

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

School Year

2026-27

Date of Board Approval

June 24, 2026

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.

West Contra Costa Unified School District (WCCUSD) strategically utilizes federal funds to supplement and enhance initiatives that align with: The State's Eight Priorities, District-wide goals, and Site-specific initiatives as outlined in each School Plan for Student Achievement (SPSA)

A special focus is placed on supporting high-needs and underrepresented student populations, including: English Learners (EL), Foster Youth, and socio-economically disadvantaged students. These funds are used to ensure equitable access to resources, close opportunity gaps, and provide all students—especially those most in need—with the support necessary to thrive academically and socially. WCCUSD's Unduplicated Pupil Percentage (UPP) is 72%, indicating that a significant majority of our students are English Learners, Foster Youth, or socio-economically disadvantaged. In response to this high percentage, many services and related expenditures—aligned with the goals and actions outlined in the Local Control and Accountability Plan (LCAP)—are provided universally to all students.

We anticipate that all Local Control and Accountability Plan (LCAP) actions will lead to improved academic outcomes for both unduplicated students and the broader student population across the district.

WCCUSD grounds its strategic planning in several essential equity-driven practices designed to ensure all students are supported and challenged to reach their full potential.

1. Stakeholder Engagement

WCCUSD values meaningful engagement with our educational partners, including: Parents/Guardians, Students, Teachers, Administrators, Support Staff, and Community Organizations and Partners. Their input is integral in shaping district initiatives and policies.

2. School Community Input

Feedback from the school community is collected through a variety of accessible and inclusive formats: in-person and virtual community meetings, school site events, online, and written surveys. This approach ensures that decisions reflect the voices and needs of all stakeholders throughout the district.

3. Comprehensive Needs Analysis

Annually, WCCUSD conducts a comprehensive needs assessment that includes data analysis and reflection on student performance. This process guides the identification of needs, priorities, and the allocation of resources.

4. Data-Driven Decision Making

WCCUSD relies on ongoing reflective use of multiple data systems to drive its continuous improvement efforts. These systems inform:

The implementation of new programs

The evaluation of current initiatives

Key Data sources include

Smarter Balanced Assessment Consortium (SBAC) results, English Learner Performance Data, Local Academic Assessment, Suspension, Referral, and attendance records, Graduation, drop-out, and A_G Completion Rates, High School D & F Reports, College Acceptance Surveys, and participation levels in Multi-Tiered System of Supports (MTSS).

We are committed to implementing targeted interventions, strategic actions, and evidence-based strategies to support the successful achievement of our District LCAP Goals. These efforts are designed to address student needs, close equity gaps, and ensure that every student has the opportunity to thrive academically, socially, and emotionally. Goal 1: Authentic Engagement: Foster open, honest, and inclusive conversations with staff, students, families, and community partners to understand their lived experiences. Use these insights to dismantle inequities and create just, student-centered learning environments.

Goal 2: Universal Systems & Structures: Establish and maintain equitable systems of accountability and support that extend from the classroom to the central office. Ensure all students receive consistent, high-quality instruction tailored to their individual needs in inclusive educational settings.

Goal 3: Relentless Attention to Achievement, Agency & Access: Equip students with foundational academic skills and create opportunities for them to thrive in a multilingual, technological, and global society. Support student agency and achievement through strategic partnerships and resource alignment.

Goal 4: Students with Disabilities: Provide inclusive, personalized learning experiences for students with disabilities. Use Individualized Education Programs (IEPs), adaptive technology, and differentiated instruction to ensure equitable access and meaningful learning outcomes.

Goal 5: Targeted Intervention & Supports

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.

The WCCUSD Local Control and Accountability Plan (LCAP) guides the district's use of LCFF dollars, supplemental grants, state funding, federal funds (Title I, II, III, and IV), and other resources. The district employs targeted strategies to align program funding with state priorities, the district's LCAP goals, and site-specific initiatives outlined in the School Plan for Student Achievement (SPSA).

Data analysis and LCAP metrics are used to identify areas requiring supplemental support. To ensure proper alignment and compliance, continuous monitoring and coordination are conducted. During these sessions, WCCUSD staff review the focus, intent, and compliance requirements of all funding streams, providing technical assistance to maximize the effective deployment of resources and achieve the best outcomes for 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 (<i>as applicable</i>)

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 (<i>as applicable</i>)

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 (<i>as applicable</i>)

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 (<i>as applicable</i>)

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 (<i>as applicable</i>)

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.

Under Section 1113 of the Elementary and Secondary Education Act (ESEA), the selection of school attendance areas for Title I funding is based on identifying schools with high concentrations of low-income students. The West Contra Costa Unified School District (WCCUSD) follows both federal and state guidelines to ensure the equitable allocation of resources to schools that are most in need. Key criteria include:

Poverty Measurement

The primary measure used to determine eligibility is the percentage of children from low-income families who attend the school or reside within the school's attendance boundary. Common indicators of poverty include: Eligibility for the Free and Reduced-Price Lunch (FRPL) program.

Selection Threshold

Schools are considered eligible for Title I designation if at least 47% of their students meet the established poverty criteria. This threshold aligns with state requirements and ensures that Title I funds are directed toward schools with significant concentrations of poverty. WCCUSD utilizes this benchmark to identify and support schools that require additional educational resources and services.

Ranking and Allocation Method – Tiered Level

Eligible schools are ranked by poverty concentration, from highest to lowest. Title I funds are then allocated in descending order of need, ensuring that schools with the most significant concentrations of low-income students receive funding first. This tiered allocation model remains in effect until all available Title I resources have been exhausted.

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 CDE's 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 Edjoin's services to post all job openings, which require 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 representatives from the department, site administrators, a teacher led by the program, and a union representative. Additionally, WCCUSD Human Resources continually monitors changes and updates to credentialing requirements as mandated by the California Commission on Teacher Credentialing. Educator Equity data is compiled within the first six weeks of the school year. A review of educator equity helps human resources identify any disparities that result in low-income and minority students being taught by teachers who do not hold the appropriate licenses and/or credentials. Additional support, mentoring, and coaching are provided to any teacher assigned to teach students who may lack the proper license or credential for their assigned subject. WCCUSD focuses on retaining teachers at Title I schools with high turnover rates and provides professional development and support to enhance their effectiveness.

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 <i>California Code of Regulations</i>, 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 Strategy for Parent and Family Engagement under Section 1116

Under Section 1116 of the Elementary and Secondary Education Act (ESEA), West Contra Costa Unified School District (WCCUSD) is committed to fostering meaningful parent and family engagement as a key component of student success. The district implements a comprehensive, equity-driven strategy to build strong partnerships between schools, families, and the broader community.

Key Components of WCCUSD's Parent and Family Engagement Strategy:

1. Development of School-Level Parent and Family Engagement Policies

Each Title I school, in collaboration with parents and caregivers, develops and annually reviews a school-level Parent and Family Engagement Policy. These policies outline how the school will:
Involve families in the planning and improvement of Title I programs, and build capacity for engagement through training and support. Ensure regular two-way communication between school and home.

2. Annual Title I Meetings

WCCUSD schools conduct an Annual Title I Parent Meeting to inform families of: The school's participation in Title I programs, The requirements of Title I, The rights of parents to be involved in their child's education

3. School-Parent Compacts

Every Title I school collaborates in co-developing a School-Parent Compact that outlines shared responsibilities for enhancing student academic achievement. These compacts:

Define the roles of school staff, parents, and students. Emphasize the importance of regular communication, attendance, and academic support.

4. Capacity Building and Training

WCCUSD provides ongoing professional development and resources to school staff on how to effectively engage families, with attention to:

Culturally and linguistically responsive practices. Engaging underrepresented and underserved families and strengthening home-school partnerships to support learning. Parents are also offered workshops and training to support their understanding of curriculum, standards, assessments, and how to help their child succeed academically.

5. Accessibility and Equity

WCCUSD ensures that all parent engagement activities and communications are: Accessible in multiple languages, Culturally inclusive, Available to families with disabilities or other access needs

6. District-Level Parent Involvement

Through the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and community forums, families participate in:

Decision-making processes related to the Local Control and Accountability Plan (LCAP) Review and input on Title I programs and budgets

WCCUSD believes that engaged families are essential partners in student learning. By implementing these strategies under Section 1116, the district ensures that parents and caregivers are empowered, informed, and actively involved in their children's academic success and well-being.

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 Commitment to Collaborative School Planning and Family Engagement. The West Contra Costa Unified School District (WCCUSD) is deeply committed to engaging parents and families as partners in the collaborative development of the School Plan for Student Achievement (SPSA) at each school site. This commitment reflects the district's core value of authentic engagement, ensuring that families have a meaningful voice in shaping student success. **Inclusive Leadership Structures: SSC and ELAC.** At the beginning of each school year, all WCCUSD schools initiate a transparent nomination and election process to form two key advisory bodies: School Site Council (SSC): Composed of elected parents, staff, and teachers (and students at secondary sites), the SSC leads the development, review, and approval of the SPSA, including data analysis, goal setting, and resource allocation. English Learner Advisory Committee (ELAC): Focused on supporting English Learners, ELAC members provide input on programs, services, and strategies to improve outcomes for multilingual students.

Data Sharing and Stakeholder Feedback

Throughout the academic year, WCCUSD shares key data and updates with its advisory committees, particularly the District Local Control Accountability Plan Advisory Committee (DLCAP). This includes: Comprehensive Support and Improvement (CSI) data, Disaggregated interim assessment results, Mid-year LCAP Implementation Reports, Progress updates on prior-year committee recommendations. These data presentations occur during winter and spring DLCAP meetings, allowing stakeholders to monitor progress and assess alignment with equity and improvement goals.

Annual Advisory Committee Recommendations The district values and responds to formal recommendations submitted annually by the: Multilingual District Advisory Committee (MDAC), African American Site Advisory Team (AASAT,) District LCAP Advisory Committee (DLCAP) These recommendations are grounded in each committee's ongoing progress monitoring and reflect the lived experiences and priorities of families, students, and communities. They are designed to help the district implement strategies that meaningfully engage parents, students, and community partners. Close opportunity and equity gaps for unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students.

Equity-Focused Access to Engagement Opportunities: WCCUSD ensures that all parent capacity-building events and meetings are Accessible to families with limited English proficiency by translating all communications into any language spoken by 15% or more of the student population.

Interpreted as needed, including American Sign Language, for Board meetings, school meetings, and parent-teacher conferences. Supported with reasonable accommodations, such as pre-meeting consultations for families with disabilities

Convenient Scheduling and Annual Policy Distribution. All engagement opportunities are scheduled at times and locations convenient for working families, ensuring equitable access for all. Additionally, each Title I school hosts an Annual Parent Meeting to collect feedback on LCAP actions and services, which is then shared with the DLCAP.

The district's Parent and Family Engagement Policy is reviewed and distributed annually through the WCCUSD Parent-Student Handbook, which is provided at registration, made available online, and accessible at all school sites.

WCCUSD Engaged Communities Goal: Building Powerful School and District Cultures

The West Contra Costa Unified School District (WCCUSD) is deeply committed to fostering Engaged Communities, a core goal of its Local Control and Accountability Plan (LCAP). This focus centers on creating powerful school and district cultures rooted in positivity, trust, inclusion, safety, and open communication.

District-Level Leadership and Alignment. At the central district level, WCCUSD administrators ensure that Adequate funding is allocated to support robust parent and family engagement programs. District departments and programs are strategically aligned to promote a unified and practical approach to family involvement.

This systemwide alignment helps ensure that efforts to engage families are cohesive, culturally responsive, and equity-centered across all schools and communities. The Role of School Community Outreach Workers (SCOWs) School Community Outreach Workers (SCOWs) are employed at all Title I schools and serve as a vital link between families and schools. They lead family engagement initiatives and ensure that schools: Develop welcoming environments, Strengthen student learning at home, Provide equitable access to information and resources, Foster parent leadership and advocacy. SCOWs engage with families through phone calls, in-person meetings, and written communications. They also support schools in designing and implementing strategies that align with Title I requirements, the SPSA, and district goals.

Comprehensive Family Engagement Strategies

WCCUSD implements a range of strategies, interventions, and supports to empower families and promote inclusive engagement. This includes learning and capacity-building opportunities to help parents support their students' academic success at home, as well as District-Wide events and celebrations that encourage relationship-building and increase access to community resources. Parent leadership through school and district advisory groups, including: School Site Councils (SSC) English Learner Advisory Committees (ELAC) Multilingual District Advisory Committee (MDAC) District LCAP Advisory Committee (DLCAP), composed of parents, students, labor union reps, and community partners from all five cities in WCCUSD Welcoming school climate initiatives that focus on access, equity, and relationship-buildin Support the development of school-level Parent Involvement Policies and School-Parent CompactsActivities that build parent capacity to reinforce learning at home and engage in school decision-making Outreach to families regarding individual student learning or behavior needs Encouragement for parent participation in school-wide events, planning meetings, and committees Regular "Coffee Chats" with principals, providing informal opportunities to discuss school vision, programs, and policies Responsive communication and resolution of parent concerns Coordination of volunteer opportunities to increase family presence on campus Assistance with Title I Parent Policy and Compact implementation Organization of school-based family learning events, such as Family Math or Science Nights and cultural celebrations.

WCCUSD's Vision for Engagement

By embedding authentic engagement into the district's systems and school cultures, WCCUSD ensures that parents and families are not just participants but partners in education. These ongoing efforts promote student success, close equity gaps, and build thriving school communities across the district.

WCCUSD utilizes Student Support Committees (SSCs), English Language Advisory Committees (ELACs), and African American Parent Advisory Committees (AAPACs) at schools identified for Comprehensive Support and Improvement (CSI). To ensure that parents and other stakeholders engage in the development of the CSI plan. SSC, ELAC, and AAPAC parents receive training on their roles and responsibilities. Schools identified for CSI conduct a more robust

needs assessment, which includes parent and community input, as well as a 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. To offer robust opportunities for parents to attend meetings, District staff strive to hold meetings in convenient locations at times that accommodate 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.

School-wide Program:

WCCUSD has 41 schools (29 Elementary, 4 Middle, 6 high schools, and 2 alternative education) identified to receive Title I funds for 2026-27. As a result, each participating school must include in its current School Plan for Student Achievement (SPSA) how it adheres to the requirements in Section 1114 of Title I, Part A of the Every Student Succeeds Act. As a requirement for Title I funds, each school is required to participate in the following components.

Comprehensive Needs Assessment: Analyze academic achievement data, identify factors related to low achievement, identify areas of need, select evidence-based strategies and activities to support educational improvement, and utilize monitoring and reporting tools to communicate the level of effectiveness

Stakeholder Involvement (Parent, Community, Teachers, Staff, and Students)

Each site worked with its SSC to conduct a thorough needs assessment, which looked at student data and critical subgroups from the current year. Based on this data, sites coordinated with staff, parents, and other members of the school community, such as SSC, to develop a strategic, evidence-based plan to meet the academic needs of students, ensure that these plans include rigorous academic program(s), increased amount and quality of learning time, designed tools and measures to regularly monitor and revise plans 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 accessible to parents and the community.

Targeted Assistance Support (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 school as soon as possible and 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.

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:

N/A

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:

WCCUSD Families in Transition Office: Supporting Homeless Students and Families

The West Contra Costa Unified School District (WCCUSD) is dedicated to supporting homeless and highly mobile students through the Families in Transition Office (FiT). Aligned with the McKinney-Vento Homeless Assistance Act, the FiT Office ensures that school-age children and youth experiencing homelessness are identified, enrolled promptly, and provided with the necessary resources and support to succeed academically and socially.

Identification and Outreach. Identification is a critical first step in supporting homeless students. The Families in Transition Office collaborates with school staff, community agencies, and families to proactively identify students experiencing housing instability, ensure immediate enrollment and uninterrupted access to education, and maintain confidentiality and dignity throughout the identification and support process.

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 essential 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 standards-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 from 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 students 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:

N/A

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 for all students by cultivating inclusive educational communities where individual student needs are consistently respected and supported through personalized, holistic, high-quality instructional strategies at all site grade levels.

Ongoing 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 supports programs and funding to enable teachers to become Board-certified. Training and support for teachers in Advanced Placement courses. 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 California) while also conducting fieldwork in a WCCUSD mentor teacher's classroom for the entire school year, two 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 and experienced mentors provide weekly collaborative support for our interns. The support is focused on their needs as new educators. The mentors

encourage new teachers to grow in their practice, develop communities within their schools, and evolve 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 as a two-year program, it supports teachers in building on the knowledge they gained during 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's focus areas being support for educators, the missions and actions of WCCTRP, TSAP, and TIP are directly aligned with 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 is necessary to support the reflection, growth, and development of beginning teachers. Once teachers complete their induction, many continue their teacher leadership growth and development by becoming mentors for one of the programs or taking on 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 focuses 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, including evaluative surveys and attendance records. Departments maintain a database to log professional learning hours. UTR and HR have collaborated to design a system for logging and tracking 12 hours of self-directed professional learning. Teachers log self-directed hours in a spreadsheet, and principals review and provide feedback. We are continually refining our system and evaluating tools to measure 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 also self-identifying any weaknesses in their teaching practice and intervening with training to address those weaknesses. Teachers can meet from 9:00 to 12:00 AM on Google Meet 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 possess in-depth knowledge of their subjects and are skilled in teaching 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; for example, 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 a result of this review, decisions are made regarding 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 25-26 California School Dashboard data. Identified CSI schools participate in a monthly community of practice (COP). The COP is facilitated by the Educational Services team, with support and training provided by 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 and progress. Leaders use local and ongoing student data to monitor the effectiveness of professional development and its impact on student growth. Site leaders and their teams will participate in ongoing, high-quality professional learning to drive meaningful change, ensuring that interventions, strategies, and resources directly impact student achievement. No WCCUSD schools were identified as CSI schools for 2026-27, but schools are anticipated to return in the new cycle starting 2027-28.

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 professional development (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, assess students' progress, and evaluate the impact of instructional programs. Then, based on this data-driven information, these site-based teams can make the necessary instructional changes to address any learning gaps or challenges that students regularly experience. 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: Empower each student to graduate with the essential skills to be college and career-ready in a multilingual, technology-driven world.

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 in 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, the number of high school students with Ds and Fs, 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 of 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, which also include community members. WCCUSD has a Performance Indicator review team that includes teachers and administrators, who review data on the amount of time students spend in Special Education classrooms, dropout rate trends, and suspension numbers for Special Education students. English learner data is reviewed, including 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 multilingual 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 helpful 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 2024-2025 school year, I-Ready was implemented as the local assessment for Grades K-8 and TK students, using the EGSi (Educational Software for Guiding Instruction) and STAR for high school. Metrics were established for

continuous improvement at a 3% overall rate and for the subgroups of African-American, Latino, English Learners, and Students with Disabilities. Data is shared publicly after each cycle via principal meetings, where it is shared with instructional leadership teams to assess the effectiveness of instructional strategies. This assessment is achieved by implementing a cycle of inquiry and norming on instructional practice guide observational tools, which focus on three core elements to inform the implementation of high-quality instructional programs. This local data is also shared at board meetings and parent advisory councils. It is anticipated that I-Ready will not continue to for the 2026-27 school year.

WCCUSD offers Summer extended learning, providing 19-day instructional support programs 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, increasing access to pathways and academies, and promoting professional development aligned with college and career readiness indicators.

Feedback Processes for Professional Learning: A continuous feedback loop evaluates all professional learning, including evaluative surveys and attendance. Our experienced education system for Administrators in WCCUSD includes Professional development (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 professional development resources throughout the year, which are 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 their understanding of the CA ELD standards, enables them to practice and monitor effective EL strategies, and develop 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 professional development models and site-tailored professional development that build upon site SPSA goals. Additionally, WCCUSD offers professional development opportunities 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 develop their capacity to meet the CA ELD Standards, they are better equipped to support their students in achieving 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 students' English proficiency and social and emotional well-being. These resources include classroom libraries, Language Tree, and Imagine Language and Literacy. Furthermore, the Ellevation

platform enables teachers to delve deeper into student EL data and address EL domain needs. With elevation, students receive an enhanced instructional opportunity, as teachers can utilize 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 English Language Learners (ELs) by reviewing monitoring reports and developing school site action plans. Monitoring reports are used to create site, classroom, and student plans for EL academic growth and English language acquisition. Sites and classrooms utilize EL data to inform professional development and instruction, thereby enhancing English Language (EL) learning and proficiency. Site administrators and teachers review reports to identify areas of success and areas that require growth. This ongoing analysis and data cycle inquiry supports sites in ensuring continuous academic growth in English

Language (EL) education. 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 English Language Learners (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 using these funds. Maintain FabLab spaces (fixed and mobile): machines, software, and materials.

Effective Use of Technology:

Support FabLab and engineering classes, instructors, and students, as well as Maker Spaces and teachers throughout 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 schools 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 supports 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, and friends.

Positive School Culture & Climate:

The Positive School Climate and Strategies for Social-Emotional Learning program provides specialized student support to address complex or persistent attendance or behavioral problems. This program also provides student support, trains staff, identifies and implements initiatives to improve the school climate, and engages parents in discussions about their students' academic outcomes. This program will support Goal 1, Authentic Engagement.

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.

WCCUSD middle schools face a range of academic and engagement challenges that require targeted intervention and strategic resource allocation. The most recent district-wide performance data on the 2025-26 Dashboard indicates:

Chronic Absenteeism: 27% of students are chronically absent

Graduation Rate: 85.3%

ELA Performance: Students are performing 52.4 points below standard

Math Performance: Students are performing 77.9 points below standard

College & Career Readiness: 41% of students are deemed prepared

Access to a Broad Course of Study: Students have access to STEAM, Visual and Performing Arts (VAPA), and after-school enrichment programs

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

The West Contra Costa Unified School District (WCCUSD) Fab Lab Initiative is a cornerstone of the district's commitment to providing high-quality, hands-on STEM education for all students, with a focus on increasing access for historically underserved student groups. The WCCUSD Fab Lab—both fixed and mobile—serves as a dynamic learning environment that equips students with 21st-century skills through digital fabrication, engineering, and design thinking. The program supports equitable access to STEAM (Science, Technology, Engineering, Arts, and Math) experience through:

Maintain FabLab spaces (fixed and mobile): machines, software, and materials.

Support FabLab and engineering classes, instructors, and students, and support Maker Spaces and teachers throughout WCCUSD.

Coordinate site visits and STEM events. 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, encompassing science, technology, engineering, and mathematics, including computer science, hands-on learning, and exposure to STEM through field-based and service learning experiences.

Increasing access for groups of underrepresented students to high-quality courses, supporting the participation of low-income students in STEM-related activities and events

- Facilitating collaboration among schools, after-school 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

Engage with community and industry partners (e.g., Chevron) for lab and machine rentals, events, and project fabrication.

WCCUSD District Math Engineering Science & Arts (MESA)

The Math, Engineering, Science, and Arts (MESA) College Prep Program is a critical component of WCCUSD's strategy to advance equity and expand access to high-quality STEM education. Designed to support students who have been historically underrepresented in STEM fields, the MESA College Prep Program helps participants complete a rigorous, math-based academic pathway that prepares them for success at selective four-year colleges and universities,

particularly in STEM majors such as engineering, computer science, and applied sciences.

Program Overview & Goals

WCCUSD is partnering with California State University, East Bay, and its MESA College Prep Center to implement the MESA model across selected district high schools. The program will:

Support middle and high school math and science teachers to implement the MESA curriculum and instructional strategies

Provide targeted support to students, particularly African American, Latinx, low-income, English Learners, and first-generation college-goers. Ensure that participating students are on track to complete college-preparatory math-based coursework, including A–G requirements and advanced STEM electives. Increase the number of students who are competitively eligible for admission to selective four-year universities in math-intensive fields.

VAPA (1033) - Well-Rounded

Coordinates district-wide Arts program: supports arts, music, and drama programs; provides technical assistance to schools to design and purchase appropriate materials and supplies; designs and supports district-wide arts programs, concerts, etc

Professional Development: facilitate collaborative engagement of 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

The Destination College Advising Corps (DCAC) and the Early Academic Outreach Program (EAOP), both based at the University of California, Berkeley, collaborate with the West Contra Costa Unified School District (WCCUSD) to enhance college and career readiness among students.

This partnership aims to provide WCCUSD students with comprehensive support throughout their educational journey, from high school through college and beyond. Key initiatives include:

Concurrent Enrollment Programs: These programs enable 10th and 11th-grade students to enroll in college courses at local community colleges. Students earn transferable college credits while attending Saturday Academic Skill Seminars (SASS), which focus on topics such as navigating college resources, financial literacy, and professional development.

College & Career Nights: The annual WCCUSD College Fair continues to bring together over 50 college and career representatives, providing students and families with valuable information and resources to support their post-secondary educational endeavors.

Advising and Mentorship: DCAC and EAOP offer on-campus advising, mentoring, tutoring, and assistance with college applications, including fee coverage for up to 12 applications.

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?

WCCUSD is committed to continuous improvement and will evaluate the effectiveness of its STEM, MESA, and engagement activities through quantitative data analysis, qualitative feedback, and ongoing stakeholder reflection.

Program effectiveness will be assessed through the following methods:

1. Academic Outcome Monitoring

Track key student performance indicators, including: Math and science course enrollment and completion, A–G completion rates, with an emphasis on STEM-aligned pathways, Standardized assessment results (e.g., SBAC, CAST),

College and career readiness metrics, including MESA college admissions outcomes, & Disaggregate data by student group (e.g., race/ethnicity, English Learner status, socioeconomic status, gender) to ensure equity of impact.

2. Participation & Access Tracking

Monitor student participation rates in programs such as MESA, Fab Lab, VAPA, and STEM events. Track growth in enrollment in advanced math, engineering, and science courses, especially among underrepresented student groups. Use program rosters and school schedules to evaluate reach and inclusivity.

3. Pre-- and Post-Surveys

Administer student surveys before and after program participation to measure: Interest and confidence in STEM fields, Awareness of STEM careers and college pathways, Sense of belonging and engagement in school, & Analyze changes in self-reported attitudes to assess student mindset shifts and program influence.

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.

WCCUSD middle schools face a range of academic and engagement challenges that require targeted intervention and strategic resource allocation. The most recent district-wide performance data on the 2025-26 Dashboard indicates:

Chronic Absenteeism: 27% of students are chronically absent

Graduation Rate: 85.3%

ELA Performance: Students are performing 52.4 points below standard

Math Performance: Students are performing 77.9 points below standard

College & Career Readiness: 41% of students are deemed prepared

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

WCCUSD Middle School Sports Collaborative

Supporting Safe, Healthy, and Engaged Students

The WCCUSD Middle School Sports Collaborative (MSSC) is designed to support the physical, social, and emotional well-being of middle school students by offering structured, inclusive, and engaging athletic opportunities through after-school programming.

This initiative promotes a Healthy, Active Lifestyle and is aligned with WCCUSD's broader goals of ensuring safe and supportive learning environments, increasing student engagement, and fostering a positive school culture.

Program Goals

Increase student participation in after-school athletics and wellness activities. Promote teamwork, leadership, and discipline through structured sports programming. Provide a safe and supervised environment during out-of-school hours. Support the social-emotional development of middle school youth. Reduce chronic absenteeism and improve school connectedness.

Participation Agreement

All students and families involved in the Middle School Sports Collaborative are required to complete a Participation Agreement, which includes:

Commitment to consistent attendance and engagement in team activities. Agreement to follow all school and district codes of conduct, Acknowledgment of health and safety protocols required for participation, Consent for participation in practices, games, and any related field trips or competitions

Health and Safety Practices

The MSSC program is grounded in comprehensive health and safety standards to ensure student well-being, including: Pre-participation clearances (e.g., parent permission, physical exams if required) Adherence to district health protocols, including injury prevention, hydration, and heat illness guidelines Supervision by trained coaches and after-school staff, with CPR/first aid certification Emphasis on positive peer interactions and bullying prevention.

Equity and Inclusion

The program prioritizes equitable access by: Offering no-cost participation at all middle school sites, Providing inclusive opportunities for students of all ability levels, Encouraging involvement from underrepresented groups in sports.

WCCUSD Safety and Health Support Activities

1. Physical and Emotional Safety on Campus

Campus Supervision and Safety Plans:

Implementation of comprehensive site safety plans, regular drills (fire, lockdown, earthquake), and consistent adult supervision before, during, and after school. School Resource and Safety Officers: Collaboration with security and local law enforcement in a restorative, student-centered framework to maintain campus safety.

Anti-Bullying Initiatives:

District-wide programs and site-based interventions focused on preventing bullying and fostering inclusive peer relationships.

2. Mental and Emotional Health Supports

School-Based Mental Health Services:

Access to counselors, social workers, and therapists across sites, with services including individual counseling, crisis response, and group therapy.

Social-Emotional Learning (SEL) Curriculum:

Integration of SEL programs to support self-awareness, responsible decision-making, and interpersonal skills.

Trauma-Informed Practices:

Staff training and classroom practices that are sensitive to the needs of students impacted by trauma, grief, and instability.

3. Physical Activity and Fitness

Physical Education (PE) Classes:

Standards-based PE at all grade levels to promote lifelong fitness and physical well-being.

Recess and Play Opportunities:

Safe and structured recess for elementary students and organized physical activities through after-school programs.

Middle School Sports Collaborative:

Organized sports teams and fitness activities after school to engage students in healthy movement and team-building.

4. Health Education and Prevention

Health Curriculum:

Standards-based instruction on physical health, hygiene, substance abuse prevention, nutrition, and puberty education.

Substance Abuse Prevention Programs:

Student education and community outreach around drug, alcohol, vaping, and tobacco use prevention.

Safe Routes to School:

Collaboration with cities and counties to ensure students have safe and accessible walking/biking routes.

5. Family and Community Engagement

Parent Workshops and Trainings:

Sessions on mental health awareness, digital safety, healthy eating, and parenting strategies.

Community Partnerships:

Engagement with local health agencies, non-profits, and behavioral health providers to expand services.

Multilingual and Culturally Relevant Support:

Health and safety resources provided in families' home languages and respectful of cultural norms.

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?

WCCUSD is committed to a data-driven, equity-focused approach in evaluating the effectiveness of its student health and safety initiatives. Effectiveness will be assessed using multiple measures reflecting outcomes and implementation fidelity. The district will use the following methods to monitor, evaluate, and improve safety and wellness strategies:

1. Student Wellness and Safety Metrics

WCCUSD will track key indicators annually and monitor for improvement across all student groups:

Chronic absenteeism rates

Suspension and expulsion data

Office discipline referrals

Injury/incident reports during school and extracurricular activities

Participation rates in physical education, sports, and wellness programs

FitnessGram results (where applicable)

Self-reported school climate and safety survey data

2. School Climate & Culture Surveys

Administer annual student, family, and staff surveys to assess perceptions of:

Physical and emotional safety on campus

Access to mental health and wellness supports

Trust and relationships between students and adults

Experiences with bullying or harassment

Disaggregate data by site, grade level, race/ethnicity, and student groups (e.g., foster youth, English learners, students with disabilities)

3. Program Participation & Reach

Track participation rates in:

After-school wellness programs and sports (e.g., Middle School Sports Collaborative)

Counseling and mental health services

Family health workshops and engagement events

Monitor equity of access by analyzing who is participating and who is not (by site, subgroup, and zip code)

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.

To effectively identify areas for improvement in the use of technology and student access and outcomes, WCCUSD can monitor and analyze a set of key indicators and data points. These will help determine where support is needed, which student groups may be underserved, and how effectively technology is being integrated into teaching and learning.

Access & Infrastructure

Device Access Rate

% of students with functioning, up-to-date devices (goal: 100%)

Internet Connectivity Rate at Home

% of students/families with reliable internet access

Tech Support Requests & Response Time

Frequency and timeliness of district response to tech issues

Teacher Preparedness & Integration

Staff Surveys on Technology Use

Comfort and skill with integrating tech into instruction

Participation in Tech-Focused Professional Development

% of teachers attending PD or coaching sessions related to tech integration

Use of Learning Management Systems (LMS)

Measured by the frequency of teacher posts, assignments, and feedback in platforms like google classroom, clever, illuminateEd,

Parent and Family Engagement

Family Survey Data

Comfort and ability to support student use of digital tools at home

Parent Portal Log-In Rates (e.g., Aeries)

Frequency and consistency of use for monitoring grades and attendance

Workshop Attendance

Number of families attending tech-related support sessions

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])

WCCUSD – Effective Use of Technology

Empowering Learning, Access, and Equity through Digital Tools

The West Contra Costa Unified School District (WCCUSD) is committed to the effective, equitable, and purposeful use of technology to support student learning, instructional innovation, and operational efficiency. Technology is leveraged across the district to close opportunity gaps, personalize learning, and prepare students for college, careers, and civic life in a digitally connected world.

Access & Equity

Provide student device access (Chromebooks or laptops) for all K–12 students

Ensure home internet connectivity through hotspots and broadband initiatives

Maintain up-to-date learning management systems (LMS) such as Google Classroom, IlluminateEd, Clever, online learning platforms, etc

Digital Literacy & Instructional Innovation

Support students in developing 21st-century skills: communication, collaboration, creativity, and critical thinking

Integrate computer science, coding, and digital media literacy into the curriculum.

Promote blended learning and the effective use of instructional software to differentiate and accelerate student learning.
Teacher Support & Professional Learning
Provide ongoing technology-focused professional development aligned with instructional goals and digital equity practices.

Offer training in adaptive platforms, assessment tools, and interactive digital content.

Use Instructional Technology Coaches to provide site-based modeling and coaching.

Student Safety & Responsible Use

Implement a digital citizenship curriculum to teach students how to navigate online spaces responsibly.

Utilize cybersecurity tools and content filters to ensure safe online learning environments.

Maintain districtwide acceptable use policies (AUPs) for staff, students, and families.

Family Engagement & Communication

Leverage technology tools (e.g., TalkingPoints, ParentSquare, Aeries Parent Portal) to improve communication with families in multiple languages

Provide digital literacy training for parents to better support their children's learning at home.

Ensure real-time access to grades, attendance, and academic progress.

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?

The West Contra Costa Unified School District (WCCUSD) evaluates the effectiveness of strategies and activities funded under Title IV, Part A through a comprehensive, data-driven process aligned with both federal requirements and the district's Local Control and Accountability Plan (LCAP)

Annual Schoolwide Program (SWP) Review: Schools operating Title I, Part A SWPs are mandated to conduct a yearly evaluation of their plans. This review assesses: This process involves both quantitative data (e.g., test scores) and qualitative data (e.g., surveys, observations)

California School Dashboard: The district utilizes the California School Dashboard to monitor performance across state and local indicators, including: Suspension and graduation rates, English Language Arts and Mathematics proficiency, Chronic absenteeism, College and career readiness, Local indicators such as parent engagement and school climate surveys

Continuous Improvement Processes: WCCUSD utilizes continuous improvement frameworks to evaluate and refine educational practices. These frameworks guide the selection of evidence-based interventions, monitor implementation, and adjust strategies to improve student outcomes.

- 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. The most recent review was Spring, 2026

California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

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