

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/1	Authentic Engagement	Increase site funds to expand access to interventions like wellness centers, school counseling, and teacher intervention hours	Not Included	NA	While we've strengthened our central wellness infrastructure—including a team of district-based Social Workers and Mental Health Clinicians who provide direct services, crisis response, and capacity building—at this time, we are not able to fund a counselor at every elementary school. Instead, counselors are allocated to all K–8 and secondary schools, and elementary sites are supported by school psychologists who provide tiered mental health support and collaborate with school teams through the MTSS framework. To support equitable distribution of resources, \$3.8 million in LCAP funding is allocated across all schools using a weighted formula based on each school's unduplicated pupil percentage. While this structure helps ensure schools with the highest needs receive more targeted support, this fund is currently not able to increase due to broader fiscal constraints. Additionally, our central wellness staff lead ongoing training for school teams on effective CARE team implementation, ensuring students are identified early and connected to appropriate in-school and district-level supports. Schools with high disproportionality in academic, behavioral, or attendance outcomes also receive targeted support from Climate Coaches and Clinical staff to strengthen site-level systems. We've also expanded Title I support to include more schools, such as Ellerhorst and Lupine Hills, helping meet growing needs across the district. We remain committed to building responsive and inclusive wellness systems that support all students, while continuing to assess how we can best expand services as resources allow.
High	DLCAPS/2	Authentic Engagement	Fund a district grant writer to improve access to sustainable socioemotional and academic interventions for our most high need students and families	Included with Modifications	NA	While we recognize the value of securing external funding to expand support for high-need students and families, WCCUSD has opted not to fund a dedicated district grant writer at this time due to current budget constraints and the prioritization of resources toward direct services and program implementation. That said, identifying and pursuing grant opportunities remains a critical need. <b>Rather than create a new position, we will incorporate this responsibility into the roles of existing directors</b> , who will be expected to actively monitor for potential funding opportunities aligned to their programs. Directors will collaborate with the County Office of Education and the Ed Fund to identify, vet, and pursue grants that can enhance services and increase capacity. This integrated approach ensures we remain proactive in seeking resources while staying within our current staffing structure. The district will continue to explore grant opportunities through existing staff and partnerships, but at this time, we are not allocating LCAP funding for a full-time grant writing role.
High	DLCAPS/3	Relentless Attention to Achievement	Every student has access to instructional materials at home to support academic growth, homework completion, etc.	Continuing Action	NA	WCCUSD ensures that all students have access to core instructional materials at home through the district's textbook sufficiency process. With the recent adoption of Eureka Math <sup>2</sup> , the district will also disseminate the Family Connection Workbook to support at-home learning in mathematics <b>by Back to School Night</b> so that teachers can refer families to the material. Additionally, through the district's 1:1 device initiative, students can access digital instructional materials virtually via Clever and the district's digital library. To further support families, School Community Outreach Workers (SCOWs) and teachers will receive training to lead workshops that help parents navigate and use these platforms, enhancing academic support and family engagement at home.

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/4	Authentic Engagement	Ensure every classroom utilizes ParentSquare to engage families in two-way communication with one another and staff, including ensuring that long-term substitute teachers have ParentSquare access. Enhance the ParentSquare platform to allow for parent-to-parent communication and targeted two-way communication with families in need of additional support. Ensure that teachers utilize ParentSquare for two-way communication and to foster communication and collaboration among parents.	Included	1.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.2 through the following strategy:</p> <p>Strategy 8 – Strategic Communications WCCUSD will continue implementing a districtwide communications plan that leverages digital tools to improve equitable access to information and strengthen family engagement. A key focus is the continued rollout and <b>expansion of ParentSquare as the district's central two-way communication platform. Staff across departments will be trained</b> to use ParentSquare to support clear, consistent outreach. Teachers will receive specific training on using ParentSquare for classroom-level communication, ensuring families stay connected to daily instructional activities and updates. Additionally, Parent Advisory Committee (PAC) <b>site leaders will be trained</b> to use ParentSquare to communicate with their school communities and, in turn, train parents in its use, promoting peer-to-peer communication and increasing digital access.</p> <p>Other key actions include the <b>creation of a Dual Language resource webpage</b>, development of promotional materials for Dual Language Immersion programs, and an overall emphasis on digital communications to reach families in their preferred language and format. This strategy supports more inclusive, accessible, and timely communication across all school communities.</p>
High	DLCAPS/5	Authentic Engagement	Increase support for Visual and Performing Arts (VAPA) events by promoting widely to promote participation and engagement.	Included	1.3	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.3 through the following strategy:</p> <p>Strategy 1 - Visual and Performing Arts Programs (VAPA) WCCUSD is committed to providing all students with access to a high-quality, well-rounded arts education. The LCAP-funded Visual and Performing Arts (VAPA) Director oversees program coordination, staffing, instrument maintenance, material budgets, and professional development. This includes direct support for elementary music teachers, stipends for secondary educators leading after-school ensembles, and opportunities for VAPA teachers to collaborate and engage in ongoing training. With the addition of Prop 28 funds, WCCUSD has expanded VAPA offerings in alignment with the Community Schools pillar of expanded time and opportunities. <b>To elevate the impact of the arts, the district will increase promotion and support of student performances and exhibitions to drive visibility, participation, and family engagement.</b> Metrics of Success: Increase student participation in VAPA courses and extracurricular programs by 10% by June 2026. VAPA programs nurture creativity, emotional expression, and critical thinking, skills that enhance academic performance and foster a more engaging and inclusive school environment. Research indicates that schools with robust arts programs experience lower chronic absenteeism and suspension rates, contributing to improved student outcomes.</p>

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/6	Authentic Engagement	Ensure a data system is provided to staff to use to monitor attendance and outreach to families and students, as well as identify root causes for chronic absenteeism and monitor interventions that students are assigned to.	Included	1.1	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategy:</p> <p>Strategy 5: Attendance &amp; Engagement To improve overall attendance rates by 2%, WCCUSD will implement a multi-tiered attendance and engagement campaign grounded in data, early intervention, and school climate supports. The Office of Positive School Climate will train site staff to implement tiered outreach strategies, with a focus on schools with high chronic absenteeism. A revised SART manual will promote consistent, districtwide processes. Positive School Climate Attendance Technicians will support daily, weekly, and monthly outreach to families. <b>A districtwide attendance data system will enable school teams to monitor trends, identify root causes, track interventions, and guide targeted outreach.</b> Direct training and data analysis sessions will be provided to attendance clerks and school site staff to ensure accurate data entry, early identification of issues, and effective use of the system. To reinforce strong attendance, student incentive and recognition programs will be developed to celebrate improvement and consistent attendance. The central office team will also provide ongoing training and collaboration with site staff to implement best practices. Additionally, strategies specific to secondary schools will be developed, <b>including data analysis on class-cutting behaviors, regular hall sweeps, and positive reinforcement systems</b> that encourage daily attendance and academic engagement.</p> <p>Together, these actions aim to build a culture of attendance, improve data-driven interventions, and ensure all students are connected to meaningful learning every day.</p>
Low	DLCAPS/7	Authentic Engagement	Expand transportation services, including a rideshare app model, and develop parent communication trees so that parents can coordinate rideshares	Not Included	NA	<p>WCCUSD recognizes the importance of addressing transportation barriers and is actively exploring sustainable solutions. The Offices of Family and Community Engagement and Positive School Climate are pursuing a partnership with VIA transportation services to expand access in Richmond, San Pablo, and nearby unincorporated areas using Community Schools Partnership Program grant funds, with the goal of sustaining the service through braided city and county funding. While the district has not formally adopted a rideshare app model or established parent communication trees, families can use ParentSquare's family-to-family messaging feature to coordinate rides informally. Additionally, bus passes are available through the Office of Positive School Climate (student services) for families in need. The district remains committed to identifying equitable, long-term transportation options in future planning cycles.</p>
Low	DLCAPS/8	Authentic Engagement	Support and expand garden programs to enhance student well-being.	Continuing Action	NA	<p>WCCUSD appreciates this recommendation and affirms that efforts to support student well-being through garden programs are already in place. Many schools across the district currently operate garden-based learning programs that promote social-emotional development, hands-on science instruction, and environmental stewardship. These programs are supported through a mix of site-level initiatives, community partnerships, and external grants.</p> <p>To encourage and expand these efforts, the district will continue to promote garden-based learning as part of our broader commitment to whole-child wellness and authentic student engagement. Additionally, <b>we will compile and share a list of school sites with active garden programs</b> and identify the current funding sources that support them, including site funds, partnerships, and grant opportunities, to help inform and inspire further expansion.</p>

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
Low	DLCAPS/9	Authentic Engagement	Enhance the efficiency of volunteer applications. Establish clear volunteer roles for schools and train volunteers to enhance family engagement	Continuing Action	NA	While we have experienced challenges with Verkada, we remain committed to improving the system's functionality to better support school safety and operations. We are actively working with the vendor to resolve outstanding issues and improve reliability across school sites. At the same time, we recognize the importance of strengthening our volunteer systems to support authentic family engagement. <b>We will explore ways to improve the efficiency of the volunteer application process, define clear roles for school-based volunteers, and provide districtwide training to ensure volunteers are effectively integrated into school communities.</b> This feedback will inform future planning efforts within the Office of Family and Community Engagement.
High	DLCAPS/10	Universal Systems of Support	Promote teacher pathways for Black educators through targeted outreach to Black students, staff, and alumni for educator and credentialing programs..	Continuing Action	2.2	WCCUSD is actively advancing this work through Strategy 4: Increase the Number of Black/African American Educators. As part of our ongoing efforts, we are <b>strategically advertising and recruiting from Historically Black Colleges and Universities (HBCUs), engaging with Black Greek Organizations, and partnering with our families and AASAT teams</b> to promote teaching opportunities specifically to Black/African American students, staff, and alumni. These targeted outreach efforts are designed to build a more diverse and representative educator workforce across our district.
High	DLCAPS/11	Universal Systems of Support	Provide in-house teacher credentialing programs in partnership with universities.	Continuing Action	NA	WCCUSD currently partners with over 50 teacher credentialing programs to support in-house credentialing pathways in collaboration with universities. We remain committed to expanding and strengthening these partnerships to ensure accessible, high-quality opportunities for aspiring educators within our district. To further elevate this work, <b>we will develop a multi-media campaign to highlight these partnerships and the opportunities they offer, increasing visibility for both current staff and students.</b> In addition, we plan to create a teacher assistant program for students to spark early interest in the profession and build a sustainable pipeline of future educators. As we expand these efforts, we will also define and monitor clear metrics to evaluate program effectiveness, including enrollment, retention, credential completion rates, and placement in WCCUSD classrooms. These measures will guide continuous improvement and ensure the long-term impact of our educator pipeline initiatives.
High	DLCAPS/12	Relentless Attention to Achievement	Make systems for staff more efficient and accessible for the procurement of supplies and contracts, and timecard reporting.	Included	3.6	WCCUSD accepts this recommendation to strengthen progress toward Goal 3. Its integration is reflected in Action 3.6 through the following strategy:  Strategy 2: Specialized Training and Systems Support Ongoing training will be provided by WCCUSD specialized staff funded through this program. Central training and support are designed to enhance understanding of federal, state, and other categorical authorized use funds regulations. Through this strategy, both central and site staff will be empowered to self-assess against the requirements of their grants and understand how to effectively utilize funding to improve student services and outcomes for their program. In addition, <b>we will work to make staff systems more efficient and accessible, particularly for the procurement of supplies, contracts, and timecard reporting.</b> Streamlining these processes will reduce administrative burdens, enabling staff to focus more on their primary mission of supporting student achievement.
High	DLCAPS/13	Authentic Engagement	Train LCAP-funded staff to align with LCAP goals	Included	1.2	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.2 through the following strategy:  Strategy 4: LCAP Program Monitoring and Professional Development Impact Hold monthly DLCAP meetings to review progress on LCAP goals, with program directors presenting data on implementation and outcomes. These meetings will guide decisions about program continuation, refinement, or elimination, and provide a forum for authentic engagement with families and community members. <b>To ensure alignment, all LCAP-funded staff will be trained on LCAP goals.</b> The district will also monitor professional development by tracking who attends, where they teach, who they serve, and how implementation shows up in practice to evaluate its reach and impact.

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
Low	DLCAPS/14	Authentic Engagement	Monitor effectiveness of district led professional development by tracking who attends, who are they teaching, where they teach, and implementation	Included	1.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.2 through the following strategy:</p> <p>Strategy 4: LCAP Program Monitoring and Professional Development Impact Hold monthly DLCAP meetings to review progress on LCAP goals, with program directors presenting data on implementation and outcomes. These meetings will guide decisions about program continuation, refinement, or elimination, and provide a forum for authentic engagement with families and community members. To ensure alignment, all LCAP-funded staff will be trained on LCAP goals. <b>The district will also monitor professional development by tracking who attends, where they teach, who they serve, and how implementation shows up in practice to evaluate its reach and impact.</b></p>
Low	DLCAPS/15	Universal Systems of Support	Increase support for climate teams to increase safety and PBIS implementation, including assemblies, speakers, etc	Included	1.1	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategy:</p> <p>Strategy 4 - Climate Coaching To reduce suspension disproportionality and improve school safety, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs in partnership with Community Schools Directors and build the capacity of school climate teams through site-based coaching and professional development. <b>Each school will receive support from a dedicated Climate Coach, who will collaborate with principals, administrators, and teacher leaders to implement Positive Behavioral Interventions and Supports (PBIS) and school wide universal supports, including social-emotional learning.</b> Coaching will focus on evidence-based strategies such as trauma-informed practices, restorative approaches, culturally responsive behavior interventions, and proactive classroom management. A district behaviorist will provide additional tiered coaching aligned with the Multi-Tiered System of Support (MTSS). Schools will develop actionable discipline plans, analyze disproportionality data, and implement Tier 1–2 interventions with fidelity. Behavior expectations will be reinforced through the district behavior matrix and professional learning focused on managing disrespectful behavior, including slurs and rudeness. Key actions include: Expectation-based assemblies and classroom lessons Teacher workshops on addressing harmful language Flyers and signage posted throughout schools Implementation of a districtwide anti-slur policy <b>Access to guest speakers and community-building activities</b> Principals will receive regular touch points, walkthrough debriefs, and data consultations to ensure alignment with district priorities for equity, safety, and inclusion.</p>

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/16	Targeted Interventions and Support	Provide more literacy coaches, stronger mentoring, expanded tutoring, and parent engagement for reclassification for English Learners and newcomers.	Included with Modifications	5.1	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 5. Its integration is reflected in Action 5.1 through the following strategy:</p> <p>Strategy 2: Professional Development for Enhanced English Learner Achievement</p> <p>To drive improvements in English Learner (EL) achievement, WCCUSD will implement a comprehensive strategy led by the English Learner Multilingual Achievement (ELMA) department. This includes targeted professional development at both the central and site levels to promote collaboration among K–12 educators and support the effective implementation of integrated ELD strategies. These efforts are designed to ensure English Learners can fully access content instruction across all subject areas. Key personnel, including <b>ELMA Instructional Specialist</b>, will focus on specific student needs such as newcomer support, long-term ELs, and dual language instruction. The district will also leverage the Elevation Data and PD Platform to provide staff with data-driven professional learning, tools, and resources tailored to support EL students. To directly enhance literacy support for ELs and newcomers, the district will expand instructional staffing, strengthen mentoring programs, and <b>offer more targeted tutoring aligned with foundational literacy goals</b>. These supports are designed to meet students where they are—especially those with interrupted formal education or limited English exposure—and accelerate their progress in reading and language development. Increased parent engagement efforts will also be implemented to support families in understanding the reclassification process and how to assist their children at home. <b>Together, these initiatives will ensure that English Learners receive the academic, social, and emotional support needed to thrive and successfully progress toward reclassification as fluent English proficient (RFEP).</b></p>
High	DLCAPS/17	Targeted Interventions and Support	Revise engagement strategies and ensure better communication between OAASA and AASAT, and monitor and support the implementation of Black Student Unions (BSUs) and AAPACs by creating a toolkit to start BSUs at all secondary schools.	Included	5.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 5. Its integration is reflected in Action 5.1 through the following strategy:</p> <p>Strategy 4: AASAT and Community Outreach</p> <p>To strengthen engagement and elevate the voices of Black/African American students and families, WCCUSD will expand outreach efforts led by the Office of African American Student Achievement (OAASA). This strategy includes the formation of both central and site-based African American parent advisory committees focused on improving academic outcomes and wellness for Black/African American students. <b>A long-term, actionable engagement plan will be developed in collaboration with families and students to increase meaningful participation of Black/African American families at every level of the school community. Black Student Unions (BSUs) will play a key role in co-creating this plan</b>, ensuring student voice remains central. OAASA will also provide a comprehensive toolkit to support the launch and sustainability of BSUs and African American Parent Advisory Councils (AAPACs) at school sites. Improved communication between OAASA and the African American Site Advisory Team (AASAT) will align efforts and strengthen districtwide support. By the end of the 2025–26 school year, 100% of school sites will have active AAPACs, and at least 75% will also have active BSUs, with engagement tracked through event attendance, survey responses, and advisory participation logs.</p>

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/18	Targetted Interventions and Support	Increase outreach to African American students to improve participation in career pathways.	Included with Modifications	3.1	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 3. Its integration is reflected in Action 3.1 through the following strategy:</p> <p>Strategy 1: College/Career Pathways To increase equitable access and improve college and career preparedness, West Contra Costa Unified School District <b>will expand high-quality work-based learning opportunities and rigorous instruction within our career academies and pathways.</b> These programs are tailored to each school site based on student interests, local workforce data, and community needs. Led by the Director of College and Career, this strategy invests in staffing for CTE teachers and college and career counselors to ensure students are on track to complete A–G requirements and graduate prepared for postsecondary success. <b>The district will also prioritize equitable enrollment practices, with specific attention to our seven focal student groups: African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth.</b> School site counselors will play a key role in advancing equity by proactively meeting with students and engaging families—particularly African American students and families—to ensure awareness of available pathway options and supports. This strategy is further supported by multiple funding streams including CPA, CTEIG, GSPP, CTWI, CCAP, HPPP, SWF, and Perkins.</p>
High	DLCAPS/19	Targetted Interventions and Support	Fund a full-time counselor at each secondary school to support Special Education	Included with Modifications	4.1	<p>While it is true that all counselors at secondary schools support students with disabilities, WCCUSD accepts this recommendation to strengthen progress toward Goal 4. Its integration is reflected in Action 4.1 through the following strategy:</p> <p>Strategy 4: Additional Staffing Support for Inclusive Education and Graduation Planning To support more inclusive opportunities for students with disabilities, particularly in early elementary grades, WCCUSD's Special Education department is committed to ensuring that students are educated alongside their non-disabled peers. Longitudinal data, both locally and nationally, shows that early inclusion leads to stronger long-term outcomes, including higher graduation rates. Feedback from site administrators, school psychologists, and teachers has underscored the need for ongoing professional development, coaching, and oversight to support effective inclusive practices. To improve graduation rates and postsecondary planning for students with disabilities, we will supplement high schools with staff to assist students with IEPs to navigate graduation requirements and postsecondary pathways. In addition, <b>we will provide training to all school counselors and case managers on graduation requirements and how to better serve students with disabilities</b> in planning for life after high school. Together, these efforts will enhance both the academic and postsecondary outcomes for students with disabilities across the district.</p>

Priority Level	Group/Rec #	LCAP Goal Alignment	DLCAP		Action Alignment	District Response
			Committee Recommendations	25.26 LCAP Implementation		
High	DLCAPS/20	Authentic Engagement	Address overidentification in suspensions and expulsions of Black students through ensuring adherence to policies, and targeted intervention	Included	1.1 and 5.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1 and 5. Its integration is reflected in Action 1.1 through the following strategy:</p> <p>Strategy 6: Reduce the Disproportionality To address the overidentification of Black students in suspensions and expulsions, <b>all principals and assistant principals will participate in monthly Professional Learning Communities focused on analyzing behavior data and implementing alternatives to suspension.</b> This professional learning will build administrators' capacity to reduce exclusionary practices and promote inclusion of Black/African American students. Early in the year, administrators will review discipline data to identify students at high risk of suspension based on factors such as prior infractions, reading ability, program status (SPED, EL, etc.), and race. High-risk students will be referred to site level Tier 2 teams for proactive, targeted intervention. <b>Schools will also ensure adherence to discipline policies and procedures to support equity in outcomes.</b></p> <p>Its integration is reflected in Action 5.2 through the following strategy:</p> <p>Strategy 7: Anti-Racism and Culturally Responsive Practice To address persistent racial inequities and reduce the disproportionate suspension of African American students, <b>WCCUSD will implement professional learning opportunities focused on anti-racism and culturally responsive practice across school sites and departments.</b> Staff will engage in training on anti-racism and implicit/explicit bias to deepen understanding of systemic racism and its impact on student experiences and outcomes. This professional learning will be embedded within ongoing development efforts to support continuous reflection and growth. Newly hired educators will participate in culturally responsive teaching training, and focal schools—particularly those with significant equity gaps—will receive targeted professional development and coaching. Principals at these sites will also engage in leadership development to guide schoolwide equity efforts. Through these opportunities, WCCUSD reaffirms its commitment to building inclusive, affirming learning environments that support the success and well-being of African American students and all students who have been historically underserved.</p>
High	DLCAPS/21	Targeted Interventions and Support	Provide a English Language Arts curriculum for English Language Learners	Included with Modifications	3.5	<p>WCCUSD accepts this recommendation. We will proceed with Amplify (mClass Lectura/ Caminos) contracts for align practice and metrics professional development for dual language program teachers.</p> <p>Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning This strategy utilizes advanced educational technology tools and assessments, including <b>mClass Lectura and Amplify Caminos</b>, to eliminate language barriers and enhance equitable access to learning opportunities for all students. By integrating these resources, teachers and students can foster more personalized, engaging, and inclusive educational experiences that support academic growth across diverse linguistic backgrounds.</p>
Low	DLCAPS/22	Targeted Interventions and Support	Celebrate whole child development thru assessments, as opposed to only assessing for deficits.	Included with Modifications	3.4	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 3. Its integration is reflected in Action 3.4 through the following strategy:</p> <p>Strategy 2: Equitable Data &amp; Assessment Collection and Review Using data to inform instruction is central to our student achievement strategies. We will enhance our data-driven approach by utilizing Educlimber, an interactive district-level tool for whole-child data management. This will strengthen MTSS implementations, including Tier 1 instruction, student needs identification, and the evaluation of intervention effectiveness. The WCC Data Strategist will play a key role in improving Educlimber implementation and increasing its usage across the district. This strategy will not only empower educators to make informed instructional decisions but also enable WCCUSD to make impactful, system-level decisions around resource allocation and professional development based on a holistic view of district-wide events. Additionally, <b>we will prioritize celebrating whole child development through assessments, focusing on student strengths and growth rather than solely identifying deficits.</b> This approach ensures that all students' progress is recognized, and that the data collected is used to support their holistic development, fostering a more inclusive and strengths-based educational environment.</p>



			DLCAP			
Priority Level	Group/Rec #	LCAP Goal Alignment	Committee Recommendations	25.26 LCAP Implementation	Action Alignment	District Response
Low	DLCAPS/23	Targeted Interventions and Support	Diversify funding for programs and services for African American students beyond Title I.	Continuing Action	NA	WCCUSD affirms this recommendation and notes that it has already been implemented. The Office of African American Student Achievement (OAASA) is predominantly funded through Title I funds, however, a coordinator, admin tech and materials and supplies are funded from the LCAP. In addition, strategies supporting African American student success are embedded in both Goal 3 and Goal 5, as well as through cross-departmental efforts.

Group/Rec #	Committee Recommendations	LCAP Goal Alignment	25-26 LCAP Implementation	Action Alignment	District Response
MDAC 1	Provide training and begin to implement the OPTEL (Observation Protocol for Teachers of ELs) to support students and parents with language and academic goals.	Relentless Attention to Achievement	Included	5.1	<p>WCCUSD accepts this recommendation. <b>The elevation platform will monitoring OPTEL implementation and be supported by Instructional specialist, Long term, newcomer, and dual language students.</b> This strategy can be seen below,</p> <p>Strategy 2: Professional Development for Enhanced English Learner Achievement To drive improvements in English Learner (EL) achievement, WCCUSD will implement a comprehensive strategy led by the English Learner Multilingual Achievement (ELMA) department. This includes targeted professional development at both the central and site levels to promote collaboration among K–12 educators and support the effective implementation of integrated ELD strategies. These efforts are designed to ensure English Learners can fully access content instruction across all subject areas. Key personnel, including ELMA Instructional Specialist, will focus on specific student needs such as newcomer support, long-term ELs, and dual language instruction. The district will also <b>leverage the Elevation Data and PD Platform to provide staff with data-driven professional learning, tools, and resources tailored to support EL students.</b> To directly enhance literacy support for ELs and newcomers, the district will expand instructional staffing, strengthen mentoring programs, and offer more targeted tutoring aligned with foundational literacy goals. These supports are designed to meet students where they are especially those with interrupted formal education or limited English exposure and accelerate their progress in reading and language development. Increased parent engagement efforts will also be implemented to support families in understanding the reclassification process and how to assist their children at home. <b>Together, these initiatives will ensure that English Learners receive the academic, social, and emotional support needed to thrive and successfully progress toward reclassification as fluent English proficient (RFEP).</b></p>
MDAC 2	Begin to establish a student Buddy/Mentor system for incoming ELs.	Targeted Interventions and Support	Included	5.1	<p>WCCUSD accepts this recommendation. This focus will be in place at our newcomer programs as described in,</p> <p>Strategy 4: Internationals and Newcomer Programs To support the unique needs of newcomer students at all levels, we will establish Internationals programs at Richmond High School, Helms Middle School, DeJean Middle School, and Kennedy High School. At the elementary level, a Newcomer Program will be created at Grant Elementary School, a central Richmond school with the highest percentage of newcomer students. Teachers within these specialized programs will receive training to employ effective group work strategies and maintain smaller class sizes, actively promoting the development of listening and speaking skills in English. Students in the Richmond High School Internationals program will be enrolled in A-G aligned courses instead of traditional English Language Development (ELD) courses, ensuring access to rigorous, college-preparatory coursework. <b>In addition, we will begin establishing a student Buddy/Mentor system to support incoming EL students, fostering peer relationships and enhancing the social integration process.</b> The Newcomer Program is further supported by a Memorandum of Understanding with the “Newcomers Network” and is funded through the LCAP and other sources.</p>
MDAC 3	Collaboration (ELMA, SPED and SITE) to help case managers and teachers identify the ELPAC/ Alternate ELPAC and appropriate accommodations.	Relentless Attention to Achievement	Included with Modifications	NA	WCCUSD accepts this recommendation. In partnership with the special education department, we will proceed with <b>implementation and modifications based on individual student IEPs.</b>
MDAC 4	Collaboration (ELMA, FACE, SITE) to support outreach and offer workshops that enhance the understanding of ELAC, ELPAC, and reclassification. Additionally SEL workshops for ELL families.	Authentic Engagement	Included with Modifications	5.1	WCCUSD accepts this recommendation. Will proceed with implementations. <b>SEL workshops will be shared but not facilitated by ELMA.</b>

Group/Rec #	Committee Recommendations	LCAP Goal Alignment	25-26 LCAP Implementation	Action Alignment	District Response
MDAC 5	Implementation of Interim ELPAC for EL students in grades 3-12 in Reading Domain with specific professional developments around supporting LTELs.	Targeted Interventions and Support	Included	5.1	<p>WCCUSD accepts this recommendation and actions can be found in the strategies below,</p> <p>Strategy 3: Specialized EL Assessments To ensure data is driving the instruction of our English learner students we will <b>administer the CA Interim ELPAC to all EL students in grades 3-12 in the fall and winter to provide us with the timely data to correct our instructional approaches</b> with ELL students and increase student achievement. Teacher teams will be supported to use the inquiry process to analyze data to design interventions for increased student engagement and support. The assessment results are also one source of data that determines how students are promoted through the levels of English Language Support classes, and ultimately able to redesignate as English Language Proficient (RFEF).</p> <p>Strategy 7: <b>Long-Term English Learner Professional Development</b> To increase reclassification rates, the ELMA Department will provide targeted professional development (PD) designed to support the achievement of LTEL goals. PD activities will focus on utilizing and analyzing standardized Interim ELPAC data for At-Risk and LTEL students, enabling teachers to differentiate instruction and create individualized student goals. Additionally, professional development will emphasize the strategic use of language functions—particularly in academic conversations—to improve student performance across the speaking, listening, reading, and writing domains.</p>

Group # Rec	Committee Recommendations	LCAP Goal Alignment	25-26 LCAP Implementation	Action Alignment	District Response
AASAT 1	Continue to provide mental health clinicians to provide culturally sensitive and socially aware, mental health and social emotional wellness support for African American/Black students.	Authentic Engagement	Included with Modifications	3.3	We accept this recommendation and will recommend the following language be input into our District LCAP plan: Sustain and prioritize funding to support a comprehensive, three-tiered mental health framework with a focused commitment to the wellness of African American/Black students. <b>This includes continued investment in school-based mental health clinicians who provide culturally responsive, identity-affirming, and socially conscious mental health and social-emotional interventions tailored to the unique experiences and needs of African American/Black students.</b>
AASAT 2	Recruit Black educators through outreach and incentive programs to our current and former African American students.	Universal Systems of Support	Continuing Action	2.2	This strategy already exists in the LCAP under goal 2 and action 2.2 through the following strategy:  Strategy 4: <b>Increase the number of Black/African American Educators</b> We will strategically advertise and recruit from Historically Black Colleges, Black Greek Organizations, and work with our current parents and ASAAT teams to market and teaching opportunities specifically to black/African American prospective educators.
AASAT 3	All Principals & Assistant Principals will engage in monthly Professional Learning Communities in which they analyze suspension data and receive professional learning around alternatives to suspension. This targeted professional learning and planning support shall include restorative justice practices, anti racism and internalized racism training; and it is intended to ensure that administrators build the necessary skills and knowledge to reduce the suspension of Black/African American Students and increase their inclusion on campus. Part of this professional learning will also include beginning the year by reviewing data, and determining which students are at risk of suspension. Risk factors for suspension include: previous disciplinary infractions, ability to read, and inclusion in Special Programs (SPED, EL, etc.) and race. Students who are deemed "high risk" for suspension should be referred to site CARE teams proactively to determine a proactive intervention. Upon the suspended student's return to campus, a counselor shall be appointed to provide social emotional and mental health support, intended to deter repeated suspension.	Authentic Engagement	Continuing Action	1.1 and 5.2	This strategy already exists in the LCAP under goal 1 and goal 5  Action 1.1 through the following strategy: Strategy 6: Reduce the Disproportionality To address the overidentification of Black students in suspensions and expulsions, all principals and assistant principals will participate in monthly Professional Learning Communities focused on analyzing behavior data and implementing alternatives to suspension. This professional learning will build administrators' capacity to reduce exclusionary practices and promote inclusion of Black/African American students. Early in the year, administrators will review discipline data to identify students at high risk of suspension based on factors such as prior infractions, reading ability, program status (SPED, EL, etc.), and race. High-risk students will be referred to site level Tier 2 teams for proactive, targeted intervention. <b>Schools will also ensure adherence to discipline policies and procedures to support equity in outcomes.</b>  Action 5.3 through the following strategy: Strategy 7: Anti-Racism and Culturally Responsive Practice To address persistent racial inequities and reduce the disproportionate suspension of African American students, WCCUSD will implement professional learning opportunities focused on anti-racism and culturally responsive practice across school sites and departments. Staff will engage in training on anti-racism and implicit/explicit bias to deepen understanding of systemic racism and its impact on student experiences and outcomes. This professional learning will be embedded within ongoing development efforts to support continuous reflection and growth. Newly hired educators will participate in culturally responsive teaching training, and focal schools—particularly those with significant equity gaps—will receive targeted professional development and coaching. Principals at these sites will also engage in leadership development to guide schoolwide equity efforts. Through these opportunities, WCCUSD reaffirms its commitment to building inclusive, affirming learning environments that support the success and well-being of African American students and all students who have been historically underserved.
AASAT 4	Collaborate with students and families to create a long term and actionable engagement plan developed from policies, designed to increase the participation of Black/African American families at every level of our school community.	Targeted Interventions and Support	Included	5.2	WCCUSD accepts this recommendation to strengthen progress toward Goal 5. Its integration is reflected in Action 5.2 through the following strategy:  Strategy 4: AASAT and Community Outreach To strengthen engagement and elevate the voices of Black/African American students and families, WCCUSD will expand outreach efforts led by the Office of African American Student Achievement (OAASA). This strategy includes the formation of both central and site-based African American parent advisory committees focused on improving academic outcomes and wellness for Black/African American students. <b>A long-term, actionable engagement plan will be developed in collaboration with families and students to increase meaningful participation of Black/African American families at every level of the school community.</b> Black Student Unions (BSUs) will play a key role in co-creating this plan, ensuring student voice remains central. OAASA will also provide a comprehensive toolkit to support the launch and sustainability of BSUs and African American Parent Advisory Councils (AAPACs) at school sites. Improved communication between OAASA and the African American Site Advisory Team (AASAT) will align efforts and strengthen districtwide support. <b>By the end of the 2025–26 school year, 100% of school sites will have active AAPACs, and at least 75% will also have active BSUs, with engagement tracked through event attendance, survey responses, and advisory participation logs.</b>

AASAT 5	Expand the services of the Mission Critical Literacy Program to include students with the greatest needs based upon state and local ELA assessments. Intervention shall remain in place until student is performing at grade level.	Targeted Interventions and Support	Included with Modifications	5.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 5. Its integration is reflected in Action 5.2 through the following strategy:</p> <p>Strategy 3: Literacy Achievement To increase student achievement, we will provide Tier II literacy intervention support by staffing academic support providers at select schools with the highest concentration of African American students. In 2025-2026, these schools will include Bayview, Coronado, King, Lincoln, Nystrom, Peres, and Stege. The program will utilize the SIPPS phonics curriculum and culturally relevant texts to ensure engaging and effective instruction. Groups of five to seven students will receive 30 minutes of small group instruction, with progress monitoring data used to guide and tailor instruction to each student's needs. <b>Additionally, we will expand this program to 10 schools in the following year to further support literacy achievement across the district. These schools will be selected based on data identifying need.</b></p>
AASAT 6	Recruit math intervention specialists to provide support to students with the greatest needs based upon state and local math assessments. Intervention shall remain in place until student is performing at grade level.	Targeted Interventions and Support	Included with Modifications	5.2	<p>Thank you for your recommendation to recruit math intervention specialists to support students with the greatest needs. While we recognize the value of this strategy, current budget constraints prevent us from implementing it at this time. We remain committed to targeted intervention and are hopeful that the continued rollout of Eureka Math Squared in elementary and Desmos in middle school will help address Tier 1 instructional gaps. We will explore cost-effective alternatives and revisit this recommendation as fiscal conditions improve.</p> <p>To support African American student achievement, WCCUSD will expand the Mafanikio Program to at least seven schools in 2024–2025, with additional sites to follow. The program includes six hours of weekly after-school support focused on math intervention, academic enrichment, cultural awareness, and SEL. This extended learning time offers targeted math support while building community, engagement, and a stronger sense of belonging—key to improving academic outcomes and reducing suspension rates.</p> <p>Strategy 2 - Mafanikio Program</p>
AASAT 7	Create a multi-media plan to inform all Black students and their families of the A-G requirements, supported by school counselors, administrators and our communication department.	Targeted Interventions and Support	Included	5.2	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 5. Its integration is reflected in Action 5.2 through the following strategy:</p> <p>Strategy 5: A-G Requirements Awareness for African American/Black Students and Families <b>Develop a multi-media communication plan to inform African American/Black students and their families about the A-G requirements.</b> Supported by the college and career department, school counselors, administrators, and the communications department, this strategy will use various platforms to ensure widespread understanding of college readiness, helping families navigate academic planning and college applications.</p>

Group/Rec #	Committee Recommendations	LCAP Goal Alignment	25-26 LCAP Implementation	Action Alignment	District Response
DLI 1	Use parent feedback (PACs, liaison, etc.) to update district and school websites to be transparent and provide Dual Language (DL) Program descriptions for the purpose of recruitment, enrollment and transfer decisions. (Goal 1)	Authentic Engagement	Included with Modifications	1.3	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.3 through the following strategy:  Strategy 8: Strategic Communications WCCUSD will continue implementing a districtwide communications plan that leverages digital tools to improve equitable access to information and strengthen family engagement. A key focus is the continued rollout and expansion of ParentSquare as the district's central two-way communication platform. Staff across departments will be trained to use ParentSquare to support clear, consistent outreach. Teachers will receive specific training on using ParentSquare for classroom-level communication, ensuring families stay connected to daily instructional activities and updates. Additionally, Parent Advisory Committee (PAC) site leaders will be trained to use ParentSquare to communicate with their school communities and, in turn, train parents in its use, promoting peer-to-peer communication and increasing digital access. <b>Other key actions include the creation of a Dual Language resource webpage, development of promotional materials for Dual Language Immersion programs, and an overall emphasis on digital communications to reach families in their preferred language and format.</b> This strategy supports more inclusive, accessible, and timely communication across all school communities.
DLI 2	Create a district data webpage that includes Dual Language (DL) Program data comparisons. (Goal 1)  This includes Gathering, evaluating, and presenting DL data for each type of DL school program or school in order to inform its continuation, growth, and or reorganization. Implementation of a district wide process to identify a school community in the San Pablo/Richmond areas willing and ready to gradually expand to a full school DLI model (like WCM and Washington) for the 25-26 school year.	Authentic Engagement	Not Included	NA	WCCUSD recognizes the importance of a centralized data webpage to showcase and inform the development of Dual Language (DL) programs. While we recognize the importance of this strategy, we are not yet ready to launch it because we are currently undergoing a full website revamp. Once the new website infrastructure is in place, we will explore creating a dedicated space to present DL program data by school type and model. This will support data-informed decisions around continuation, expansion, and reorganization.
DLI 3	Maintain, grow, and showcase teacher recruitment partners specifically for recruiting Dual Language (DL) Program teachers for DL sites. (GOAL 1)  This includes Communicating available positions and edjoin links on DL and school websites. Explore and/or create a specific Dual Language (DL) Program teacher recruitment brochure and host an annual (in person or virtually) DL recruitment/informational teacher fair. Review, Improve and Support hiring process of International Dual Language Teachers	Universal Systems of Support	Included	2.2	WCCUSD accepts this recommendation to strengthen progress toward Goal 2. Its integration is reflected in Action 2.2 through the following strategy:  <b>Strategy 6: Strengthening Recruitment and Retention of Dual Language (DL) Program Teachers</b> To ensure the success and sustainability of WCCUSD's Dual Language (DL) programs, the district will implement a targeted recruitment strategy focused on attracting and retaining high-quality bilingual educators. The goal of this strategy is to maintain, grow, and showcase teacher recruitment partners specifically for recruiting Dual Language (DL) Program teachers for DL sites. The recruitment and retention efforts aim to address DL teacher shortages, promote program continuity, and support multilingual learner achievement.
DLI 4	Develop, implement and require grade level holistic biliteracy assessments to evaluate/measure student competency and achievement milestones connected to the K-12 CA biliteracy pathway program as recommended by the county and the state.(Goal 3)	Relentless Attention to Achievement	Included	3.5	WCCUSD accepts this recommendation. We will proceed with the SEAL and Amplify (mClass Lectura/ Caminos) contracts for align practice and metrics professional development for dual language program teachers.  Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning This strategy utilizes advanced educational technology tools and assessments, <b>including mClass Lectura and Amplify Caminos</b> , to eliminate language barriers and enhance equitable access to learning opportunities for all students. By integrating these resources, teachers and students can foster more personalized, engaging, and inclusive educational experiences that support academic growth across diverse linguistic backgrounds.
DLI 5	Provide, grow and maintain a district wide middle and highschool DL secondary course offerings for the CA State Biliteracy Pathways Program and CA State Seal of Biliteracy. (Goal 3)	Relentless Attention to Achievement	Included with Modifications	3.5	WCCUSD accepts this recommendation. We will proceed with Amplify (mClass Lectura/ Caminos) contracts for align practice and metrics professional development for dual language program teachers. Modifications include focusing on Biliteracy pathway program.  Strategy 3: Leveraging Educational Technology and Supplementary Curriculum to Enhance Teaching and Learning This strategy utilizes advanced educational technology tools and assessments, <b>including mClass Lectura and Amplify Caminos</b> , to eliminate language barriers and enhance equitable access to learning opportunities for all students. By integrating these resources, teachers and students can foster more personalized, engaging, and inclusive educational experiences that support academic growth across diverse linguistic backgrounds.

Group/Rec #	Committee Recommendations	LCAP Goal Alignment	25-26 LCAP Implementation	Action Alignment	District Response
ASC/1	Creating and advertising mental health help resources more (counselor, mental health rooms, showing existing mental health posters to emphasize their need. *funding more resources for title I schools	Authentic Engagement	Included	1.3	This recommendation closely aligns with existing strategy within Community Schools, Strategy 3 - Access to Wellness Services. To bolster our efforts, the <b>District will create a resource map that outlines mental and wellness services available across our sites.</b> In addition, all sites will post available mental health services, and families and students will receive regular communication (monthly) about services available across the District. <b>The district will provide every school site with a resource indicating additional services that exist outside of the classroom</b> and who to contact for access to these resources.
ASC/2	Enforcing rules and expectation more in the classroom and in school (slurs, rude behavior, expectation based assemblies, workshops for teachers on how to handle behavior, * Putting up flyers in classrooms and in hallways to remind * Teach why slurs and rudeness is not okay * Developing an anti-slur policy	Authentic Engagement	Included	1.1	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategy:  Strategy 4 - Climate Coaching To reduce suspension disproportionality and improve school safety, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs in partnership with Community Schools Directors and build the capacity of school climate teams through site-based coaching and professional development. Each school will receive support from a dedicated Climate Coach, who will collaborate with principals, administrators, and teacher leaders to implement Positive Behavioral Interventions and Supports (PBIS) and school wide universal supports, including social-emotional learning. Coaching will focus on evidence-based strategies such as trauma-informed practices, restorative approaches, culturally responsive behavior interventions, and proactive classroom management. A district behaviorist will provide additional tiered coaching aligned with the Multi-Tiered System of Support (MTSS). Schools will develop actionable discipline plans, analyze disproportionality data, and implement Tier 1–2 interventions with fidelity. <b>Behavior expectations will be reinforced through the district behavior matrix and professional learning focused on managing disrespectful behavior, including slurs and rudeness.</b> Key actions include: <b>Expectation-based assemblies and classroom lessons</b> <b>Teacher workshops on addressing harmful language</b> <b>Flyers and signage posted throughout schools</b> <b>Implementation of a districtwide anti-slur policy</b> Access to guest speakers and community-building activities Principals will receive regular touch points, walkthrough debriefs, and data consultations to ensure alignment with district priorities for equity, safety, and inclusion.
ASC/3	Reaching out to families about motivating their kids to go to school, set times for brain breaks, school events that reach out and help interested and unmotivated students. (parentsquare, calls home, handing out flyers to parents when school is over at pick up times) *this won't be main source of helping students feel like they belong; it's just something that ties everything together	Authentic Engagement	Included with Modifications	1.1	WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategy:  Strategy 5: Attendance & Engagement To improve overall attendance rates by 2%, WCCUSD will implement a multi-tiered attendance and engagement campaign grounded in data, early intervention, and school climate supports. The Office of Positive School Climate will train site staff to implement tiered outreach strategies, with a focus on schools with high chronic absenteeism. A revised SART manual will promote consistent, districtwide processes. Positive School <b>Climate Attendance Technicians will support daily, weekly, and monthly outreach to families.</b> A districtwide attendance data system will enable school teams to monitor trends, identify root causes, track interventions, and guide targeted outreach. Direct training and data analysis sessions will be provided to attendance clerks and school site staff to ensure accurate data entry, early identification of issues, and effective use of the system. <b>To reinforce strong attendance, student incentive and recognition programs will be developed to celebrate improvement and consistent attendance.</b> The central office team will also provide ongoing training and collaboration with site staff to implement best practices. We recommend reinstating the A2A (Attention2Attendance) system to improve early notification and outreach. Additionally, strategies specific to secondary schools will be developed, including data analysis on class-cutting behaviors, regular hall sweeps, and positive reinforcement systems that encourage daily attendance and academic engagement. Together, these actions aim to build a culture of attendance, improve data-driven interventions, and ensure all students are connected to meaningful learning every day.

<p><b>ASC/4</b></p>	<p>Motivating kids while at school, with brain breaks, 5 minute brain breaks at the end of the week on a Friday For Middle school. For High school it should be 10 min at the start of the class, and then 10 min before the bell rings. (This gives students something to look forward to and they can understand that focusing in class actually pays off short term, because most students don't normally think about the long term effects of what they do.)</p>	<p>Authentic Engagement</p>	<p>Included</p>	<p>1.1</p>	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategy:</p> <p>Strategy 2 - Social Emotional Learning To support students' social-emotional development, sense of connectedness, and meaningful participation, the Office of School Climate is expanding access to two evidence-based SEL curricula at all schools, paired with professional development to support strong implementation. Climate Teams will continue to meet regularly, using data from Tiered Fidelity Inventory (TFI) Walkthroughs, SPSA goals, and site-specific needs to guide planning. <b>Additionally, schools will be encouraged to integrate short, structured brain breaks and Fun Fridays to motivate students and promote focus.</b> These strategies, funded through Program 3110 and Community Schools, aim to create more responsive, engaging, and supportive school environments.</p>
<p><b>ASC/5</b></p>	<p>We recommend that more social gatherings, such as art projects that allow students to celebrate and showcase their heritage; creation of school events, programs, targeted towards underrepresented / chronically absent students and generally student heritages and promote student involvement. More student-made groups in school may increase student engagement</p>	<p>Authentic Engagement</p>	<p>Included with Modifications</p>	<p>1.3</p>	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.3 through the following strategy:</p> <p>Strategy 1 - Visual and Performing Arts Programs (VAPA) WCCUSD is committed to ensuring all students have access to a well-rounded arts education. The LCAP-funded VAPA Director oversees all aspects of the Visual and Performing Arts program, including staffing, instrument maintenance, materials and supply budgets, and professional development. This includes supporting elementary music teachers, providing stipends for secondary music educators who lead after-school programs, and ensuring VAPA teachers have access to job-alike collaboration and ongoing training. Prop 28 funds have allowed the district to expand offerings, aligning with the Community Schools pillar of expanded time and opportunities. To strengthen the visibility and impact of VAPA, the district will increase support for VAPA events by promoting them widely to boost student participation, family engagement, and community awareness. <b>VAPA programs foster creativity, emotional expression, fosters heritage celebration, and critical thinking skills that support student success across all academic areas and enrich the overall school experience.</b></p>
<p><b>ASC/6</b></p>	<p>Sudden breaks during the school day for students– such as trips to the library or quick breathers in the yard– this ultimately helps students maintain their energy and stay engaged throughout the day; Provide activities multiple days throughout the week during lunch, and introduce students of the week/month.</p>	<p>Authentic Engagement</p>	<p>Included with Modifications</p>	<p>1.1</p>	<p>WCCUSD accepts this recommendation to strengthen progress toward Goal 1. Its integration is reflected in Action 1.1 through the following strategies:</p> <p>Strategy 4 - Climate Coaching To reduce suspension disproportionality and improve school safety, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs with Community Schools Directors and provide coaching on PBIS, restorative practices, trauma-informed care, and classroom management. A district behaviorist will support implementation through tiered coaching aligned with MTSS. Schools will reinforce behavior expectations using the district behavior matrix, paired with professional learning on managing disrespectful behavior, including slurs and rudeness. Key actions include: Expectation-based assemblies and classroom lessons, Teacher workshops on addressing harmful language, Posting flyers and signage throughout schools, and a districtwide anti-slur policy. These strategies, supported by community schools funding, aim to build safe, respectful, and inclusive school environments.</p> <p>Strategy 2 - Social Emotional Learning Schools will be encouraged to integrate short, structured brain breaks and Fun Fridays to motivate students and promote focus. These strategies, will be implemented through Program 3110 and Community Schools, aim to create more responsive, engaging, and supportive school environments.</p>



ASC/7	Make a highschool student advisory board to advise the district on issues that affect them and also create incentives for student leadership and achievement. Also more clubs with non profit organizations (Example: CASC)	Authentic Engagement	Continuing Action	NA	<p>West Contra Costa Unified School District (WCCUSD) currently facilitates student leadership and advisory participation through the All Student Congress (ASC)—a districtwide body composed of high school student representatives. The ASC meets regularly to discuss issues that impact students and provides direct input to district leadership, serving as the official student advisory structure for the district.</p> <p>This structure reflects WCCUSD's commitment to authentic student engagement and ensures that student perspectives are represented in district decision-making. In addition to the ASC, <b>a student representative also serves on the District Local Control and Accountability Plan (DLCAP) Committee</b>, ensuring student voice is included in discussions about funding priorities and program effectiveness.</p> <p>WCCUSD also recognizes the importance of <b>expanding extracurricular opportunities that promote student leadership, civic engagement, and personal development</b>. The district will continue to collaborate with the All Student Congress to enhance student voice, strengthen representative structures, and explore new ways for students to lead and contribute meaningfully to their school communities.</p>
-------	---	----------------------	-------------------	----	---