. CSI schools engage in Cycles of Inquiry (COI) throughout the year as local assessments in mathematics and ELA become available. During these COIs, principals and grade-level teams meet to review data, look at students' progress, and measure the impact of the instructional programs. Then, based on this data-driven information, these site-based teams can make instructional changes needed to address any learning gaps or challenges that students are experiencing regularly and continuously. Annually, site leaders of CSI and ATSI schools formally present to the Management team and other District leadership staff the results of the Spring needs analysis and the progress made toward meeting the goals for the past year as outlined in the SPSA. Feedback from these District leaders in response to the information in this presentation is then incorporated into the annual updates to the SPSA, including the CSI-specific plans. The summary of this annual review and the program designs is shared with parent groups each Spring and Fall.]

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.

4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Goal # 3: Relentless Attention to Achievement, Agency & Access
Provide all students the academic skills necessary to ensure a foundation for learning and provide the opportunities, resources, and supports that students need to achieve excellence and self-determination in a multilingual, technological, and increasingly global world to establish cross-agency partnerships that make innovative use of resources to support the whole child and whole community.

WCCUSD's success toward meeting rigorous state academic standards and our own Roadmap goals is monitored through a variety of data sources, including the CA Dashboard, SBAC, local mathematics and literacy assessments, suspension and attendance data, number of high school students with D's and F's, SPED graduation rates, response to intervention data, referrals and levels of implementation of California State Standards and A-G completion rates. Data review processes include results-oriented cycles of inquiry performed at the school-site level via instructional leadership teams (ILTs), school-site councils (SSCs), and English learner advisory committees (ELACs), results orient cycles on inquiry also occur at the central District/department level which helps inform the work taking place at the site level, managers and program specialists review Special Education data in department meetings and CAC meetings including community members. WCCUSD has a Performance Indicator review team that includes teachers and administrators in reviewing data on the amount of time students spend in Special Ed classrooms, dropout rate trends, and suspension numbers for Special Ed students. English learner data is reviewed: Reclassification data, EL profile trend data, academic performance data, and state ELPAC information. This data is shared and reviewed in department and grade level meetings, a multi-lingual advisory committee (MDAC), the school board, the district LCAP (DLCAP), and other community forums. All WCCUSD data reviews focus on monitoring students' participation and progress in all academic areas, identification of students for intervention and learning support as well as enrichment and opportunity for challenge and growth, the effectiveness of strategies to provide valuable and useful information to teachers and staff to provide for continuous program improvement. Student absences: referrals to the office (time out of class), suspension and expulsion rates, the impact of instructional programs training, infrastructure changes on student learning with particular focus on students at risk of failure learners, Special Ed, and students who are traditionally under-served, the effectiveness of the implementation of programs designed to strengthen learning for identified students and student sub-groups, funding levels for programs that contribute to continuous program improvement v. programs which have a limited impact on constant improvement.

During the 23-24 school year, I-Ready was implemented as the local assessment for Grades K-8 TK students were assessed using the EGSI (Educational Software for Guiding Instruction) and STAR for Highschool. Metrics were set for continuous improvement at 3% overall and for the subgroups of African-American, Latino, English Learners, and Students with Disabilities. Data is shared publicly after each cycle via principal meetings for sharing with instructional leadership teams on the effectiveness of instructional strategies by implementing a cycle of inquiry and norming on instructional practice guide observational tools that focus on three core elements to dictate the implementation of high-quality instructional programs. This local data is also shared at board meetings and parent advisory councils.

WCCUSD offers Summer extended learning: 19-day instructional support programs are provided annually at the elementary and middle school levels. Student placement in the program is based on local ELA and math assessments. Early Literacy initiative: strategic coordination of programs to increase early literacy outcomes for pre-K - grade 3 students.
A-G Initiatives: strategic coordination of programs to increase A-G completion to 80%. This work includes allocating additional site administrators to secondary schools, increased access to pathways and academies and professional development aligned to college and career readiness indicators.
Feedback Processes for Professional Learning: A continuous feedback loop is conducted to evaluate all professional learning, including evaluative surveys and attendance. Our professional education system for Administrators in WCCUSD includes Administrator PD focused on Tier One Literacy Instruction with Teachers College, Tier One Math Instruction through Math Lesson Study, and Elementary and Secondary Administrators Networks—monthly sessions for administrators facilitated by Elementary Network Executive Directors. Focus on effective observation techniques, data analysis, curriculum and instruction, and culture; Community of Practice for ES and Secondary admin based on self-identified learning needs and focused on critical areas of Roadmap 2.0; New Principal Cohort- professional learning and job-embedded coaching for new principals; Assistant principal PD focused on observation techniques, data analysis, curriculum and instruction, and school culture.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD provides supplemental professional development for classroom teachers, principals, and parents. This includes modules in Ellevation and supplemental resources PD throughout the year, which is delivered by an instructional specialist with the support of three coaches. PD also includes supplemental platforms for Newcomer Students, such as Imagine Language and Learning and Language Tree.
The teacher's professional development enhances the understanding of the CA ELD standards, practicing and monitoring EL best strategies, and developing lessons that meet the needs of students at each English proficiency level. It is not that set of "required" baseline professional learning. Furthermore, WCCUSD also provides strategic and intensive supplemental site-based PD models and site-tailored PD that build on top of site SPSA goals. In addition, WCCUSD offers professional development to parents. This parent-tailored supplemental professional development builds upon the training received at school sites. It enhances parents' ability and understanding of instruction and assessment practices for English Learners across the district. As parents grow in their capacity of the CA ELD Standards, they are better equipped to support their students for academic success.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WCCUSD provides enhanced instructional opportunities for immigrant children and youth by giving supplemental classroom materials that focus on improving a student's English proficiency and social and emotional well-being. These resources include classroom libraries, Language Tree, and Imagine Language and Literacy. Further, the Elevation platform supports teachers in going deeper into student EL data and focusing on EL domain needs. With elevation, students receive an enhanced instructional opportunity because teachers can use model lessons, scaffold templates, and English Learner activity recommendations. Our instructional specialist and three coaches further enhance these supplemental support instructional opportunities.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    o   are focused on English learners and consistent with the purposes of Title III;
    o   enhance the core program; and
    o   are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The instructional specialist, the three coaches, and the instructional materials described above aim to create a positive program effect on English learners. Such effective programs include creating newcomer and Ltel-specific instruction recommendations that enhance language instruction for this particular English Learner subgroup. The effectiveness of this program and its activities also includes making connections and implementing free supplemental resources such as the interim ELPAC and the English Learner Toolkit of Strategies. These activities not only enhance the instruction of English learners but also collect supplemental data beyond the ELPAC and our local assessments to measure English language proficiency and determine more detailed next steps, such as developing English Learner 1:1 goals.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At WCCUSD, sites are held accountable for meeting English acquisition progress for ELs by reviewing monitoring reports and developing school site action plans. Monitoring reports serve to build site, classroom, and student plans for EL academic growth and English language acquisition. Sites and classrooms use EL data to inform professional development and instruction to enhance EL learning and proficiency. Reports are reviewed by site administrators and teachers to identify areas of success and needed growth. This ongoing analysis and data cycle inquiry supports sites in ensuring continuous EL academic growth. WCCUSD monitoring reports also demonstrate an EL's growth toward reclassification. Reports include student academic results and performance on California's English Language Proficiency Assessments (ELPAC). Our three coaches and the instructional specialist are providing additional support and effective ways to present and have this essential conversation beyond the standard parent conference. WCCUSD ensures that sites achieve English proficiency based on the State's English language proficiency assessment by reviewing student data and developing next steps, goals, and objectives with sites and teachers. This ongoing monitoring of EL programming and instruction holds sites and teachers accountable for meeting English acquisition for English learners while receiving district support. Sites are held responsible for meeting achievement goals for ELs by completing an action plan for implementation and monitoring protocols that are consistent with the state's long-term goals and meet the challenging State academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title IV program in WCCUSD focuses on supporting students in the three areas identified for the use of these funds.
Maintain FabLab spaces (fixed and mobile): machines, software, and materials.
Effective Use of Technology:
Support FabLab and engineering classes, instructors, and students, support Maker Spaces and teachers around WCCUSD. Coordinate with STEM IS and FabLab coach for district PD, intersession camps, site visits, and STEM events with community and industry partners (e.g., Chevron, etc.) for lab/machine rentals, events, and project fabrication

Well, Rounded Education:
Coordinates district-wide Arts program: supports arts, music, and drama programs; provides technical assistance to school to design and purchase appropriate materials and supplies; designs and supports district-wide arts programs, concerts, etc
Safe & Healthy Students:
Middle School Sports Collaborative - MS: After School Program - Our program is designed to support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs. It benefits children and adolescents, with proven improvements to physical and mental health and social skills development. It promotes the following social aspects: Cooperation. Relationships with coaches, friends.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

MS Chronic Absenteeism - WCCUSD - 34.2% Chronically Absent, 83.8% Graduation Rate, ELA - 53.7 points below standard, Math - 86.8 points below standard, College & Career - 34.1% prepared,

What activities will be included within the support for a well-rounded education?

Fab Lab
Maintain FabLab spaces (fixed and mobile): machines, software, and materials.
Support FabLab and engineering classes, instructors, and students, support Maker Spaces and teachers around WCCUSD.
Coordinate with STEM IS and FabLab coach for district PD, intersession camps, site visits, and STEM events.
Engage with community and industry partners (e.g., Chevron, etc.) for lab/machine rentals, events, and project fabrication
 manage the master schedule for the lab, coordinating engagements and targeting sites for engagement
- Provide students with hands-on learning and early exposure to STEM through the Fab Lab
- Promote STEM throughout the district: Science, technology, engineering, and mathematics, including computer science
- Increasing access for groups of underrepresented students to high-quality courses, including African American students and women
- Supporting the participation of low-income students in STEM-related activities and events
- Providing students with hands-on learning and exposure to STEM, including through field-based and service learning
- Supporting the creation and enhancement of STEM-focused specialty schools
- Facilitating collaboration among schools, afterschool programs, and informal program personnel to improve the integration of programming and instruction in the identified subjects
- Integrating other academic subjects, such as the arts and literacy, into digital fabrication projects and other Fab Lab experiences

VAPA (1033) - Well Rounded
Coordinates district-wide Arts program: supports arts, music, and drama programs; provides technical assistance to school to design and purchase appropriate materials and supplies; designs and supports district-wide arts programs, concerts, etc
Professional Development: facilitate collaborative engagement best practices with instructors through
Elementary Music, Secondary - support "F" requirement available to all students (promote this)
PR for events and accomplishments - programs/students

Music and arts (Elementary/Secondary)
Programs and activities that use music and the arts as tools to support student success through the
promotion of constructive student engagement, problem-solving, and conflict resolution
Social and Emotional Learning (SEL)
- Activities and interventions in SEL that build resilience, self-control, empathy, persistence, and other social and behavioral skills
- Programs and activities that promote volunteerism and community involvement
County-level, district arts leads with neighboring district - Collaborating with Community Arts partners

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Fab Lab: Student Surveys
MS Elective Class: Enrollment #s,
KHS Elective Class Enrollment
Engagement Requests: Direct beneficiaries of the FAB LAB program
Pre & Post Survey

VAPA: Course Enrollment
Elementary VAPA Courses

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

MS Chronic Absenteeism - WCCUSD - 34.2$ Chronically Absent, 83.8% Graduation Rate, ELA - 53.7 points below standard, Math - 86.8 points below standard, College & Career - 34.1% prepared, Access to a broad course of study - provide opportunities for students to participate in STEAM activities, VAPA, after school programs

What activities will be included within the support for safety and health of students?

VAPA -
Social Emotional Learning - Arts Integration, all five art disciplines
School PD for teachers for SEL and VAPA

Middle School Sports Collaborative - MS: After School Program - Participation Agreement
Health and safety practices in school or athletic programs
Healthy Active Lifestyle

Action Items:
Additional Time/ Stipends for teachers to after school - Social Emotional Learning through 2 hour sessions,

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

# of Participants - MS After School Program
FAB Lab - Sign-In Sheet
Social Emotional - Pre/Post Annual Surveys,

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

MS Chronic Absenteeism - WCCUSD - 34.2% Chronically Absent, 83.8% Graduation Rate, ELA - 53.7 points below standard, Math - 86.8 points below standard, College & Career - 34.1% prepared, Access to a broad course of study - provide opportunities for students to participate in STEAM activities, VAPA, after school programs

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology
Fab Lab: Graphic Arts & Design, Computer-Aided Design, (CAD)

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

# of students who participate
Coordinate Middle School Sports Collaborative
Participation Agreements
Attendance, Behavior, Suspensions,

- o   Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

[Academic data is reviewed quarterly, site data, district level data as well as state data]
Spring, 2024