

LCAP Federal Addendum - WCCUSD

Strategy, and Alignment

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.

Response from West Contra Costa Unified:

WCCUSD works strategically in an ongoing and reflective basis to design and implement programs and initiatives across all funding sources to impact student learning. Particular attention is paid to meeting the needs of our English Learners, Foster Youth and students identified for Free/Reduced lunch. Several key elements are foundational to this strategic planning work: - Engagement of all stakeholders, included parents/guardians, community partners/organizations, teachers, administrators, support staff and student through a variety of forums: community meetings, regional gatherings, school-site hosted events and online and written surveys; - Ongoing reflective use of data systems as the basis for decision about the implementation of new programs and the ongoing assessment of the effectiveness of the existing/ongoing initiatives: 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 the integration of culturally responsive practices throughout all aspects of WCCUSD, including our work with Practices for African American Students (PAAS) and Multi-cultural and Multi-lingual Services (MMS)

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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.

Response from West Contra Costa Unified:

WCCUSD employs a wide variety of strategies designed to support the alignment of program funding focus and implementation across the district. Goal 1 - Achieving Students: WCCUSD staff analyze trends based on data and research (programs, training, infrastructure, technology, etc) to address student learning needs. Then, staff with knowledge of the program focus and compliance requirements of each funding source meet to coordinate and align program plans/design/implementation and allowable funding. During these coordination session. 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. Goal 2: Thriving Employees: relevant, engaging and high quality profession development on current topics aligned to District and site vision and plans is available to all employees. These PD sessions include topics such as curriculum, planning with data, culturally responsive strategies, support for early learners, working with Special Ed students, strategies to support struggling learners, STEM and mathematics. Support for staff is provided through job-embedded coaching, collaboration and support with and by peers. Goal 3: Engaged Communities: WCCUSD staff plan, organize and support a variety of forums throughout each school year for all stakeholder to provide robust feedback on the design, focus and alignment of programs. - Departments across WCCUSD have systems in place and are prepared to engage in ongoing monitoring of program implementation so they they are able to respond to changing conditions and then, work to modify and augment programs to ensure the services being provided are high quality and are as efficient and responsive to student needs as possible.

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Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from West Contra Costa Unified:

WCCUSD will utilize the School Site Councils (SSCs), the English Learner Advisory Committee (ELACs) and the African American Parent Advisory Committees (AAPACs) at schools identified for CSI. To ensure parents and other stakeholders are ready to fully engage in the development of the CSI plan, SSC, ELAC, and AAPAC parents will receive training on their roles and responsibilities. Schools identified for CSI will conduct a needs assessment which will include parent and community input, data collected will be reviewed by the SSC, ELAC and AAPAC parents to help develop recommendations for the CSI plan.

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

Response from West Contra Costa Unified:

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 about: - 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 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 of parents at Title-I Schools and parent advisory committees. The MDAC and the DLCAPS Committee. Additionally, WCCUSD provides parent capacity workshops through the Parent University Initiative, a seven-week series to help families understand how to partner with schools to support learning-at-home. The Parent University Initiative integrates information/resources from other departments including Teaching and Learning, Preschool, Technology, English Learners, and College Readiness. WCCUSD has institutionalized a Parent University model to educate parents at Title-I schools on how to partner with schools, monitor student achievement, and use a team approach to close the achievement gap. This program, facilitated by parent graduates and our SCOWs uses a trainer-of-trainers model. The Parent University cohort model. Teachers of all experience levels have an opportunity to learn about the value of family engagement as well as best practices for engaging parents. 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. WCCUSD provides support as requested with key parent advisory committees including MDAC, DLCAPS, and AAPACs. Staff strive to hold meetings in convenient locations at convenient times for working families. Next year all Title-I schools will collect input on the LCAP actions and services during their Title-I Annual Parent Meeting. This information will then be shared with the DLCAPS. The district policy is distributed annually through the WCCUSD Parent-Student Handbook which is available to all families at the time of registration and posted online.

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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.

Response from West Contra Costa Unified:

School-wide Program: WCCUSD has 32 schools identified to receive Title I funds for 2019-20 - all of these schools will be able to operate a school-wide program (SWP) because they have participated in the following: - during the Spring of 2019, each site worked with their SSC to conduct a thorough needs assessment which looked at data for all students as well as critical subgroups from the current year - as a result of this comprehensive needs analysis these schools were able to identify specific academic needs of the students not yet meeting State standards - coordinate with staff, parents and other members of the school community, the SSC to develop strategic, evidence-based plans for how to the academic needs of students - ensure that these plans include rigorous academic program, increased amount and quality of learning time as well as enriched and accelerated learning which may include courses necessary to provide a well-rounded education - design tools and measures to regularly monitor and revise plans in order to ensure that the needs of all students, as well as the subgroups identified as struggling to meet the State academic standards, have the opportunities to excel - throughout this work, the information will be made available to the public in a uniform format and language that is accessible to parents and the community TAS: N/A Neglected or Delinquent: WCCUSD provides a strong support program for Neglected and/or Delinquent children: - administrators across the District work with the WCCUSD Community Engagement Office to ensure that Neglected and/or Delinquent students are assigned to a schools 1) as soon as possible and 2) as close as possible to their residence - When students are expelled or are close to expulsion (20 day absence), WCCUSD provides voluntary transfer to an alternate comprehensive site within WCCUSD - Students who have been referred for expulsion (due to a serious offense) will be 1) placed in an Alternative Ed site within WCCUSD 2) will be placed in a County-run Alternative Ed school with transportation provided or 3) will be placed in a County-run Alternative Ed school with an independent Study option.

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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.

Response from West Contra Costa Unified:

N/A

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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.).

Response from West Contra Costa Unified:

The WCCUSD's Families in Transition Office provides support for homeless school-age children and youth who attend 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 focuses on gathering information from numerous sources to identify students on an ongoing basis as well as maintain contact records for identified students throughout the year. The Families in Transition Office provides homeless youth with the following services: - transportation assistance - school supplies - assistance getting back into school after the transition - referrals to community agencies - housing stabilization support - support with AB216/AB1806 graduation eligibility - support during individualized education program (IEPs) meetings - coordination and support with college access by helping eligible students complete the FAFSA and ensuring that college institutions receive letters of verification

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Student Transitions

ESSA SECTIONS 1112(b)(8) 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.

Response from West Contra Costa Unified:

Successful transition for early learning and preschool programs in WCCUSD begins with strong academic learning, development of problem solving skills and social-emotional development aimed at preparing early learners for successful academic performance in the TK-12 system and beyond. This work also includes robust parent/family engagement opportunities. Examples of activities to support the transition include: - training for parents on how to help their students academically - training for parents by parents on how to help student make the transition from the preschool program - site visits to TK and kindergarten classroom whenever possible

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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.

Response from West Contra Costa Unified:

Success transition from middle school to secondary programs and post-secondary institutions in WCCUSD is focused on mastery of standard-based learning, exploration of careers and understanding of the 9th - 12th grade matriculation system and post-secondary options: - career exploration course offerings - study trips to venues which feature an emphasis on career-focused learning, "job shadows" and career days - industry leaders serve as mentors for career academy students - work-based learning projects integrated into the curriculum and assessments on a regular basis - 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 - opportunities to take the PSAT at all high school campuses - all 11th grade students are offered opportunities for summer internships with industry partners - 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

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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.

Response from West Contra Costa Unified:

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 strong 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 the use of 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

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Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)

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.

Response from West Contra Costa Unified:

On an annual basis, WCCUSD collects information regarding teacher inexperience levels, out of field teachers and ineffective/misassigned teachers. This data is submitted to CDE for inclusion in the state-wide data collection process. The following data for 17-18 was collected and reviewed: Our 3 elementary schools with the highest poverty

levels of 95% to 97.9% have inexperienced teachers as follows: Martin Luther King with 20 teachers total has 4 (or 20%), Verde Elementary with 13 teachers total has 4 (or 30.8%) and Coronado Elementary with 16 teachers total has 5 (or 31.2%). Our elementary school with the lowest poverty levels of 8.1% has 1 of 21 teachers (4.76%). Low income elementary students are taught at a higher rate by inexperienced teachers than low poverty students. Our 3 middle schools with the highest poverty levels of 81.9% to 92.8% have inexperienced teachers as follows: Helms Middle with 37 teachers total has 13 (or 35.1%), Lovonya DeJean with 22 teachers total has 9 (or 41.9%), and Crespi with 16 teachers total has 5 (or 31.2%). Hercules, our middle school with the lowest poverty level of 44.4% has 5 of 27 teachers (18.5%) Low income middle students are taught at a somewhat higher rate by inexperienced teachers than low poverty students. Our 3 high schools with the highest poverty levels of 77.7% to 96.5% have inexperienced teachers as follows: John F. Kennedy with 38 teachers total has 14 (or 36.8%), Richmond High School with 70 teachers total has 26 (or 37.1%), and Greenwood Academy with 16 teachers total has 3 (or 18.8%). El Cerrito, our high school with the lowest poverty level of 44.1% has 14 of 63 teachers (22.2%). Low income high school students are taught at a higher rate by inexperienced teachers than low poverty students. Our 3 elementary schools with the highest percentage of minority students of 98.6% to 99.3% have the following number and percentage of inexperienced teachers: Verde Elementary with 13 teachers total has 4 (or 30.8%), Peres Elementary with 23 teachers total has 4 (or 17.4%), and Lincoln Elementary with 20 teachers total has 5 (or 25%). Minority elementary students are taught at a higher rate by inexperienced teachers than low poverty students. Our 3 middle schools with the highest percentage of minority students of 93.1% to 98.6% have the following number and percentage of inexperienced teachers: Helms Middle with 37 teachers total has 13 (or 35.1%), Lovonya DeJean with 22 teachers total has 9 (or 41.9%), and Hercules with 27 teachers total has 5 (or 18.5%). Korematsu, our middle school with the lowest percentage of minority students of 44.4% has 5 of 27 teachers (18.5%). Minority middle school students are taught at a higher rate by inexperienced teachers than low poverty students. Our 3 high schools with the highest percentage of minority students of 94.2% to 99% have the following number and percentage of inexperienced teachers: Richmond High School with 70 teachers total has 26 (or 37.1%), John F. Kennedy with 38 teachers total has 14 (or 36.8%), and Hercules High with 41 teachers total has 7 (or 17.1%). El Cerrito, our high school with the lowest percentage of minority students 72.5% has 14 of 63 teachers (22.2%). Minority high school students are taught at a higher rate by inexperienced teachers than low poverty students. Ineffective and out of area teachers: during the 2017-18 school year, WCCUSD had no teacher under GELAP. Data indicates that 14 teachers were working with GELAP provisions at 9 different schools which spanned the entire range of high poverty, high student minority rates to low poverty, low minority rates. These teacher data sets are annually reviewed by a number of WCCUSD departments and stakeholders: Initially, the above teacher data is shared at the management level to examine and analyze the trends in teacher retention and placement specifically. Next, the site demographics are included in the review of teacher experience and effectiveness in order to determine if the high rate of teacher inexperience/ineffectiveness has an impact on student performance and attendance. As a next step, the findings are shared with the broader community of

District staff and further analysis is done regarding the causes and impacts of teacher effectiveness and retention. As a result of this analysis, each school site sets a goal and develops an action plan to improve conditions for learning for instructional staff which is aligned to WCCUSD's LCAP goal of Thriving Employees. This goal and action plan are incorporated into each school's Single Plan for Student Achievement. Finally, this data and work to improve conditions for learning are shared with the broader WCCUSD community through various forums (DLCAP, DELAC, etc). The data, goals and proposed action plans are reviewed and discussed as community member input is solicited. This input is the basis for LCAP updates and further SPSA alignment.

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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Response from West Contra Costa Unified:

WCCUSD has an intentional and engaged focus on ensuring that all instructional staff (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. WCCUSD's Strategic Plan, Roadmap 2.0, identifies the Goal of Thriving Employees. Our professional learning system supports this goal. All teachers are required to participate in 12 hours of self directed learning and 30 hours of collaboration. Self directed learning opportunities and site based collaboration focus areas are designed to support our goals for Achieving Students and Thriving Employees and aligned to our LCAP priority areas. District level instructional specialists collect professional learning needs data in collaboration with UTR to inform the development of professional learning opportunities. On-going District level professional learning opportunities are provided through networked communities of practice for teachers. 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 the area of 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. Support for New Teachers: WCCUSD provides a four day New Teacher Institute to introduce new teachers to the Culture and Climate initiatives of the District, Instructional Resources and Standards Based Instruction, Culturally Responsive Instruction, and Site Based Initiatives. Our teachers' union UTR collaborates with the District departments to design the New Teacher Institute. The WCCUSD Teacher Induction Program (TIP) provides a system of ongoing support to WCCUSD teachers who are new to the field. This support includes mentoring, observation, conferencing, data review, and feedback - central instructional coaches who are highly trained and experienced teachers on special assignment provide training for classroom teachers and administrators across the District. New teachers complete portfolios, attend professional learning sessions provided by mentors, and complete annual surveys. The WCCUSD Teacher Support and Assistance Program (TSAP) provides referral based 1:1 mentorship for teachers who are identified by principals. This support includes observations, conferencing, data review and feedback. 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. Monthly Community of Practice for ES and Secondary

admin based on self identified learning needs of principals and focused on key areas of Roadmap 2.0 New Principal Cohort- Monthly professional learning and 1:1 job embedded coaching by 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, principals review and provide feedback. We are continuing to refine our system and evaluating tools to track the impact of professional learning on practice.

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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).

Response from West Contra Costa Unified:

Student data is collected and analyzed annually 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, our Special Ed student and English learners. Review of the impact of instructional practices, curriculum and professional development activities is included during the data analysis process. As an out come of this review, decisions are made for modifications, additions and reductions to the academic program and, consequently to the professional development activities to support the academic program for the following year. These modifications are focused on District needs at all schools: becoming more proficient at data analysis and targeting student instruction and improving student writing through the Teachers' College Writing program professional development. Professional development throughout each academic year is focused on improving learning at our lowest performing schools through Growth Mindset training, modules on how to successfully set up Learning Centers.

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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.

Response from West Contra Costa Unified:

WCCUSD's Roadmap Goal: Achieving Students focuses on deepening the implementation of quality learning, teaching and leadership practices in our classrooms and schools. 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 oriented cycles on inquiry also occur at the central District/department level which helps inform the work taking place at the site level - Special Education data is reviewed by managers and program specialists in department meetings and CAC meetings including community members. WCCUSD has a Performance Indicator review team that includes teachers and administrators in the review of data related to amount of time students spend in Special Ed classrooms, drop out rate trends and suspension number for Special Ed students. English learner data is reviewed: Reclassification data, EL profile trend data, academic performance data as well as the state ELPAC information. This data is shared and reviewed in department and grade level meetings, multi-lingual advisory committee (MDAC), school Board, District LCAP (DLCAP) as well as 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 - effectiveness of strategies to provide valuable and useful information to teachers and staff in order to provide for continuous program improvement - student absences: referrals to the office (time out of class), suspension and expulsion rates - impact of instructional programs training, infrastructure changes on student learning with particular focus on students at risk of failure, English learners, Special Ed and students who are traditionally under-served - 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 continuous improvement Examples of data-driven programs in WCCUSD during 2018-19 and continuing into 2019-20: Partners in School Innovation support: strategic work within the Kennedy family of Title I schools to support the vision for improving student achievement which includes implementation of cycles of inquiry, leadership coaching and implementation of high quality instructional program to the varied needs of students - Summer extended learning: 19-day instructional support programs are provided at the elementary and middle school level annually. 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 allocation of 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 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 track the 12 hours of self directed professional learning. We are continuing to refine our tracking system and evaluation tools. Our System of Professional Learning for Administrators in WCCUSD includes: Administrator PD focused on Tier One Literacy Instruction with Teachers College, Tier One Math Instruction through Math Lesson Study; 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, culture; Community of Practice for ES and Secondary admin based on self identified learning needs and focused on key 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.

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Title III, Part A

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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.

Response from West Contra Costa Unified:

WCCUSD provides supplemental professional development for classroom teachers, principals, and parents. Supplemental professional development for teachers includes a universal design to support and improve instruction and assessment of English Learners. The teacher professional development focuses on enhancing 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. Furthermore, WCCUSD also provides strategic and intensive supplemental site-based PD models and site-tailored PD. Such strategic and intensive support builds upon site-based coaching and professional development that enhances the capacity of principals, teachers, and other school leaders to understand and implement curriculum within a school and/or site team for English Learners. WCCUSD supports these supplemental services with an instructional coach using Title III LEP funds. In addition, WCCUSD also provides parent professional development. This parent-tailored supplemental professional development builds upon the training received at school sites and 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. WCCUSD supports these supplemental parent professional developments with a community engagement coordinator using Title III LEP funds. Title III Professional Development (Title III LEP): Coach : \$146,976.00 Community Engagement: \$91,907.00 Professional Development: \$100,000

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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.

Response from West Contra Costa Unified:

WCCUSD provides enhanced instructional opportunities for immigrant children and youth by providing additional classroom support, classroom materials, and supplemental activities that focus on improving a student's English Proficiency and social emotional being. For example, an additional teacher provides the ability to create a smaller class size for immigrant students in

newcomer classes. With this additional classroom support immigrant children and youth have greater access to academic and social mentoring. Students receive one on one and small group interaction to listening, speaking, writing, and reading English skills. Students also have an enhanced instructional opportunity to be tutored and counseled. For example, a credentialed instructional coach supports immigrant newcomer teachers to upgrade objectives, curriculum and practices. The coach is able to review student data and supports teachers, tutors, students to meet for goal/growth sessions. Additionally, the coach supports WCCUSD staff PD that support immigrant children and youth targeted at enhancing the immigrant classroom/school experience and effectiveness. Other professional development for immigrant newcomer teacher teams includes workshops from the Internationals Network, CABE, and San Mateo's County Office of Education. Furthermore, WCCUSD provides supplemental activities by providing decoding sessions using Rime Magic phonics instruction and materials. This enhanced instructional opportunity provides phonics instruction based on onset/rime research that support student's reading and English Proficiency skills. Enhanced Instructional Opportunities (Title III IMM): Instructional Coach : \$139,848.00 Teacher (class-size reduction) : \$21,817.00 Material & Supplies: \$12,000

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Title III Programs and Activities

ESSA SECTION 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.

Response from West Contra Costa Unified:

WCCUSD provides high quality language instruction programs by implementing dual language immersion (DLI) language instruction programs in addition to a structured English immersion (SEI) program. Furthermore, the implementation of a Newcomer's Internationals model is being developed to help increase English learners language proficiency and meeting challenging state academic standards. At the high school level, the English Learner courses meet the UC system A-G requirements. Beyond the implementation of CA ELD standards, interacting in meaningful ways and learning about how English works activities in the classroom, students also receive supplemental activities to enhance their English language proficiency and help them meet challenging state academic standards. Such activities that supplement the core program include events and projects that enhance language and content integration, experiential learning, localized autonomy, responsibility, heterogeneity, collaboration, and a one model for all classroom environment These activities create the culture, social and academic routines that increase English Language proficiency that help English Learners meet the challenging State academic standards. Furthermore, a summer school enrichment program that supports EL students English language proficiency and a focus on college and career has been implemented. In order to provide these supplemental programs two additional teachers are used to create smaller student classes, a schedule that can incorporate additional teacher team prep

time, and teachers for a supplemental English Learner enrichment program. Title III Programs and Activities (Title III LEP): Teacher-New Comer : \$123,033.00 Teacher (class-size reduction) : \$58,335.00

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English Proficiency and Academic Achievement

ESSA SECTION 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.

Response from West Contra Costa Unified:

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 develop site, classroom, and student plans for EL academic growth and English language acquisition. Sites and classroom use EL data to inform professional development and classroom instruction to enhance EL learning and English language 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 to ensure continuous EL academic growth. WCCUSD monitoring reports also demonstrate an EL's growth toward reclassification. Reports include student academic results and performance on the English Language Proficiency Assessments of California (ELPAC). Currently, coaches and coordinators are providing this additional support. WCCUSD however has a planned expenditure for an additional ELD coach to best provide school site and EL student classroom support. . WCCUSD ensures that sites are achieving 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 accountable 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. An instructional coach will assist in upgrading objectives, strategies, curriculum, and best practices . English Proficiency and Academic Achievement (Title III LEP): Instructional Coach : \$139,848.00

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Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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.

Response from West Contra Costa Unified:

The Title IV program in WCCUSD focuses on supporting students in the three areas identified for the required use of these funds. To this end, WCCUSD distributes funds to school sites for expenditures in the 3 areas based on the sites' identified student needs and community-related

areas of focus. These site expenditures are tracked by account code to ensure that the school is spending the appropriate amount in each of the areas. The range of programs to support a Well-Rounded Educational Opportunities at our school sites includes: study trips to local museums, science and natural environment locations and historic landmarks, extra teacher hours to support tutoring, support staff to assist with classroom learning opportunities, contracts to enhance reading and math programs, materials and supplies to support additional learning opportunities. All of these programs and activities are intended to provide additional supplemental learning activities to students that would be otherwise unavailable to them. These activities focus on extra academic support and learning opportunities to bolster and accelerate student learning outside of the classroom. The range of programs to support Safe and Healthy students at our school sites includes: The range of programs to support the Effective Use of Technology at our school sites includes: contracts for mental health services, mindfulness and healthy communities, Girls on the Run program participation, attendance at cheer and band camps and professional development hours for teachers in the areas of healthy students. These activities focus primarily on providing programs that support and foster safe, healthy and supportive environments and provide opportunities for students to make healthy and positive choices. The range of programs to support the Effective Use of Technology at our school sites includes: attendance for site staff at the CUE conference, online subscriptions to instructional programs such as NEWSOLA and Learning A - Z and online assessments that are accessible to teachers, students and families. The focus of these programs is to provide more coherent systems and access as well as support and encourage more effective use of technology by district administrators, teachers, students and parents. WCCUSD also sets aside a smaller portion of Title IV funds at the District level to support programs such as: innovative programs for our Gifted and Talented students (well rounded education), an after school intramural sports league at the elementary level (safe and healthy students), alignment of communication systems: district/department web pages, newsletters, bulletins, social media and blogs as well as training system platforms and a platform for using and sharing curriculum and assessment information (effective use of technology). Of the total allocation for 18-19, WCCUSD spent \$320,825 or 60% of the funds. The remaining funds will be carried over for use in 19-20 per the required funding formula. Total expenditures on Well-Rounded Educational Opportunities (site and central departments): \$158,427 or 49% of the overall funds spent. Total expenditures on Safe and Healthy students (site and central departments): \$84,401 or 27% of the overall funds spent. Total expenditures on Effective Use of Technology (site and central departments): \$80,185 or 14% of the overall funds spent. Total expenditures on computer hardware: \$0

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