

Group/Rec #	DLCAP Recommendations			Action Alignment	District Response
	Committee Recommendations	LCAP Goal Alignment	26.27 LCAP Implementation		
	Four priority areas: AA student achievement (AA) Attendance (ATT) Family engagement (FE) Student Achievement and Safety (SAS)				
1	AA: Reduce disproportionality of black student suspensions by requiring in part, Principals & Assistant Principals to engage in monthly Professional Learning Communities recommended by AASAT; data tracking of incident reports and office referrals, and the provision of care for the returning student of social emotional and academic support services.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 6: Reduce the Disproportionality To address the disproportionality of suspensions and expulsions impacting Black/African American students, all principals and assistant principals will participate in monthly Professional Learning Communities recommended by the African American Student Achievement Team (AASAT). These PLCs will focus on analyzing disaggregated suspension, office referral, and incident report data; strengthening implementation of alternatives to suspension; and building leadership capacity to create more inclusive, relationship-centered school environments that reduce exclusionary discipline practices. School leaders will engage in ongoing data tracking and analysis to identify patterns in discipline referrals, monitor disproportionality trends, and strengthen early intervention systems for students at elevated risk of suspension. Early in the school year, administrators will review discipline and engagement data to identify students at high risk for exclusionary discipline based on indicators including prior incidents, attendance patterns, reading performance, race, and program participation such as Special Education and English Learner status. Students identified as high risk will be referred to CARE teams for proactive intervention, wraparound support, and coordinated case management. In addition, schools will strengthen systems of care for students returning from suspension by ensuring access to social-emotional, behavioral, and academic support services designed to improve re-engagement and reduce repeat incidents. These supports may include restorative practices, counseling services, academic intervention, mentoring, family engagement, and individualized student support planning. School leaders will also continue reinforcing consistent implementation of district discipline policies and restorative practices to improve equity in student outcomes, reduce disproportionality, and strengthen students' connection and belonging within the school community. (Metric 1.7, 1.9)

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2	AA: Reinstatement, revise and extend Resolution 46-1920 "In Support of the Achievement and Success of African American Students" until it is fully funded and implemented.	Targeted Interventions and Support	Included with Modifications	N/A	Staff echoes the recommendation that Resolution 46-1920 should be revisited and revised through a future resolution, as well as through the establishment of Board Policies, Administrative Regulations, and implementation plans necessary to fully realize the intent of Resolution 46-1920. Staff also recognizes that while Resolution 46-1920 established an important commitment and vision in support of African American students, a resolution alone was not the most effective policy-making mechanism to fully operationalize and sustain the breadth of systems, staffing, accountability structures, and ongoing funding necessary to achieve its long-term goals. As part of this work, the district will explore opportunities to reinstate, revise, and extend the commitments outlined in Resolution 46-1920 through more sustainable governance structures, including policies, regulations, strategic plans, and ongoing implementation monitoring processes. Staff supports the recommendation to conduct an updated needs assessment to better understand the current baseline conditions, student needs, opportunity gaps, and systems of support necessary to improve outcomes for African American/Black students across academic achievement, school climate, wellness, engagement, and college and career readiness. Staff also acknowledges the importance of continuing and strengthening culturally affirming opportunities and experiences that support African American student achievement, belonging, leadership, and postsecondary access. This includes exploring the sustainability and expansion of Historically Black Colleges and Universities (HBCU) visits and college exposure opportunities for students in grades 8–12, while strengthening systems for early outreach, family preparation, and equitable student participation. In addition, staff supports continued collaboration with AASAT, families, students, and community partners to strengthen annual recognition and celebration opportunities that honor African American student achievement and excellence. This includes exploring sustainable structures and implementation plans for African American Graduation Celebrations and African American Honors Ceremonies that elevate Black excellence, strengthen student belonging, and reinforce a college- and career-going culture for African American students across WCCUSD.
3	AA: Establish "Reparations in Education Fund" (REF) to be formally incorporated into the LCAP for full implementation of Resolution 46-1920 "In Support of African American Students Academic Success;" and fund an "Individual Education Reparations Plan" (IERP) for every eligible Black student, ensuring resources follow student needs and outcomes are tracked. The REF leverages resources outside of LCFF from cities and county allocations to ensure sustained, targeted investments in Black students' outcomes. Funding resources are currently available. LCAP provides the data for identifying students; the reporting/evaluating of services and programs; and shall establish an oversight committee, composed of caregivers, educators and community members, in partnership with the Contra Costa Black Parallel School Board, Contra Costa County, the City of Richmond, and the West Contra Costa Board of Trustees, to monitor implementation, ensure transparency, and track outcomes.	Targeted Interventions and Support	Not Included	NA	WCCUSD will continue strengthening systems, structures, and targeted supports designed to improve academic achievement, school connectedness, graduation outcomes, and college and career readiness for African American students. In alignment with Resolution 46-1920, "In Support of African American Students Academic Success," the district plans to continue moving forward with the African American Student Achievement Team (AASAT) as a formal consultation structure to support African American student achievement efforts across the district. AASAT will serve in a consultation capacity to support review of student outcome data, district strategies, engagement efforts, and recommendations connected to academic achievement, student experience, school climate, and culturally responsive practices impacting African American students. The district will continue partnering with families, educators, students, and community organizations to strengthen transparency, engagement, and accountability around African American student outcomes. Additionally, the district will research the feasibility of establishing an Individual Education Reparations Plan (IERP) structure and a Reparations in Education Fund (REF) to support targeted investments and individualized student supports for African American students. This exploration will include review of potential funding sources, implementation structures, legal considerations, data systems, partnership opportunities, and alignment with existing district goals and LCAP priorities. The district will also continue examining opportunities to strengthen partnerships with community organizations, local agencies, and educational partners to support long-term investment, coordinated services, and improved outcomes for African American students across WCCUSD.

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4	ATT: Explore expanding transportation options (community funded, state matching, grant funding, etc) to ensure students have a reliable way to get to school. Perform comparative analysis of loss of funding through ADA reduction vs. cost of transportation solutions	Authentic Engagement	Included	1.1	Strategy 10: Transportation Access to Support Attendance Support WCCUSD will explore expanding transportation options to improve student attendance and ensure students have reliable access to school each day. The district will research and evaluate potential transportation solutions, including community-funded partnerships, state matching opportunities, grant funding, public transit partnerships, and other innovative transportation models designed to reduce barriers to consistent attendance. As part of this work, the district will conduct a comparative analysis examining the fiscal impact of attendance loss through reduced Average Daily Attendance (ADA) against the potential cost and effectiveness of expanded transportation supports. This analysis will help inform future investments and determine whether transportation expansion could improve attendance outcomes while reducing long-term fiscal losses connected to chronic absenteeism. The district will prioritize exploration of transportation solutions that support students and families experiencing the greatest attendance barriers, particularly historically underserved student groups and students facing housing, economic, or access challenges. Through this work, WCCUSD aims to strengthen attendance, increase student engagement, and reduce transportation-related barriers to school participation. (As measured by Metric 1.6)
5	ATT: Reduce high school "class skipping" by ensuring site leaders engage student leaders (student councils, all student congress, etc) to perform root cause analysis, engage students, and build potential solutions	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 5: Attendance & Engagement To improve overall attendance rates by 2%, West Contra Costa Unified School District will implement a multi-tiered attendance and engagement campaign grounded in data analysis, early intervention, relationship-centered practices, and school climate supports. The Office of Positive School Climate will train site staff to implement tiered outreach strategies, with a focused emphasis on schools experiencing high rates of chronic absenteeism. A revised SART manual will support greater consistency in attendance intervention practices across the district. Positive School Climate Attendance Technicians will provide daily, weekly, and monthly outreach to students and families to strengthen re-engagement efforts and reduce barriers to attendance. In addition, classified staff across school sites, including attendance clerks, School Community Outreach Workers, campus supervisors, and student support staff, will play a critical role in supporting attendance improvement efforts through direct outreach, relationship-building, family communication, monitoring attendance trends, and connecting students and families to appropriate supports and interventions. A districtwide attendance data system will support school teams in monitoring trends, identifying root causes, tracking interventions, and guiding targeted outreach efforts. Direct training and data analysis sessions will also be provided to attendance clerks and school site staff to strengthen data accuracy, improve early identification of attendance concerns, and ensure effective use of attendance intervention systems. To reinforce positive attendance habits, schools will implement student recognition and incentive programs designed to celebrate attendance growth, improvement, and consistency. The district will also implement Attendance Recovery programs across all schools to provide students with additional opportunities to recover instructional time, remain connected to school, and reduce the long-term impacts of chronic absenteeism on academic outcomes. The central office team will continue providing training, technical assistance, and collaboration opportunities to support implementation of best practices aligned to attendance improvement and student engagement. In addition, secondary-specific engagement strategies will be expanded to address patterns of class skipping and disengagement at the high school level. School site leaders will partner with student leadership groups, including student councils, all student congress, and other student voice structures, to conduct root cause analysis related to class-cutting behaviors, identify barriers to engagement, and co-develop potential solutions that strengthen student ownership and connection to school. Student feedback gathered through these engagement structures will also help inform decisions related to curriculum and lesson design, particularly as students identify factors that contribute to disengagement and class skipping behaviors. The district will act on student voice data to strengthen instructional relevance, increase engagement, and improve student connection to classroom learning experiences. Secondary schools will also continue implementing regular hall sweeps, targeted data analysis, and positive reinforcement systems designed to increase class attendance, improve student engagement, and strengthen school connectedness. Together, these strategies are intended to strengthen a culture of attendance, improve data-informed intervention systems, increase authentic student engagement, reduce class skipping behaviors, and ensure all students remain connected to meaningful learning opportunities every day. (As measured by Metric 1.6)

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6	ATT: Support and monitor the efficacy of SCOW practices to improve attendance and family engagement	Authentic Engagement	Included	1.2	The district has included this strategy as reflected in: Strategy 3 – School Community Outreach Workers (SCOW) To strengthen attendance outcomes and family engagement, WCCUSD will continue supporting and monitoring the effectiveness of School Community Outreach Worker (SCOW) practices at Title I elementary schools. SCOWs will play a critical role in strengthening school-family partnerships, increasing equitable access to information, and improving outreach and engagement efforts for student groups furthest from proficiency. SCOWs will coordinate and support family engagement events, including the development and distribution of monthly calendars that communicate upcoming workshops, school activities, volunteer opportunities, and engagement events. Outreach efforts will include targeted communication and relationship-building strategies designed to increase participation among historically underserved student groups and families experiencing barriers to engagement. In addition, School Community Outreach Workers will monitor and track participation data related to family events and ParentSquare usage to support the district's ability to evaluate equitable access to communication systems and engagement opportunities. The district will also monitor SCOW practices and implementation efforts through the submission and review of monthly work logs to help gauge the effectiveness of outreach activities, engagement strategies, attendance supports, and family partnership efforts across school sites. Data collected through these efforts will help school and district leaders assess the effectiveness of outreach practices, identify gaps in engagement, and strengthen attendance and re-engagement supports for students and families. SCOWs will also continue supporting outreach and recruitment efforts connected to Parent Advisory Committees (PACs), including School Site Councils (SSC), English Learner Advisory Committees (ELAC), and African American Parent Advisory Councils (AAPAC), to ensure all families have meaningful opportunities to participate in school and district decision-making processes. Through relationship-centered outreach, proactive communication, consistent monitoring of engagement practices, and ongoing review of monthly work logs, the district aims to strengthen family-school partnerships, improve attendance outcomes, and increase authentic educational partner participation across school communities. (Metric 1.14, 1.16)
7	FE: Build transparency around Program 1760 (Additional Staff for identified schools) with clear data and accountability for student achievement	Universal Systems of Support	Included	2.1	Staff supports the recommendation to strengthen transparency, communication, and accountability related to Program 1760 (Additional Staff for Identified Schools). Moving forward, the district will provide greater transparency regarding the positions and school sites supported through Program 1760, including clearer communication around allocation methodologies, staffing purposes, and intended student outcomes associated with these investments. This work includes strengthening the use of student achievement, attendance, engagement, and school climate data to better identify needs and monitor the impact of additional staffing supports at identified schools. The district will also continue exploring opportunities to provide clearer reporting structures and progress monitoring connected to how supplemental staffing allocations support academic intervention, instructional capacity, student wellness, and equitable access to services for historically underserved student groups. Staff recognizes the importance of ensuring educational partners understand both the rationale for these investments and the measurable outcomes associated with them. As part of continuous improvement efforts, the district will continue reviewing implementation practices, monitoring effectiveness data, and refining accountability structures to ensure Program 1760 resources are strategically aligned to improving student achievement and supporting schools with the greatest identified needs.

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8	FE: Improve family awareness supports offered and available to special needs student through targeted outreach	Special Education	Included	4.1	Strategy 5: Family Awareness and Outreach Supports To strengthen family awareness of supports and services available to students with disabilities, WCCUSD will implement targeted outreach and communication strategies designed to increase access to information, strengthen family engagement, and improve understanding of available academic, behavioral, mental health, transition, and special education resources. Through collaboration between central office staff, school sites, and student support teams, the district will provide families with clear and accessible information regarding intervention systems, IEP processes, graduation planning, transition supports, and community-based resources available to students with disabilities. The district will expand communication efforts through the district website, ParentSquare, social media platforms, multilingual communication materials, and family engagement events to ensure families receive timely and consistent information regarding available programs and services. Central staff will also partner with school sites to support outreach efforts connected to CARE meetings, SST processes, transition planning, and special education supports. These efforts are intended to strengthen family partnerships, improve access to resources, and ensure families of students with disabilities are informed, connected, and supported throughout their educational experience. (As measured by Metric 4.6)
9	FE: Improve program monitoring so every strategy has clear metrics and data to measure efficacy	Across all Goals	Included	All Actions	Staff supports the recommendation to strengthen program monitoring and accountability systems across LCAP actions and strategies. Moving forward, the district will continue refining implementation monitoring structures to ensure each strategy includes clearly identified metrics, measurable outcomes, and relevant data points to assess overall effectiveness and impact on student achievement, engagement, wellness, and school climate. This work will include strengthening alignment between strategies, metrics, and outcome measures within annual effectiveness reviews and implementation updates. Beginning with the 2026–2027 LCAP, strategies will include explicit metric references identified as "(As measured by Metric ____)" to strengthen alignment between planned actions, effectiveness reporting, accountability measures, and continuous improvement processes. The district will continue utilizing both quantitative and qualitative data sources, including California School Dashboard indicators, local assessment data, attendance and engagement metrics, survey feedback, and implementation evidence, to evaluate progress and identify areas requiring additional support or refinement. Staff also recognizes the importance of ensuring educational partners can clearly understand how strategies are connected to measurable student outcomes. As part of continuous improvement efforts, the district will continue strengthening data transparency, implementation monitoring practices, and reporting structures to support more consistent evaluation of strategy effectiveness and inform future decision-making and resource allocation.

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10	FE: Support parent education and engagement through parent university and hold sessions to educate families on Parent Bill of Rights	Authentic Engagement	Included	1.2	The district has included this strategy as reflected in: Strategy 5: Parent Bill of Rights To strengthen family-school partnerships and expand meaningful educational partner engagement, WCCUSD will continue convening the Parent Bill of Rights Task Force to guide the development, implementation, and dissemination of the district's Parent Bill of Rights. This work is intended to increase family awareness of educational rights, strengthen transparency, and build stronger partnerships between families, schools, and the district. In collaboration with a Community Schools consultant, the district will develop training materials, implementation tools, and site-based resources to support consistent understanding of the Parent Bill of Rights and the district's Title I Parent and Family Engagement Policy across all schools. These resources will support capacity-building efforts for administrators, school staff, and educational partners while promoting more equitable and inclusive family engagement practices districtwide. As part of this work, the district will continue expanding Parent University opportunities and family education sessions focused on topics including the Parent Bill of Rights, navigating district systems, student supports, academic expectations, advocacy, and opportunities for participation in school and district leadership structures. These sessions are intended to strengthen family knowledge, increase access to information, and empower families to serve as active partners in their child's educational experience. The district will also support school sites in implementing engagement practices that increase authentic family participation, strengthen communication, and improve access to leadership opportunities through structures such as School Site Councils, ELACs, AAPACs, and district advisory committees. Together, these actions are intended to strengthen educational partner trust, improve consistency in family engagement practices, and ensure families have the information, tools, and support necessary to meaningfully participate in school and district decision-making processes. (Metric 1.1, 1.14)" with "In partnership with the African American Student Achievement Team (AASAT) Executive Committee, the district will continue utilizing consultation structures to support review and feedback regarding instructional materials adoption, summer school programming, culturally responsive supports, student engagement strategies, and district initiatives impacting African American/Black students

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11	FE: To promote families involvement, and increase community engagement a Parent Leadership Council (PLC) shall be established to build connections, community, and develop empathy between WCCUSD families. The PLC shall be composed of two members from each Parent Advisory Councils' Executive Board or its designee. They shall develop, review and evaluate our engagement practices and policies. The PLC will work to coordinate programs and services between them to maximize resources and reduce waste.	Authentic Engagement	Included	1.2	The district has included this strategy as reflected in: Strategy 6: Increase PAC Engagement To strengthen family involvement and expand authentic educational partner engagement WCCUSD will continue increasing participation in Parent Advisory Committees (PACs) through targeted outreach, leadership development, and stronger alignment between school site and district engagement structures. The district will establish and support a Parent Leadership Council (PLC) designed to build connections, strengthen community partnerships, and foster empathy, collaboration, and shared leadership among WCCUSD families. The Parent Leadership Council will include representatives from each Parent Advisory Council Executive Board, or their designees, and will serve as a collaborative structure to develop, review, and evaluate district family engagement practices, policies, programs, and communication systems. The PLC will also support coordination across advisory groups to maximize resources, strengthen alignment, reduce duplication of efforts, and increase the effectiveness of districtwide engagement strategies. To increase representation and participation within PAC structures, the district will continue leveraging principals and site administrators to strengthen school-based outreach, recruitment, and engagement efforts. Dedicated time during principal meetings will continue focusing on family engagement practices broadly, development of school site PACs specifically, and stronger alignment between site and district advisory structures. School sites will actively advertise and communicate opportunities for families to participate in district PACs and leadership groups through targeted outreach, ParentSquare communication, family events, school newsletters, and community engagement activities. To further strengthen parent engagement within Dual Language programs, schools with Dual Language programs will be highly encouraged to incorporate a Dual Language representative within their School Site Council structure or establish a site-based Dual Language PAC. These groups will provide recommendations related to site programming, systems, communication practices, multilingual outreach, and website accessibility to strengthen family partnership and support continuous improvement of Dual Language programs. To ensure equitable participation opportunities, the district will continue providing high-quality English and Spanish interpretation services during districtwide meetings and family engagement events. Additional multilingual outreach supports and interpretation services will also be implemented as needed to increase accessibility and reduce barriers to participation for historically underserved communities. Through these efforts, the district aims to strengthen family leadership, deepen authentic educational partner engagement, improve collaboration between schools and families, and ensure families have meaningful opportunities to inform school and district decision-making processes across WCCUSD. (Metric 1.8, 1.14)
12	SAS: Increase site funds to ensure sites can provide enough site supervisors to ensure site safety and improve climate (reduce bullying, use of racial slurs, etc) and support SSTs to better identify and offer services for students who do not qualify for IEPs (i.e. speech)	Relentless Attention to Achievement	Not Included	3.1	Due to the district's Fiscal Solvency Plan and ongoing budget reductions, WCCUSD was not able to increase site funding as originally proposed. Despite these fiscal constraints, the district allocated approximately \$2.3 million directly to school sites to support implementation of School Plans for Student Achievement (SPSAs) and allow sites flexibility to address identified student needs and priorities. Through SPSA planning and site-based decision-making, schools may utilize funds to strengthen school safety, improve school climate, and increase student supervision through positions such as site supervisors and other student support staff. These supports are intended to reduce bullying, disruptive behavior, use of racial slurs, and other behaviors that negatively impact student belonging, engagement, and school connectedness. Schools may also utilize site-based resources to strengthen Student Success Team (SST) processes and provide earlier intervention and targeted supports for students demonstrating academic, behavioral, speech, language, or social-emotional needs who may not qualify for special education services or an Individualized Education Program (IEP). The district will continue supporting schools in utilizing intervention systems, referral processes, and coordinated student support structures designed to strengthen early identification and access to services for students requiring additional support.

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13	SAS: Institutionalize the gathering and assessing of student needs through forums, talk back sessions, and workshops. Gain feedback on the best ways to engage students through safe spaces and activities.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 1: Student and Family Feedback To institutionalize the ongoing collection, analysis, and responsiveness to student and family voice, WCCUSD will continue leveraging the California Healthy Kids Survey (CHKS) as a primary tool for gathering feedback from students, families, and staff to inform continuous improvement efforts across the district. In addition, the district will expand opportunities for student engagement through forums, talk-back sessions, workshops, listening sessions, and other student-centered engagement structures designed to better understand student experiences, identify barriers to engagement, and gather input regarding the types of safe spaces, supports, and activities students believe strengthen school connectedness and belonging. The district will implement strategic outreach efforts to increase participation rates among historically underrepresented student groups and families, particularly focal student populations, to ensure feedback systems reflect the experiences and needs of the broader WCCUSD community. Data collected through CHKS and other engagement structures will be used to identify trends related to school climate, safety, connectedness, engagement, wellness, and belonging, while informing districtwide planning, intervention systems, and resource allocation. Staff and school leaders will receive training and support in analyzing and responding to student and family feedback data to strengthen data-informed decision-making and improve responsiveness to educational partner needs. Follow-up outreach and targeted engagement efforts will also be conducted with underrepresented groups to ensure inclusive participation and equitable access to district decision-making processes. Through these efforts, the district aims to strengthen authentic student and family voice, improve school climate and connectedness, and ensure district systems remain responsive to the lived experiences, needs, and priorities of WCCUSD students and families. (Metric 1.6, 1.15, 1.8, 1.9, 1.10, 1.11)
14	SAS: Reassess use of iReady as our only local data source for student achievement given student and teacher feedback and current legal actions. Also reassess amount of testing and surveys for DLI students with the goal to only collect the absolute necessary data.	Relentless Attention to Achievement	Included	3.2 and 3.3	WCCUSD has accepted this recommendation and will discontinue the use of i-Ready during the 2026–2027 school year. In response to student, staff, and family feedback, as well as ongoing legal actions connected to i-Ready, the district will reassess the role of local assessment systems and move away from reliance on a single assessment platform as the sole source of local student achievement data. The district is currently exploring the use of curriculum-embedded assessments and researching more balanced, instructionally aligned approaches to monitoring student achievement at the local level. This work will focus on identifying assessment systems that provide meaningful instructional data while reducing overtesting and increasing alignment to daily classroom instruction and district adopted curriculum. Additionally, WCCUSD will reassess the amount of testing and surveys administered to students participating in Dual Language Immersion (DLI) programs, with the goal of limiting assessments and data collection practices to only those that are absolutely necessary to support instruction, monitor progress, and meet required accountability measures.

		MDAC Recommendations			
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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.	Targeted Interventions and Support	Included	5.1	The district has included this strategy as reflected in: Strategy 3: Specialized EL Assessments To ensure instruction is driven by responsive instructional practices and meaningful data analysis, WCCUSD will implement the Observation Protocol for Teachers of English Learners (OPTEL) to strengthen classroom instruction, integrated ELD implementation, and instructional feedback systems for educators serving English Learners. This strategy shifts the district's emphasis from a compliance-centered assessment approach toward a more responsive instructional coaching and classroom observation model focused on improving teaching practices and student language development outcomes. Implementation of OPTEL will support administrators, coaches, and teachers in identifying strengths and areas for growth related to integrated ELD practices, student discourse, language objectives, scaffolding, and equitable access to grade-level content instruction for multilingual learners. Classroom observation data and instructional feedback cycles will be utilized to guide professional learning, coaching supports, and continuous improvement efforts across schools. In addition, the district will conduct a comprehensive audit of K–12 assessments to evaluate the quantity, purpose, and impact of district assessments administered to English Learners, including students participating in Dual Language Programs, compared to English
2	Collaboration (ELMA, SPED and SITE) to help case managers and teachers identify the ELPAC/ Alternate ELPAC and appropriate accommodations.	Special Education	Included	4.1	The district has included this strategy as reflected in: Strategy 3: 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. Additionally professional development will be offered to case managers and teachers to identify the ELPAC/ Alternate ELPAC and appropriate accommodations. 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. Furthermore, we will provide training to all school counselors and case managers on graduation requirements and how to better serve students with disabilities 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. (As measured by Metric 4.1, 4.4, 4.6, 5.7, 4.8)
3	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.	Targeted Interventions and Support	Continuing Action	5.1	The district has included this strategy as reflected in: Strategy 6: EL Family Training The ELMA department developed and delivered training sessions for English Learner families focused on understanding ELPAC levels, language development progress, and the reclassification process. These workshops were designed to equip families with the knowledge and tools necessary to advocate for their children and effectively engage with their school communities and educational planning processes. During the 2025–2026 school year, the ELMA department provided three sample ELPAC and reclassification professional development presentations for site administrators and ELPAC coordinators to implement at their school sites. Resources and training materials were also shared with School Community Outreach Workers, the Multilingual District Advisory Committee (MDAC), and school site English Learner Advisory Committees (ELACs) to support consistent messaging and increased family access to information districtwide. This strategy was implemented as planned. For the 2026–2027 school year, family and staff training efforts will expand to include the Observation Protocol for Teachers of English Learners (OPTEL) to strengthen family understanding of integrated ELD instruction, classroom instructional practices, and the district's broader efforts to improve instructional supports and language development outcomes for English Learners.
4	The district shall conduct a comprehensive audit of all K-12 assessments to decrease and create equitable quantity of district assessment for English Learners (in and out of Dual Language Programs) compared to English Only Students.	Targeted Interventions and Support	Included	5.1	The district has included this strategy as reflected in: Strategy 3: Specialized EL Assessments To ensure instruction is driven by responsive instructional practices and meaningful data analysis, WCCUSD will implement the Observation Protocol for Teachers of English Learners (OPTEL) to strengthen classroom instruction, integrated ELD implementation, and instructional feedback systems for educators serving English Learners. This strategy shifts the district's emphasis from a compliance-centered assessment approach toward a more responsive instructional coaching and classroom observation model focused on improving teaching practices and student language development outcomes. Implementation of OPTEL will support administrators, coaches, and teachers in identifying strengths and areas for growth related to integrated ELD practices, student discourse, language objectives, scaffolding, and equitable access to grade-level content instruction for multilingual learners. Classroom observation data and instructional feedback cycles will be utilized to guide professional learning, coaching supports, and continuous improvement efforts across schools. In addition, the district will conduct a comprehensive audit of K–12 assessments to evaluate the quantity, purpose, and impact of district assessments administered to English Learners, including students participating in Dual Language Programs, compared to English

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AASAT 1	Institute the AASAT/AAPAC sponsored, "The Family Engagement Walkthrough" at the beginning of the school year and late spring to support engagement, assess student needs and monitor strategies employed for academic enhancements.	Targeted Interventions and Support	Included	5.2	The district has included this strategy as reflected in: Strategy 8: Family Engagement Walkthroughs To strengthen authentic family engagement, elevate student and family voice, and monitor implementation of schoolwide engagement and academic support strategies, WCCUSD will implement the AASAT/AAPAC-sponsored "Family Engagement Walkthrough" process at the beginning of the school year and again in late spring. These walkthroughs will provide opportunities for families, students, school staff, and district representatives to collaboratively assess school climate, student needs, family engagement practices, and the effectiveness of strategies designed to support academic achievement and student wellness. The walkthrough process will focus on gathering qualitative and quantitative feedback related to culturally responsive practices, student belonging, communication systems, academic supports, and school-family partnerships. Findings from walkthroughs will be used to identify strengths, prioritize areas for growth, and support continuous improvement planning at both the school and district levels. The process will also strengthen alignment between AASAT, AAPACs, school leadership teams, and district departments by creating structured opportunities for reflection, collaboration, and shared accountability around student outcomes. Implementation of the Family Engagement Walkthroughs is intended to increase meaningful family participation in school improvement efforts, strengthen trust and transparency between schools and communities, and support monitoring of engagement and academic enhancement strategies designed to improve outcomes for African American students and other historically underserved student groups. (As measured by Metric 5.15)
AASAT 2	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	Continuing Action	5.2	The district has included this strategy as reflected in: 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. 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, 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.

AASAT 3	Reinstate, revise and extend Resolution 46-1920 "In Support of African American Students" until it is fully funded and implemented. Provide a current needs assessment to determine current baseline of needed supports. Institute the following 46-1920 supports to become a part of our ongoing services: Provide HBCU visits, supporting eighth-twelfth graders to tour preselected college sites. Attendees shall be selected from each area, 3 to 6 months in advance to give families time to prepare. A Black/African American Graduation Ceremony shall be held each year in May or June. An open invitation shall be extended each year in August, asking for volunteer participants for the planning committee. The planning committee shall be comprised of district staff, AASAT leaders, parents of graduates and graduates from each high school. An African American Honors Ceremony shall be held each year celebrating Black Excellence. All students of African descent, grades 3-12 shall be recognized who maintained a 3.5 grade point average for 3 consecutive quarters in a row. Principals shall notify families of all students of African descent of their academic standing one quarter prior to the determination deadline to receive honors.	Targeted Interventions and Support	Included with Modifications	1.1	Staff echoes the recommendation that Resolution 46-1920 should be revisited and revised through a future resolution, as well as through the establishment of Board Policies, Administrative Regulations, and implementation plans necessary to fully realize the intent of Resolution 46-1920. Staff also recognizes that while Resolution 46-1920 established an important commitment and vision in support of African American students, a resolution alone was not the most effective policy-making mechanism to fully operationalize and sustain the breadth of systems, staffing, accountability structures, and ongoing funding necessary to achieve its long-term goals. As part of this work, the district will explore opportunities to reinstate, revise, and extend the commitments outlined in Resolution 46-1920 through more sustainable governance structures, including policies, regulations, strategic plans, and ongoing implementation monitoring processes. Staff supports the recommendation to conduct an updated needs assessment to better understand the current baseline conditions, student needs, opportunity gaps, and systems of support necessary to improve outcomes for African American/Black students across academic achievement, school climate, wellness, engagement, and college and career readiness. Staff also acknowledges the importance of continuing and strengthening culturally affirming opportunities and experiences that support African American student achievement, belonging, leadership, and postsecondary access. This includes exploring the sustainability and expansion of Historically Black Colleges and Universities (HBCU) visits and college exposure opportunities for students in grades 8–12, while strengthening systems for early outreach, family preparation, and equitable student participation. In addition, staff supports continued collaboration with AASAT, families, students, and community partners to strengthen annual recognition and celebration opportunities that honor African American student achievement and excellence. This includes exploring sustainable structures and implementation plans for African American Graduation Celebrations and African American Honors Ceremonies that elevate Black excellence, strengthen student belonging, and reinforce a college- and career-going culture for African American students across WCCUSD.
AASAT 4	Increase Tier I and II supports to include curriculum materials with professional development to increase literacy achievement of Black students. Literacy materials must be culturally relevant for African American students, of high rigor, where social emotional learning is centered and with proven data to increase academic achievement.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building WCCUSD will strengthen authentic student engagement by creating learning environments that prioritize meaningful relationships, student voice, collaboration, culturally responsive instruction, and responsive teaching practices. Through reduced class sizes and intentional instructional redesign, teachers will have increased capacity to build strong connections with students and families while providing more individualized academic and social-emotional support. The district will continue promoting classroom instruction that emphasizes discussion-based learning, collaborative problem-solving, real-world relevance, student discourse, and relationship-centered teaching practices. These instructional approaches are intended to ensure students feel known, heard, academically supported, and actively engaged in their learning experiences across all schools. In addition, WCCUSD will increase Tier I and Tier II instructional supports to strengthen literacy achievement for all students, including Black/African American students, through the implementation of culturally relevant, high-rigor literacy materials and instructional practices. Literacy supports and curriculum resources will reflect the experiences, identities, and voices of diverse student groups while incorporating strong social-emotional learning components and evidence-based instructional strategies proven to improve academic outcomes and literacy achievement. Teachers and school staff will receive professional learning and coaching focused on culturally responsive literacy instruction, relationship-centered teaching, literacy intervention practices, and student engagement strategies designed to strengthen academic achievement and belonging for all students. Instructional supports will also prioritize active student participation, academic discourse, critical thinking, and opportunities for students to see themselves reflected positively within classroom materials and learning experiences. Research consistently demonstrates that smaller class sizes and culturally responsive instructional practices contribute to stronger student-teacher relationships, increased student participation, improved attendance, and lower rates of chronic absenteeism. Strengthening these relationships and instructional systems is essential to cultivating a sense of belonging and school connectedness that supports both academic achievement and student well-being. Schools will also continue strengthening family engagement practices to ensure families remain connected partners in student learning and literacy development. Learning Recovery Emergency Block Grant (LREBG) funds totaling \$7,100,000 will support implementation of this strategy during the 2026–2027 school year by helping sustain smaller class sizes, strengthen literacy intervention systems, and expand relationship-centered instructional environments across schools. Through these efforts, the district aims to increase literacy achievement, improve student engagement and connectedness, strengthen attendance and academic outcomes, and create learning environments where all students, including Black/African American students, feel valued, represented, supported, and empowered as active participants in their education. (As measured by Metric 1.5, 1.9, 1.10)

AASAT 5	Establish "Reparations in Education Fund" (REF) to be formally incorporated into the LCAP for full implementation of Resolution 46-1920 "In Support of African American Students Academic Success;" and fund an "Individual Education Reparations Plan" (IERP) for every eligible Black student, ensuring resources follow student needs and outcomes are tracked. The REF leverages resources outside of LCFF from cities and county allocations to ensure sustained, targeted investments in Black students' outcomes. Funding resources are currently available. LCAP provides the data for identifying students; the reporting/evaluating of services and programs; and shall establish an oversight committee, composed of caregivers, educators and community members, in partnership with the Contra Costa Black Parallel School Board, Contra Costa County, the City of Richmond, and the West Contra Costa Board of Trustees, to monitor implementation, ensure transparency, and track outcomes.	Relentless Attention to Achievement	Not Included	N/A	WCCUSD will continue strengthening systems, structures, and targeted supports designed to improve academic achievement, school connectedness, graduation outcomes, and college and career readiness for African American students. In alignment with Resolution 46-1920, "In Support of African American Students Academic Success," the district plans to continue moving forward with the African American Student Achievement Team (AASAT) as a formal consultation structure to support African American student achievement efforts across the district. AASAT will serve in a consultation capacity to support review of student outcome data, district strategies, engagement efforts, and recommendations connected to academic achievement, student experience, school climate, and culturally responsive practices impacting African American students. The district will continue partnering with families, educators, students, and community organizations to strengthen transparency, engagement, and accountability around African American student outcomes. Additionally, the district will research the feasibility of establishing an Individual Education Reparations Plan (IERP) structure and a Reparations in Education Fund (REF) to support targeted investments and individualized student supports for African American students. This exploration will include review of potential funding sources, implementation structures, legal considerations, data systems, partnership opportunities, and alignment with existing district goals and LCAP priorities. The district will also continue examining opportunities to strengthen partnerships with community organizations, local agencies, and educational partners to support long-term investment, coordinated services, and improved outcomes for African American students across WCCUSD.
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 has mastered the material and is performing at grade level.	Targeted Interventions and Support	Included	Grant Funded	The district was able to secure external grant funding to support Math Instructional Specialists at Nystrom, Highland, Downer, and Riverside Elementary Schools. These positions were established to provide targeted mathematics intervention and instructional support for students demonstrating the greatest academic need based on state and local mathematics assessment data. Math Instructional Specialists will work directly with students through targeted intervention cycles focused on foundational skill development, grade-level acceleration, and differentiated instructional support. Interventions will remain in place until students demonstrate mastery of identified standards and are performing at or near grade-level expectations. <i>In addition to direct student support, Math Instructional Specialists will provide instructional coaching and</i>
AASAT 7	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. Establish a peer mentorship program for 3-12th graders	Special Education	Included with Modifications	2.1	The district has included this strategy as reflected in: Strategy 1: School Psychologist To increase student achievement, improve graduation rates, decrease suspension rates, and strengthen social-emotional wellness for students with disabilities and historically underserved student groups, WCCUSD will utilize school psychologists to support behavior interventions, academic achievement planning, and integrated student support systems across schools. School psychologists will play a key role in CARE meetings to analyze suspension, attendance, wellness, and achievement data and support the creation of targeted interventions and individualized support plans for students in need. This specialized staff will also support general education teachers through professional learning focused on differentiated instruction, behavior intervention planning, accommodations, and inclusive instructional practices designed to support the success of students with disabilities and students experiencing social-emotional or behavioral challenges. Based on prior implementation successes, funding will continue supporting all school psychologists districtwide. In addition, the district will strengthen culturally sensitive and socially aware mental health and social-emotional wellness supports for African American/Black students through coordinated collaboration between school psychologists, wellness staff, counselors, and student support teams. Supports will emphasize culturally responsive practices, relationship-centered interventions, restorative approaches, and student belonging to strengthen school connectedness and improve student outcomes. To further support student engagement and positive peer relationships, WCCUSD will also explore and strengthen peer mentorship opportunities for students in grades 3–12. These mentorship structures are intended to promote leadership development, peer connection, social-emotional support, and positive school culture while creating additional systems of encouragement and belonging for African American/Black students and other historically underserved student groups. (As measured by Metric 4.9)

AASAT 8	Recruit Black educators through outreach and incentive programs to our current and former African American students. Provide data tracking for the educators recruited through current strategies of outreach to HBCU's	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 6: Reduce the Disproportionality To address the disproportionality of suspensions and expulsions impacting Black/African American students, all principals and assistant principals will participate in monthly Professional Learning Communities recommended by the African American Student Achievement Team (AASAT). These PLCs will focus on analyzing disaggregated suspension, office referral, and incident report data; strengthening implementation of alternatives to suspension; and building leadership capacity to create more inclusive, relationship-centered school environments that reduce exclusionary discipline practices. School leaders will engage in ongoing data tracking and analysis to identify patterns in discipline referrals, monitor disproportionality trends, and strengthen early intervention systems for students at elevated risk of suspension. Early in the school year, administrators will review discipline and engagement data to identify students at high risk for exclusionary discipline based on indicators including prior incidents, attendance patterns, reading performance, race, and program participation such as Special Education and English Learner status. Students identified as high risk will be referred to CARE teams for proactive intervention, wraparound support, and coordinated case management. In addition, schools will strengthen systems of care for students returning from suspension by ensuring access to social-emotional, behavioral, and academic support services designed to improve re-engagement and reduce repeat incidents. These supports may include restorative practices, counseling services, academic intervention, mentoring, family engagement, and individualized student support planning. School leaders will also continue reinforcing consistent implementation of district discipline policies and restorative practices to improve equity in student outcomes, reduce disproportionality, and strengthen students' connection and belonging within the school community. (Metric 1.7, 1.9)
AASAT 9	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 the previous year's data, including incident reports, office referrals 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, and the student provided academic support to mitigate learning loss. Data will be collected to determine where infractions are occurring, playground, lunchroom or classrooms. Support will be directed to those environments that show high numbers of suspensions.	Authentic Engagement	Included	1.2	The district has included this strategy as reflected in: Strategy 7: Strategic Communications WCCUSD will continue implementing a districtwide communications plan designed to strengthen equitable access to information, increase educational partner engagement, and improve awareness of academic opportunities and graduation pathways for students and families. A key priority within this work will be the development and implementation of a multi-media communication campaign focused on ensuring all Black/African American students and families, grades K-12, are informed about A-G requirements, college readiness expectations, graduation pathways, and available academic supports. This campaign will be developed collaboratively between school counselors, administrators, the communications department, and student support staff to ensure information is accessible, culturally responsive, and delivered consistently across schools and grade spans. Communication strategies will include ParentSquare messaging, social media campaigns, district and school website resources, student and family workshops, videos, printed materials, classroom presentations, family nights, student forums, and direct outreach through school counselors and site staff. As part of this work, WCCUSD will continue expanding the use of ParentSquare as the district's primary two-way communication platform. Staff across departments and school sites will receive training to support clear, consistent, and relationship-centered communication practices. Teachers will continue receiving support in utilizing ParentSquare for classroom-level communication to strengthen family awareness of instructional activities, academic expectations, and student progress. Parent Advisory Committee (PAC) leaders and family engagement representatives will also receive training and support in utilizing ParentSquare and other digital communication tools to strengthen school-community outreach, increase family-to-family communication networks, and improve equitable access to information across school communities. Additional actions within this strategy include continued development of multilingual digital communication resources, expansion of Dual Language program communication materials and webpages, and increased use of digital media and community-based outreach to ensure families receive information in their preferred language and format. Through these efforts, the district aims to strengthen communication systems, increase family understanding of college and career readiness pathways, improve awareness of A-G requirements beginning in elementary school, and ensure Black/African American students and families receive proactive, consistent, and empowering information that supports long-term academic success and postsecondary access. (Metric 1.8)
AASAT 10	Create a multi-media plan to inform all Black students (K-12) and their families of the A-G requirements, supported by school counselors, administrators and our communication department.	Targeted Interventions and Support	Continuing Action	5.2	The district has included this strategy as reflected in: Strategy 6: A-G Requirements Awareness for African American/Black Students and Families Develop a multi-media communication plan to inform African American/Black students and their families about the A-G requirements. 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.

AASAT 11	Establish or amend our District anti-bullying policy to include "No Tolerance for Anti-Black Racial Slurs", for K-12 students. At the families request, an age appropriate, restorative justice process shall be followed; and/or the first offense requires a predetermined specified set of hours of anti racism training and mental health support; a second offense requires continuing training/mental health support combined with community service in a mutually agreed upon Black identified organization. A third offense requires suspension during which the offender serves at an African American organization to be determined by the family impacted by the degradation, for a minimum of 3 months during which time the family must attend group training/therapy. In cases where the anti-black racial slur is used as slang without intention to harm, the offender will be required to attend antiracism training and shall receive mental health support. Each offense in either case shall result in an increase of hours of training, service and mental health support.	Targeted Interventions and Support	Not Included	N/A	The district will explore existing Board Policies and Administrative Regulations related to bullying, hate speech, discrimination, anti-racism, and positive school climate to determine alignment with this recommendation and identify any potential policy enhancements needed to more explicitly address anti-Black racial slurs and racially harmful behavior. As part of this process, WCCUSD will review applicable Education Code requirements, student discipline guidance, restorative practice frameworks, and legal considerations related to implementation and enforcement. The district will also engage families, students, educational partners, and community organizations in discussion and feedback regarding this recommendation to better understand community priorities, restorative approaches, mental health supports, and culturally responsive accountability measures. Through this collaborative process, WCCUSD will explore opportunities to strengthen existing anti-racism practices, restorative responses, and educational interventions that support safe, inclusive, and affirming school environments for all students, particularly Black/African American students who have historically experienced disproportionate harm related to racism and bias in school settings.
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Group/Rec #	Committee Recommendations	DLIPAC Recommendations		Action Alignment	District Response
		LCAP Goal Alignment	26-27 LCAP Implementation		
1	Each school is highly recommended to have a SSC Dual Language Program Representative or Dual Language Site PAC	Authentic Engagement	Included with Modifications	1.2	The district has included this strategy as reflected in: Strategy 6: Increase PAC Engagement To strengthen family involvement and expand authentic educational partner engagement, WCCUSD will continue increasing participation in Parent Advisory Committees (PACs) through targeted outreach, leadership development, and stronger alignment between school site and district engagement structures. The district will establish and support a Parent Leadership Council (PLC) designed to build connections, strengthen community partnerships, and foster empathy, collaboration, and shared leadership among WCCUSD families. The Parent Leadership Council will include representatives from each Parent Advisory Council Executive Board, or their designees, and will serve as a collaborative structure to develop, review, and evaluate district family engagement practices, policies, programs, and communication systems. The PLC will also support coordination across advisory groups to maximize resources, strengthen alignment, reduce duplication of efforts, and increase the effectiveness of districtwide engagement strategies. To increase representation and participation within PAC structures, the district will continue leveraging principals and site administrators to strengthen school-based outreach, recruitment, and engagement efforts. Dedicated time during principal meetings will continue focusing on family engagement practices broadly, development of school site PACs specifically, and stronger alignment between site and district advisory structures. School sites will actively advertise and communicate opportunities for families to participate in district PACs and leadership groups through targeted outreach, ParentSquare communication, family events, school newsletters, and community engagement activities. To further strengthen parent engagement within Dual Language programs, schools with Dual Language programs will be highly encouraged to incorporate a Dual Language representative within their School Site Council structure or establish a site-based Dual Language PAC. These groups will provide recommendations related to site programming, systems, communication practices, multilingual outreach, and website accessibility to strengthen family partnership and support continuous improvement of Dual Language programs. To ensure equitable participation opportunities, the district will continue providing high-quality English and Spanish interpretation services during districtwide meetings and family engagement events. Additional multilingual outreach supports and interpretation services will also be implemented as needed to increase accessibility and reduce barriers to participation for historically underserved communities. Through these efforts, the district aims to strengthen family leadership, deepen authentic educational partner engagement, improve collaboration between schools and families, and ensure families have meaningful opportunities to inform school and district decision-making processes across WCCUSD. (Metric 1.8, 1.14)
2	Explore and establish a 50:50 TK model as a general program at DLI schools.	Relentless Attention to Achievement	Included	3.5	The district has included this strategy as reflected in: Strategy 4: Dual Language Immersion (DLI) Program WCCUSD will strengthen its Dual Language Immersion (DLI) programs to promote bilingualism, biliteracy, and high academic achievement. This strategy focuses on ensuring that students in DLI programs are taught by highly skilled bilingual educators who provide rigorous, standards-aligned instruction in both the target language and English. Teachers will receive targeted professional development, curriculum support, and collaboration time to align instruction with program goals at their site and district. By supporting educators in the DLI program, the district will advance equitable access to high-quality multilingual learning environments that reflect and value students' linguistic and cultural assets. Furthermore, sites and districts will explore a 50:50 TK model as a general instructional setting of schools with dual language programs. Lastly the district will explore and present systems to provide a district TK-12 program tied to the CA State Pathways and Seal of Biliteracy.

Group/Rec #	Committee Recommendations	DLIPAC Recommendations		Action Alignment	District Response
		LCAP Goal Alignment	26-27 LCAP Implementation		
3	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, transfer decisions, and student achievement data.	Authentic Engagement	Included with Modifications	1.2	The district has included this strategy as reflected in: Strategy 6: Increase PAC Engagement To strengthen family involvement and expand authentic educational partner engagement, WCCUSD will continue increasing participation in Parent Advisory Committees (PACs) through targeted outreach, leadership development, and stronger alignment between school site and district engagement structures. The district will establish and support a Parent Leadership Council (PLC) designed to build connections, strengthen community partnerships, and foster empathy, collaboration, and shared leadership among WCCUSD families. The Parent Leadership Council will include representatives from each Parent Advisory Council Executive Board, or their designees, and will serve as a collaborative structure to develop, review, and evaluate district family engagement practices, policies, programs, and communication systems. The PLC will also support coordination across advisory groups to maximize resources, strengthen alignment, reduce duplication of efforts, and increase the effectiveness of districtwide engagement strategies. To increase representation and participation within PAC structures, the district will continue leveraging principals and site administrators to strengthen school-based outreach, recruitment, and engagement efforts. Dedicated time during principal meetings will continue focusing on family engagement practices broadly, development of school site PACs specifically, and stronger alignment between site and district advisory structures. School sites will actively advertise and communicate opportunities for families to participate in district PACs and leadership groups through targeted outreach, ParentSquare communication, family events, school newsletters, and community engagement activities. To further strengthen parent engagement within Dual Language programs, schools with Dual Language programs will be highly encouraged to incorporate a Dual Language representative within their School Site Council structure or establish a site-based Dual Language PAC. These groups will provide recommendations related to site programming, systems, communication practices, multilingual outreach, and website accessibility to strengthen family partnership and support continuous improvement of Dual Language programs. To ensure equitable participation opportunities, the district will continue providing high-quality English and Spanish interpretation services during districtwide meetings and family engagement events. Additional multilingual outreach supports and interpretation services will also be implemented as needed to increase accessibility and reduce barriers to participation for historically underserved communities. Through these efforts, the district aims to strengthen family leadership, deepen authentic educational partner engagement, improve collaboration between schools and families, and ensure families have meaningful opportunities to inform school and district decision-making processes across WCCUSD. (Metric 1.8, 1.14)

Group/Rec #	Committee Recommendations	DLIPAC Recommendations		Action Alignment	District Response
		LCAP Goal Alignment	26-27 LCAP Implementation		
4	Ensure 100% of district held meetings (e.g. Board, PAC, LCAP, community forums, etc) and informational materials shared to community are offered at minimum in English and Spanish with quality interpretation services; with a requirement to postpone or add additional meetings or utilizing interpretation technology to meet 100% English-Spanish inclusion	Authentic Engagement	Included with Modifications	1.2	The district has included this strategy as reflected in: Strategy 6: Increase PAC Engagement To strengthen family involvement and expand authentic educational partner engagement, WCCUSD will continue increasing participation in Parent Advisory Committees (PACs) through targeted outreach, leadership development, and stronger alignment between school site and district engagement structures. The district will establish and support a Parent Leadership Council (PLC) designed to build connections, strengthen community partnerships, and foster empathy, collaboration, and shared leadership among WCCUSD families. The Parent Leadership Council will include representatives from each Parent Advisory Council Executive Board, or their designees, and will serve as a collaborative structure to develop, review, and evaluate district family engagement practices, policies, programs, and communication systems. The PLC will also support coordination across advisory groups to maximize resources, strengthen alignment, reduce duplication of efforts, and increase the effectiveness of districtwide engagement strategies. To increase representation and participation within PAC structures, the district will continue leveraging principals and site administrators to strengthen school-based outreach, recruitment, and engagement efforts. Dedicated time during principal meetings will continue focusing on family engagement practices broadly, development of school site PACs specifically, and stronger alignment between site and district advisory structures. School sites will actively advertise and communicate opportunities for families to participate in district PACs and leadership groups through targeted outreach, ParentSquare communication, family events, school newsletters, and community engagement activities. To further strengthen parent engagement within Dual Language programs, schools with Dual Language programs will be highly encouraged to incorporate a Dual Language representative within their School Site Council structure or establish a site-based Dual Language PAC. These groups will provide recommendations related to site programming, systems, communication practices, multilingual outreach, and website accessibility to strengthen family partnership and support continuous improvement of Dual Language programs. To ensure equitable participation opportunities, the district will continue providing high-quality English and Spanish interpretation services during districtwide meetings and family engagement events. Additional multilingual outreach supports and interpretation services will also be implemented as needed to increase accessibility and reduce barriers to participation for historically underserved communities. Through these efforts, the district aims to strengthen family leadership, deepen authentic educational partner engagement, improve collaboration between schools and families, and ensure families have meaningful opportunities to inform school and district decision-making processes across WCCUSD. (Metric 1.8, 1.14)
5	Maintain, grow, and showcase teacher recruitment partners specifically for recruiting Dual Language (DL) Program teachers for DL sites.	Relentless Attention to Achievement	Continuing Action	3.5	The district has included this strategy as reflected in: Strategy 1 – BCLAD Stipends To recruit and retain highly qualified teachers for multilingual learners, the district provided stipends to educators holding a Bilingual, Cross-Cultural, Language, and Academic Development (BCLAD) certificate. These educators, trained in delivering specialized instruction to English Learners, played a critical role in advancing student achievement within Dual Language Immersion and multilingual programs. The strategy was implemented as planned.
6	Develop, implement and require grade level holistic (this includes the decreasing) 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.	Relentless Attention to Achievement	Continuing Action	3.5	The district has included this strategy as reflected in: Strategy 2 – DLI Professional Development and Collaboration To support the biliteracy trajectory of Dual Language Immersion students, the district centrally designed professional development and collaboration opportunities focused on cross-linguistic connections, translanguaging practices, and pathway to biliteracy student program goals. A community of practice (CoP) met monthly for all Dual Language Teachers. Furthermore supplemental programs and supports with SEAL (the Sobrato Early Academic Language) model the International Baccalaureate (IB) program, and Dibels/Lectura newly adopted assessments. Within these learning spaces, staff piloted aligned assessments for biliteracy and developed a K-6 biliteracy pathway criteria for students in the English/Spanish Dual Language Program. The strategy was implemented as planned.

Group/Rec #	Committee Recommendations	DLIPAC Recommendations		Action Alignment	District Response
		LCAP Goal Alignment	26-27 LCAP Implementation		
7	Provide, grow and maintain a district wide middle and high school DL secondary course offerings for the CA State Biliteracy Pathways Program and CA State Seal of Biliteracy.	Relentless Attention to Achievement	Included with Modifications	3.5	The district has included this strategy as reflected in: Strategy 4: Dual Language Immersion (DLI) Program WCCUSD will strengthen its Dual Language Immersion (DLI) programs to promote bilingualism, biliteracy, and high academic achievement. This strategy focuses on ensuring that students in DLI programs are taught by highly skilled bilingual educators who provide rigorous, standards-aligned instruction in both the target language and English. Teachers will receive targeted professional development, curriculum support, and collaboration time to align instruction with program goals at their site and district. By supporting educators in the DLI program, the district will advance equitable access to high-quality multilingual learning environments that reflect and value students' linguistic and cultural assets. Furthermore, sites and districts will explore a 50:50 TK model as a general instructional setting of schools with dual language programs. Lastly the district will explore and present systems to provide a district TK-12 program tied to the CA State Pathways and Seal of Biliteracy. (As measured by Metric 3.14, 3.15, 3.23)

Group/Rec #	Committee Recommendations	ASC Recommendations		Action Alignment	District Response
		LCAP Goal Alignment	25-26 LCAP Implementation		
ASC/1	Create and launch a confidential, student-friendly reporting platform to strengthen school climate and student safety by allowing students to report unsafe experiences, including racism, discrimination, profiling, and harm by students or staff.	Authentic Engagement [1]	Included	1.1	The district has included this strategy as reflected in: Strategy 9: Student Safety, Belonging, and Accountability Reporting System To strengthen school climate, student safety, and trust within school communities, WCCUSD will create and launch a confidential, student-friendly reporting platform that allows students to safely report unsafe experiences, including incidents involving racism, discrimination, profiling, bullying, harassment, and harm caused by students or staff. The platform will be designed to increase accessibility, responsiveness, and student voice while ensuring students have safe pathways to seek support and report concerns. The reporting system will include clear protocols for follow-up, response, and intervention to ensure concerns are addressed in a timely, supportive, and student-centered manner. Schools and district staff will receive training regarding implementation procedures, response expectations, confidentiality practices, and restorative and trauma-informed approaches to student support and intervention. In addition, WCCUSD will strengthen transparency and accountability by developing systems to track, monitor, and publicly report aggregate data related to racism incidents, discrimination complaints, response outcomes, student engagement, and student sense of belonging. The district will regularly review this data to identify trends, inform school climate strategies, strengthen prevention efforts, and improve responsiveness to student and family concerns. Annual progress updates and summary reports will be shared with students, families, staff, and school communities to increase transparency, strengthen trust, and support continuous improvement efforts across the district. Student voice structures, including student leadership groups and affinity spaces, will also be engaged to provide feedback regarding implementation, effectiveness, and ongoing improvement of the reporting system and school climate supports. Through these efforts, the district aims to create safer, more inclusive, and more responsive school environments where all students feel seen, valued, protected, and connected to their school community. (As measured by Metric 1.7, 1.6, 1.10, 1.11)
ASC/2	Require annual, district-wide anti-racism and cultural competency training for all staff to ensure consistent, informed responses to racism and bias, including modules on implicit bias, restorative practices, and effective intervention when harm occurs.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 4 – Climate Coaching To reduce suspension disproportionality, strengthen school safety, and build more inclusive and culturally responsive learning environments, the Office of School Climate will conduct Tiered Fidelity Inventory (TFI) Walkthroughs in partnership with Community Schools Directors while continuing to strengthen the capacity of school climate teams through site-based coaching, professional development, and ongoing technical assistance. Each school will receive support from a dedicated Climate Coach who will collaborate with principals, assistant principals, teacher leaders, and student support teams to strengthen implementation of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and school wide universal supports. Coaching will focus on evidence-based strategies including trauma-informed practices, restorative approaches, culturally responsive behavior interventions, de-escalation strategies, and proactive classroom management aligned to Multi-Tiered System of Support (MTSS) frameworks. A district behaviorist will provide additional tiered coaching and intervention support for schools requiring more intensive behavioral systems development. As part of this work, WCCUSD will require annual districtwide anti-racism and cultural competency training for all staff to strengthen consistent, informed, and restorative responses to racism, discrimination, bias, and student harm. Professional learning will include modules focused on implicit bias, culturally responsive practices, restorative interventions, anti-racist educational practices, conflict de-escalation, and effective responses when incidents of harm occur involving students or staff. Training will also support staff in recognizing and interrupting patterns of disproportionality and exclusionary discipline impacting focal student groups. Schools will develop actionable discipline and school climate plans, regularly analyze disproportionality and school experience data, and implement Tier 1 and Tier 2 behavioral supports with fidelity. Behavior expectations will continue to be reinforced through the district behavior matrix, school wide lessons, and professional learning focused on addressing disrespectful behavior, including slurs, hate-based language, harassment, and bias-related incidents. Key actions include: Expectation-based assemblies and classroom lessons Teacher workshops focused on addressing harmful language and bias Flyers, signage, and awareness campaigns posted throughout schools Implementation of a districtwide anti-slur and anti-hate response protocol Access to guest speakers, restorative circles, affinity spaces, and community-building activities Ongoing data review and consultation focused on suspension disproportionality, school climate, and student belonging Principals and school leadership teams will receive regular touch points, walkthrough debriefs, coaching cycles, and data consultations to ensure alignment with district priorities related to equity, inclusion, belonging, and school safety. This strategy is funded through Community Schools and Educator Effectiveness grants and is intended to strengthen respectful, inclusive, and emotionally safe learning environments where all students feel connected, valued, and supported. (As measured by Metric 1.7, 1.6)
ASC/3	Redesign classroom instruction to prioritize discussion-based learning, collaboration, real-world relevance, and relationship-centered teaching, ensuring students feel known, heard, and academically supported across all schools.	Relentless Attention to Achievement	Included with Modifications	3.3	The district has included this strategy as reflected in: Strategy 1: College/Career Pathways WCCUSD will expand high-quality work-based learning opportunities and rigorous instruction within career academies and pathway programs across secondary schools. These programs will be tailored to each school site based on student interests, local workforce trends, industry needs, and community partnerships to strengthen college and career readiness and provide students with meaningful, real-world learning experiences. As part of this work, the district will redesign classroom instruction within pathway and academy programs to prioritize discussion-based learning, collaboration, real-world relevance, student discourse, and relationship-centered teaching practices. Instructional approaches will emphasize authentic problem-solving, interdisciplinary learning, teamwork, and opportunities for students to apply learning in meaningful career-connected contexts. The district will continue fostering classroom environments where students feel known, heard, academically supported, and actively engaged in their learning experiences across all schools. Implementation will also prioritize equitable enrollment practices and expanded access to pathway opportunities, with specific attention to the district's seven focal student groups: African American, Hispanic/Latino, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Homeless Youth. The district will continue monitoring participation and access data to ensure historically underserved student groups have equitable opportunities to engage in high-quality college and career pathway experiences, work-based learning, and rigorous coursework. (As Measured by Metric 3.1, 3.7, 3.10, 3.11)

ASC/4	Establish structured, district-wide systems for gathering student voice through regular surveys, classroom feedback opportunities (from student to teacher), and student participation in curriculum review and school climate decision-making.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 1: Student and Family Feedback To institutionalize the ongoing collection, analysis, and responsiveness to student and family voice, WCCUSD will continue leveraging the California Healthy Kids Survey (CHKS) as a primary tool for gathering feedback from students, families, and staff to inform continuous improvement efforts across the district. In addition, the district will expand opportunities for student engagement through forums, talk-back sessions, workshops, listening sessions, and other student-centered engagement structures designed to better understand student experiences, identify barriers to engagement, and gather input regarding the types of safe spaces, supports, and activities students believe strengthen school connectedness and belonging. The district will implement strategic outreach efforts to increase participation rates among historically underrepresented student groups and families, particularly focal student populations, to ensure feedback systems reflect the experiences and needs of the broader WCCUSD community. Data collected through CHKS and other engagement structures will be used to identify trends related to school climate, safety, connectedness, engagement, wellness, and belonging, while informing districtwide planning, intervention systems, and resource allocation. Staff and school leaders will receive training and support in analyzing and responding to student and family feedback data to strengthen data-informed decision-making and improve responsiveness to educational partner needs. Follow-up outreach and targeted engagement efforts will also be conducted with underrepresented groups to ensure inclusive participation and equitable access to district decision-making processes. Through these efforts, the district aims to strengthen authentic student and family voice, improve school climate and connectedness, and ensure district systems remain responsive to the lived experiences, needs, and priorities of WCCUSD students and families. (Metric 1.6, 1.15, 1.8, 1.9, 1.10, 1.11)
ASC/5	Expand visibility and accessibility of counselors, wellness centers, and trusted staff, and implement relationship-building practices so every student has at least one supportive adult and access to safe spaces on campus.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 2 – Social Emotional Learning Through Program 3110 and Community Schools, WCCUSD will continue strengthening social-emotional learning practices designed to create responsive, engaging, inclusive, and supportive school environments where students feel connected, valued, and emotionally safe. Schools will be encouraged to incorporate short, structured brain breaks, wellness activities, community circles, and Fun Fridays to support student engagement, motivation, focus, and overall well-being throughout the school day. These strategies are intended to strengthen positive school culture, reduce stress, improve classroom climate, and increase student connectedness and readiness to learn. In addition, the district will expand the visibility and accessibility of trusted adults and student support staff across school campuses to ensure students are aware of and connected to available supports. Schools will implement intentional relationship-building practices designed to ensure every student has access to at least one supportive adult and safe spaces on campus where they can seek support, build connection, and feel a sense of belonging. Relationship-centered strategies may include advisory structures, restorative circles, student affinity spaces, check-in/check-out systems, peer leadership opportunities, mentoring programs, and targeted wellness supports aligned to student needs. School staff will continue receiving support and professional learning focused on social-emotional learning, relationship-building, trauma-informed practices, and culturally responsive engagement strategies to strengthen positive interactions and supportive school climates. Together, these efforts are intended to improve student wellness, increase school connectedness and engagement, strengthen students' sense of belonging, and create learning environments where all students feel emotionally and physically safe, supported, and ready to learn. (As measured by Metric 1.6, 1.9, 1.15)
ASC/6	Implement regular curriculum audits across all grade levels to ensure instructional materials are inclusive, culturally responsive, engaging, and aligned with student experiences, using student feedback and climate data to guide improvements.	Relentless Attention to Achievement	Included with Modifications	3.7	The district has included this strategy as reflected in: Strategy 3: Instructional Learning Walks Curriculum and Instruction staff and site leaders will utilize the research-based K–12 Instructional Practice Guide (IPG) to support observation, feedback, and continuous improvement during instructional learning walks. The IPG is designed to evaluate observable instructional practices aligned to college- and career-ready standards and focuses on Core Actions that reflect rigorous, standards-aligned instruction, student engagement, academic discourse, and equitable access to learning. Learning walks will also support ongoing review of classroom instructional materials, student experiences, and instructional practices to ensure learning environments are inclusive, culturally responsive, engaging, and reflective of students' identities and lived experiences. Student feedback, school climate data, and classroom observation trends will help identify areas where instruction, curriculum implementation, and classroom experiences can be strengthened to better support belonging, relevance, and meaningful engagement for all students. Central and site staff will utilize data collected through instructional learning walks, climate measures, and student outcome data to guide professional development, coaching, curriculum refinement, and instructional planning at both the district and school-site levels.
ASC/7	Improve district transparency by tracking and publicly reporting data on racism incidents, response outcomes, student engagement, and sense of belonging, and by sharing annual progress updates with students, families, and school communities.	Authentic Engagement	Included	1.1	The district has included this strategy as reflected in: Strategy 9: Student Safety, Belonging, and Accountability Reporting System To strengthen school climate, student safety, and trust within school communities, WCCUSD will create and launch a confidential, student-friendly reporting platform that allows students to safely report unsafe experiences, including incidents involving racism, discrimination, profiling, bullying, harassment, and harm caused by students or staff. The platform will be designed to increase accessibility, responsiveness, and student voice while ensuring students have safe pathways to seek support and report concerns. The reporting system will include clear protocols for follow-up, response, and intervention to ensure concerns are addressed in a timely, supportive, and student-centered manner. Schools and district staff will receive training regarding implementation procedures, response expectations, confidentiality practices, and restorative and trauma-informed approaches to student support and intervention. In addition, WCCUSD will strengthen transparency and accountability by developing systems to track, monitor, and publicly report aggregate data related to racism incidents, discrimination complaints, response outcomes, student engagement, and student sense of belonging. The district will regularly review this data to identify trends, inform school climate strategies, strengthen prevention efforts, and improve responsiveness to student and family concerns. Annual progress updates and summary reports will be shared with students, families, staff, and school communities to increase transparency, strengthen trust, and support continuous improvement efforts across the district. Student voice structures, including student leadership groups and affinity spaces, will also be engaged to provide feedback regarding implementation, effectiveness, and ongoing improvement of the reporting system and school climate supports. Through these efforts, the district aims to create safer, more inclusive, and more responsive school environments where all students feel seen, valued, protected, and connected to their school community. (As measured by Metric 1.7, 1.6, 1.10, 1.11)