

A faint, light-colored map of the West Contra Costa Unified School District serves as the background for the slide. The map shows various geographical features, including hills, valleys, and what appears to be a river or major road winding through the area. The text is overlaid on the central part of the map.

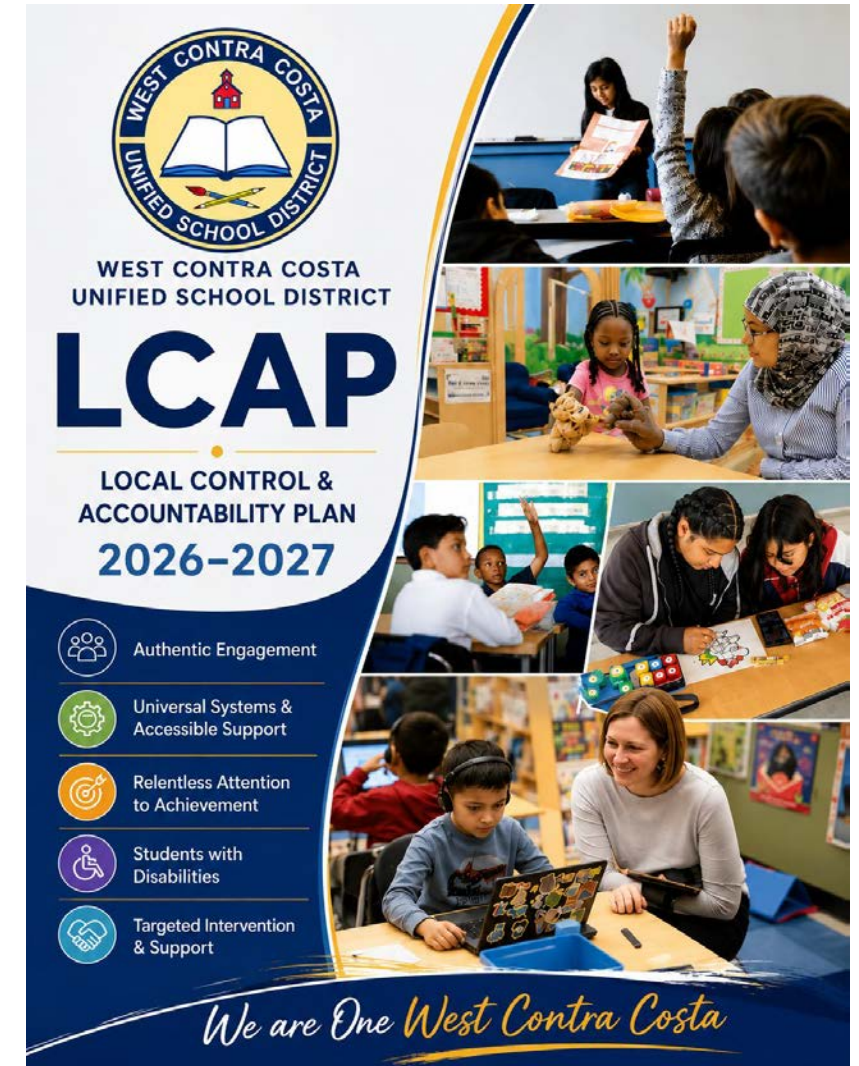
WCCUSD Local Control Accountability Plan Hearing

June 3, 2026



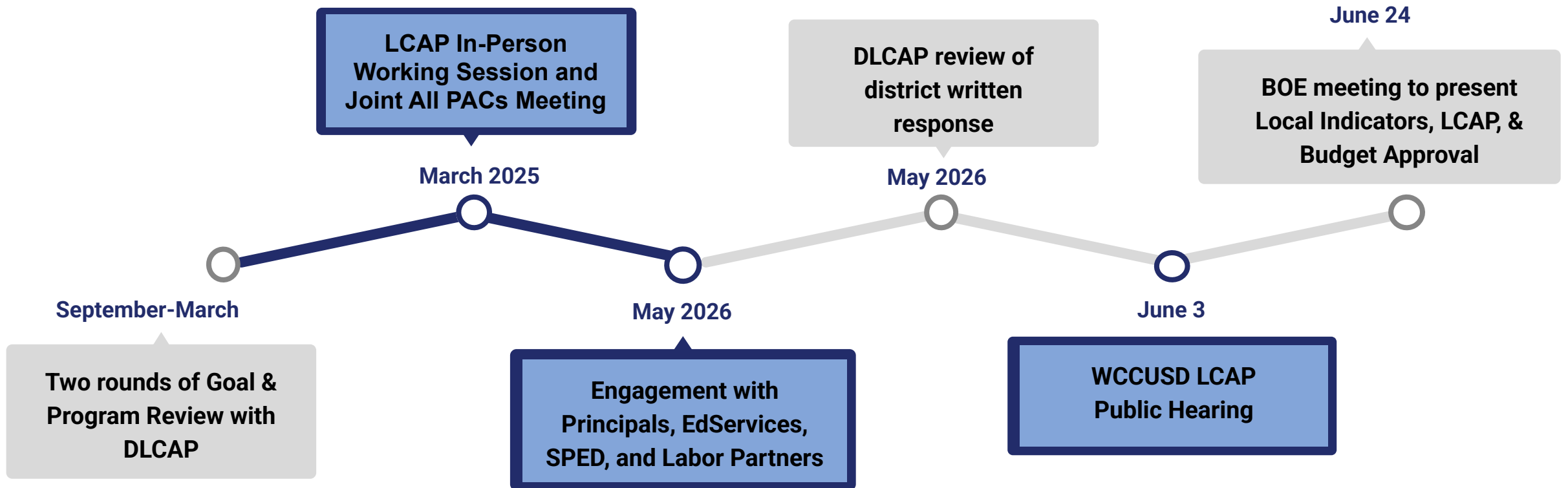
Backup Documents

- Full annual update and LCAP plan is made available in its entirety
 - All actions, strategies, budget
 - Updated metrics and reflections
- Executive summary available in English & Spanish
- DLCAPS and PAC feedback with district written response addressing inclusions
- Presentation with overview of effectiveness and only changes to 26-27. Appendix which includes extensive supporting data visualizations.





LCAP Engagement Timeline

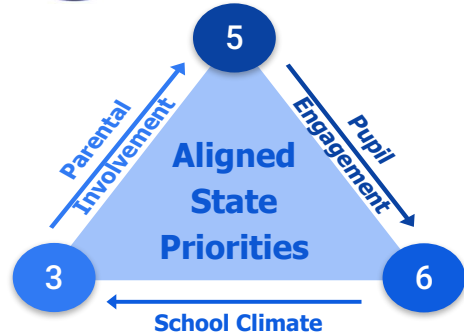


LCAP Feedback Summary

Advisory Group	Recommendations Received	Included	Included with Modifications	Continuing Action	Not Included
DLCAP	14	11	1	0	2
MDAC	4	3	0	1	0
AASAT	11	5	2	2	2
DLI PAC	7	1	4	2	0
ASC	7	5	2	0	0
Total	43	25	9	5	4



Goal 1: Authentic Engagement



Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners



POSITIVE & MOST IMPACTFUL DATA

Changes from Baseline



ATTENDANCE

Elementary + Secondary

↑ **+0.99%**
Increased by 0.99%



CHRONIC ABSENTISM

African American (AA)

↓ **-7.0%**
Decreased by 7.0%



SUSPENSION RATE

All Students

↓ **-0.3%**
Decreased by 0.3%



SUSPENSION RATE

African American (AA)

↓ **-1.3%**
Decreased by 1.3%



VAPA PERFORMANCES

Increase of 23 VAPA performances, a gain of 21.3%

↑ **23**
a gain of 21.3%



OPPORTUNITIES FOR GROWTH

Changes from Baseline



INCREASE PARENT ATTENDANCE AT THE DISTRICT-SPONSORED PARENT EMPOWERMENT WORKSHOP

↓ **-72%**
Decreased by 72%



SUSPENSION RATE

Foster Youth (FY)

↑ **+3.4%**
Increased by 3.4%



SUSPENSION RATE

Hispanic

↑ **+0.4%**
Increased by 0.4%

Goal 1 Authentic Achievement

Program 3110 - Positive School Culture & Climate

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Implementation:

- All strategies within program 3110 were implemented as planned with no material differences to the program budget.

Effectiveness:

- Strategy 1 – Student and Family Feedback
- Strategy 2 – Social Emotional Learning
- Strategy 3 – Tiered Support
- Strategy 4 – Climate Coaching
- Strategy 5 – Attendance & Enrollment
- Strategy 6 – Reducing Disproportionality
- Strategy 7 – Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building
- Strategy 8 – Safety Support Staff

Updated 26-27 Strategies:

All strategies in the LCAP now include
(As measured by metric ____)

Strategy 1: Student and Family Feedback

Strategy 2: Social Emotional Learning

Strategy 4: Climate Coaching

Strategy 5: Attendance & Engagement

Updated 26-27 Strategies:

Strategy 7: Strengthen Authentic Engagement Through Enhanced Teacher Capacity and Relationship-Building

Strategy 9: Student Safety, Belonging, and Accountability Reporting System (New Strategy)

Strategy 10: Transportation Access to Support Attendance Support (New Strategy)



Goal 1 Authentic Achievement

Program 3120 - Parent Engagement & Volunteer Outreach

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation: All strategies within program 3120 were implemented as planned with no material differences to the program budget.	Effectiveness:  Strategy 1 – Communication & Software Support  Strategy 2 – Parent Capacity Building  Strategy 3 – School Community Outreach Workers (SCOWs)  Strategy 4 – LCAP Program Monitoring  Strategy 5 – Parent Bill of Rights  Strategy 6 – Increase PAC Engagement  Strategy 7 – Strategic Communications
Updated 26-27 Strategies: Strategy 3 – School Community Outreach Workers Strategy 5: Parent Bill of Rights Strategy 6: Increase PAC Engagement	Updated 26-27 Strategies: Strategy 7: Strategic Communications Strategy 8: Allocation of Classified Staff to Support Family Needs



Goal 1 Authentic Achievement

Program 4240 - Whole Child Education

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation:

- All strategies within program 4240 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Strategy 1 – Visual and Performing Arts (VAPA)
-  Strategy 2 – Performing Arts – Theater Managers
-  Strategy 3 – Access to Wellness Services
-  Strategy 4 – Student, Family, and Community Engagement

Updated 26-27 Strategies:

Strategy 1: Visual and Performing Arts Programs (VAPA)



2025-2026 Estimated Actuals

Goal 1: Authentic Engagement

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Positive School Culture & Climate	No ☐ ☐ Yes ☒ ☐ ☐	\$8,436,923	\$8,436,923
1	1.2	Parent Engagement & Volunteer Outreach	No ☐ ☐ Yes ☒ ☐ ☐	\$2,264,340	\$2,283,692
1	1.3	Whole Child Education	No ☐ ☐ Yes ☒ ☐ ☐	\$3,272,320	\$3,272,320



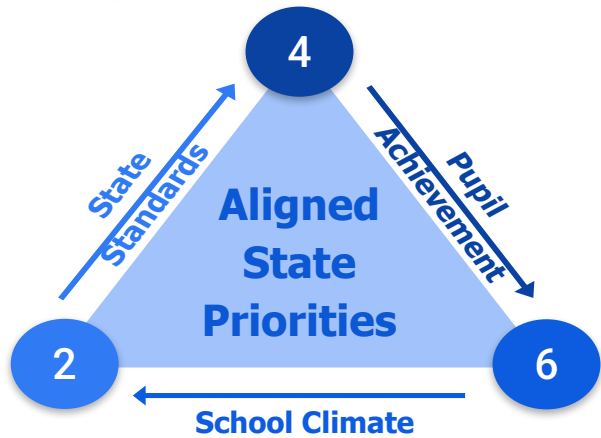
2026-2027 Planned Expenditures

Goal 1: Authentic Engagement

1	1.1	Positive School Culture & Climate	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$8,260,386.00
1	1.2	Parent Engagement & Volunteer Outreach	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$648,523.00
1	1.3	Whole Child Education	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$3,011,526.00



Goal 2: Universal Systems & Accessible Support



Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments



POSITIVE & MOST IMPACTFUL DATA

Changes from Baseline (Percentage Points)



IMPROVED TEACHER RETENTION
by

24.93%
percentage points



MAINTAINED ACCESS TO
STANDARDS ALIGNED MATERIALS

100%
of students with access to
standards aligned materials
(per Williams' certification)



OPPORTUNITY FOR GROWTH

Changes from Baseline



TEACHER ABSENCES, EXCLUDING
PD DAYS, INCREASED BY

5,966
total days
which is an
increase of
37.5%



FROM BASELINE TO Y2, THE
PERCENTAGE OF APPROPRIATELY
ASSIGNED AND FULLY
CREDENTIALLED TEACHERS
DECLINED BY

6.4%
percentage points

Goal 2 Universal Systems and Accessible Support

Program 1760 - Additional Staff for high % UPP

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Implementation: All strategies within program 1760 were implemented as planned with no material differences to the program budget.	Effectiveness: - Strategy 1 – Tailoring Instruction for Our UPC Students - Strategy 2 – Staffing Stability for Low-Enrollment Schools
Updated 26-27 Strategies: For the 2026–2027 school year, Program 1760 will support high unduplicated pupils. This will evolve as staff is be reassigned or reduced as part of the elimination of K–8 and broader district wide staffing adjustments. The district will continue evaluating how to prioritize targeted supports for unduplicated pupil populations within available fiscal resources.	Updated 26-27 Strategies: The district commits to provide a transparent list of positions funding through this program



Goal 2 Goal 2 Universal Systems and Accessible Support

Program 2315 - Employee Recruitment and Retention

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation:

- All strategies within program 2315 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Strategy 1 – Teacher Support Programs
-  Strategy 2 – Competitive Salary
-  Strategy 3 – Teach for America
-  Strategy 4 – Recruitment and Retention of Diverse Educators
-  Strategy 5 – Teacher Residency Program
-  Strategy 6 – Strengthening Recruitment and Retention of Dual Language Program Teachers

Updated 26-27 Strategies:

No Changes



2025-2026 Estimated Actuals

Goal 2: Universal Systems and Accessible Support

2	2.1	Additional Staff for Identified schools with high % UPC	No ☐ ☐ Yes ☒ ☐ ☐	\$5,600,879	\$6,465,264
2	2.2	Employee Recruitment & Retention	No ☐ ☐ Yes ☒ ☐ ☐	\$18,445,629	\$18,445,629

2026-2027 Planned Expenditures

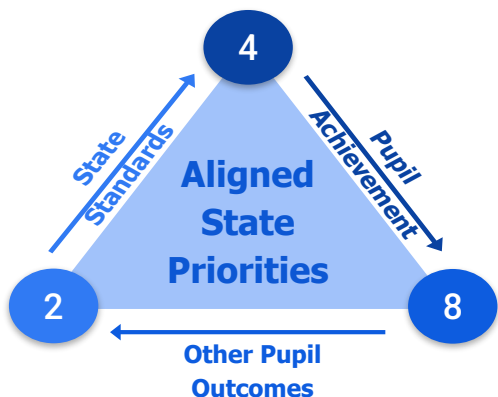
Goal 2: Universal Systems and Accessible Support

2	2.1	Additional Staff for Identified schools with high % UPC	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools ☐ Specific Schools:	\$6,504,625.00
2	2.2	Employee Recruitment & Retention	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☐ All Schools ☐ Specific Schools:	\$20,165,841.00





Goal 3: Relentless Attention to Achievement



Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world



POSITIVE & MOST IMPACTFUL DATA

Changes in percentage points



COLLEGE/CAREER READY
ALL



6.9

percentage points



SBAC, MATH AVERAGE
DISTANCE FROM STANDARD
(DFS; POINTS ABOVE OR
BELOW STANDARD)
ALL



8.9

percentage points



GRADUATION RATE
ALL



1.5

percentage points



RECLASSIFICATION RATE
(EL STUDENTS)



4.8

percentage points



SBAC, MATH PERCENT
PROFICIENT FOR ALL
STUDENTS
ALL



3.56

percentage points



OPPORTUNITY FOR GROWTH

Changes in percentage points



SBAC, ELA PERCENT
PROFICIENT FOR ALL
STUDENTS
FY



5.56

percentage points
DECREASED



GRADUATION RATES
FY



16.2%

percentage points
DECREASED



ELPAC
(EL STUDENTS)
FY



5.4

percentage points
DECREASED

-  Effective
-  Partially Effective
-  Not Yet Effective

Goal 3 Relentless Attention to Achievement

Program 0000 - Allocations to Schools

Implementation: All strategies within program 0000 were implemented as planned with no material differences to the program budget.	Effectiveness:  Strategy 1 – Data Analysis and Prioritizing  Strategy 2 – Aligned Goals and Actions  Strategy 3 – Review and Approval of SPSAs
Updated 26-27 Strategies: Metric 3.16, 3.17, and 3.18 have been discontinued. Metric 3.20-3.24 are new metrics.	

-  Effective
-  Partially Effective
-  Not Yet Effective

Goal 3 Relentless Attention to Achievement

Program 1250 - Elementary School Support

Implementation:

- All strategies within program 1250 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Strategy 1 – TK Instructional Assistants
-  Strategy 2 – Elementary Prep Teachers
-  Strategy 3 – Found. Literacy and Differentiated Instruction
-  Strategy 4 – Enhance Instruction and Personalize Learning Through Class Size Reduction
-  Strategy 5 – Combo Class Compensation Initiative

Updated 26-27 Strategies:

Action 3.2 - Elementary School Support

Strategy 6: Elementary Math and Reading Teacher Leaders (New Strategy)

Goal 3 Relentless Attention to Achievement

Program 1251 - Secondary School Support

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation:

- All strategies within program 1251 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Strategy 1 – Career Pathways
-  Strategy 2 – Secondary Lead Counselor
-  ~~Strategy 3 – International Baccalaureate (IB)~~
-  Strategy 4 – Targ.College & Career Readiness for AA Students
-  Strategy 5 – Targeted College & Career Readiness for Lang. learners
-  Strategy 6 – CTE Academy-Aligned General Education Staffing
-  Strategy 7 – Expanding Opportunity Through Flexible Scheduling
-  Strategy 8 – Strengthening College & Career Readiness Culture

Updated 26-27 Strategies:

Strategy 3 – International Baccalaureate (IB) (Eliminated Strategy)

Strategy 1: College/Career Pathways

Strategy 8 - Alternative School Settings(New Strategy)

-  Effective
-  Partially Effective
-  Not Yet Effective

Goal 3 Relentless Attention to Achievement

Program 1290 - Supplemental Instructional Program

Implementation:

- All strategies within program 1290 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Strategy 1 – Focused District Leadership
-  Strategy 2 – Ed. Tech. and Equitable Data & Ass. Collection
-  Strategy 3 – A-G Support, Ext. Learning, & Credit Recovery

Updated 26-27 Strategies:

No changes



-  Effective
-  Partially Effective
-  Not Yet Effective

Goal 3 Relentless Attention to Achievement

Program 1102 - Multilingual Program Support

Implementation:

- All strategies within program 1102 were implemented as planned with no material differences to the program budget.

24-25 Effectiveness:

-  Strategy 1 – BCLAD Stipends
-  Strategy 2 – DLI Professional Development and Collaboration
-  Strategy 3 – Leveraging Ed. Tech. & Supp. Curr. to Enhance learning
-  Strategy 4 – Dual Language Immersion (DLI) Program

Updated 26-27 Strategies:

Strategy 4: Dual Language Immersion (DLI) Program

Goal 3 Relentless Attention to Achievement

Program 6110 - Professional Development

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Implementation:

- All strategies within program 6110 were implemented as planned with no material differences to the program budget.

Effectiveness:

- Strategy 1 – Data Analysis and Needs Assessment
- Strategy 2 – Specialized Training
- Strategy 3 – Evaluation and Monitoring

Updated 26-27 Strategies:

No changes



- Effective
- Partially Effective
- Not Yet Effective

Goal 3 Relentless Attention to Achievement

Program 5260 - Evaluation & Program Monitoring

Implementation:

- All strategies within program 5260 were implemented as planned with no material differences to the program budget.

Effectiveness:

- Strategy 1 – Focused District Leadership
- ~~Strategy 2 – CSI Professional Learning Communities (PLCs)~~
- Strategy 3 – Instructional Learning Walks
- Strategy 4 – Secondary Department Leads

Updated 26-27 Strategies:

Strategy 2 – CSI Professional Learning Communities (PLCs) (Eliminated Strategy)

2025-2026 Estimated Actuals

Goal 3: Relentless Attention to Achievement

3	3.1	Allocations to Schools	☐ ☐ No ☒ ☐ Yes	\$3,825,004	\$3,825,004
3	3.2	Elementary School Support	☐ ☐ No ☒ ☐ Yes	\$6,481,545	\$5,935,474
3	3.3	Secondary School Support	☐ ☐ No ☒ ☐ Yes	\$7,158,464.00	\$7,115,240
3	3.4	Supplemental Instructional Program	☐ ☐ No ☒ ☐ Yes	\$2,435,694	\$2,435,194
3	3.5	Multilingual Program Support	☐ ☐ No ☐ ☒ ☐ Yes	\$485,656.00	\$493,737
3	3.6	Evaluation & Program Monitoring	☐ ☐ No ☒ ☐ Yes	\$716,672.00	\$697,320
3	3.7	Professional Development & Collaboration	☐ ☐ No ☒ ☐ Yes	\$661,791	\$661,791

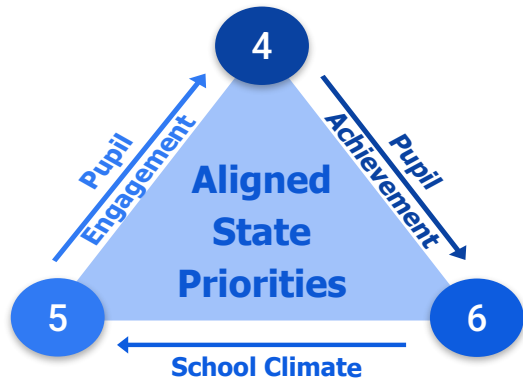
2026-2027 Planned Expenditures

Goal 3: Relentless Attention to Achievement

3	3.1	Allocations to Schools	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$2,300,000.00
3	3.2	Elementary School Support	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$7,042,441.00
3	3.3	Secondary School Support	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$7,898,673.00
3	3.4	Supplemental Instructional Program	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$1,468,253.00
3	3.5	Multilingual Program Support	☐ ☒ ☐ Yes	☐ LEA-wide ☒ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☐ All Schools Specific Schools: Dover, Grant, WCM, Downer, Chavez, Lincoln, Washington, C	\$275,000.00
3	3.6	Evaluation & Program Monitoring	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$2,008,697.00
3	3.7	Professional Development & Collaboration	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$532,966.00



Goal 4: Students with Disabilities



Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth



FOCUS ON STUDENTS WITH DISABILITIES (SWD)

POSITIVE & MOST IMPACTFUL DATA

Changes from Baseline

 CHRONIC ABSENTISM SWD	 -5.8% Decreased by 5.8%
 GRADUATION RATE SWD	 +10.4% Increased by 10.4%
 SUSPENSION RATE SWD	 -1.6% Decreased by 1.6%



OPPORTUNITIES FOR GROWTH

Changes from Baseline

 I-READY READING Fall 2024 Compared to Fall 2025 SWD	 -0.4% Decreased by 0.4%
 SBAC, ELA AVERAGE DISTANCE FROM STANDARD (DFS; POINTS ABOVE OR BELOW STANDARD) SWD	 -3.1% Decreased by 3.1%



Goal 4 Students with Disabilities

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Program 4260 - Multi-tiered System of Supports (MTSS)

Implementation: All strategies within program 4260 were implemented as planned with no material differences to the program budget.	Effectiveness: - Strategy 1 – School Psychologists ~~Strategy 2 – Speech Interventions~~ - Strategy 3 – Supplemental Adaptive Curriculum - Strategy 4: Staffing Support for Inclusive Education and Graduation Planning – Partially Effective
Updated 26-27 Strategies: Metric 4.10 and 4.11 have been discontinued. Metric 4.12 is a new metrics. Strategy 1: School Psychologist Strategy 2: Speech Interventions (Strategy Eliminated) Strategy 3: Supplemental Adaptive Curriculum and Credit Recovery (Strategy Eliminated)	Updated 26-27 Strategies: Strategy 3: Staffing Support for Inclusive Education and Graduation Planning Strategy 4: Elementary Resource Specialist Teachers (New Strategy) Strategy 5: Family Awareness and Outreach Supports (New Strategy)



2025-2026 Estimated Actuals

Goal 4: Students with Disabilities

4	4.1	Multitiered System of Supports (MTSS)	No Yes ☒	\$3,853,890	\$3,692,552
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2026-2027 Planned Expenditures

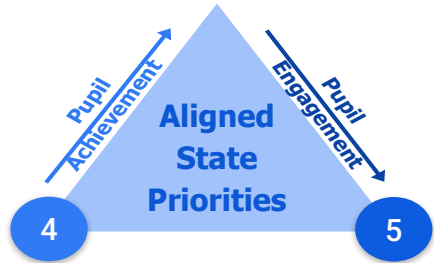
Goal 4: Students with Disabilities

4	4.1	Multitiered System of Supports (MTSS)	☒ ☐ ☐ Yes	☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)	☒ English Learners ☒ Foster Youth ☒ Low Income	☒ All Schools Specific Schools:	\$4,610,045.00
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Goal 5: Targeted Intervention & Support



Accelerate academic growth and reduce disproportionate outcomes for focal student groups including: Foster Youth, Homeless, English Language Learners, and socio-economically disadvantaged, African American, and Latinx (reported as Hispanic) students.



POSITIVE & MOST IMPACTFUL DATA

Changes from Baseline



CHRONIC ABSENTISM
English Learners (EL)



-7.1%
Decreased by 7.1%



GRADUATION RATE
English Learners (EL)



+2.1%
Increased by 2.1%



GRADUATION RATE
African American (AA)



+6.9%
Increased by 6.9%



"AT-RISK" LTEL
From 14.8% to 3.4%



-11.4%
Decreased by 11.4%



SUSPENSION RATE
African American (AA)



-1.3%
Decreased by 1.3%



OPPORTUNITIES FOR GROWTH

Changes from Baseline



SUSPENSION RATE
English Learners (EL)



+0.5%
Increased by 0.5%



**SBAC, ELA AVERAGE DISTANCE
FROM STANDARD (DFS; POINTS
ABOVE OR BELOW STANDARD)**
African American (AA)



-3.1%
Decreased by 3.1%



A-G ELIGIBILITY RATE
English Learners (EL)



-5.5%
Decreased by 5.5%

Goal 5 Targeted Intervention and Support

Program 4170 English Language Learner Support

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation: All strategies within program 4170 were implemented as planned with no material differences to the program budget.	Effectiveness:  Strategy 1 – Focused District Leadership  Strategy 2 – PD for Enhanced English Learner Achievement  Strategy 3 – Specialized EL Assessments  Strategy 4 – Internationals and Newcomer Programs  Strategy 5 – Enhanced Support Services  Strategy 6 – EL Family Training  Strategy 7 – Long-Term English Learner Professional Development
Updated 26-27 Strategies: Remove Metric 5.12 and 5.13 Addition of Metric 5.14 and 5.13	Updated 26-27 Strategies: Strategy 3: Specialized EL Assessments Strategy 6: EL Family Training



Goal 5 Targeted Intervention and Support

Program 1180 African American Student Achievement

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Implementation:

- All strategies within program 1180 were implemented as planned with no material differences to the program budget.

Effectiveness:

- Strategy 1 – Focused District Leadership
- Strategy 2 – Mafanikio Program
- Strategy 3 – Literacy Achievement
- Strategy 4 – AASAT and Community Outreach
- Strategy 5 – College & Career Readiness
- Strategy 6 – A-G Requirements Awareness for AA Students/Families
- Strategy 7 – Anti-Racism and Culturally Responsive Practice

Updated 26-27 Strategies:

- Strategy 3: Literacy Achievement
- Strategy 8: Family Engagement Walkthroughs (New Strategy)



2025-2026 Estimated Actuals

Goal 5: Targeted Intervention and Support

5	5.1	English Language Learner Support	No ☐☐ Yes ☐☐☒	\$1,576,751.00	\$1,730,008
5	5.2	African American Student Support	No ☐☐ Yes ☒☐☐	\$304,482.00	\$304,982

2026-2027 Planned Expenditures

Goal 5: Targeted Intervention and Support

5	5.1	English Language Learner Support	☐☐☒ Yes ☐ LEA-wide ☐ Schoolwide ☒ Limited to Unduplicated Student Group(s) ☒ English Learners ☒ Foster Youth ☒ Low Income ☒ All Schools Specific Schools:	\$1,626,814.00
5	5.2	African American Student Support	☒☐☐ Yes ☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s) ☐ English Learners ☒ Foster Youth ☒ Low Income ☒ All Schools Specific Schools:	\$300,000.00



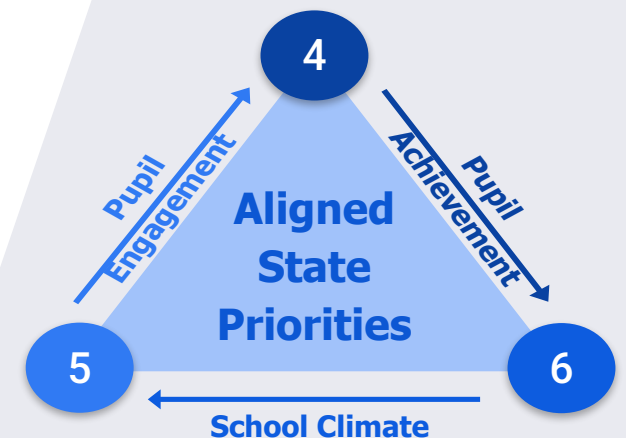


Goal 6: Lincoln ES Equity Multiplier (25-26)

By June 2026, Lincoln Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.

Annual Progress and Opportunities for Growth

- Lincoln Elementary exceeded the Equity Multiplier goal in English Language Arts, with overall student performance improving from 154.1 points below standard in 2023–24 to 136.3 points below standard in 2025, an increase of 18.1 points.
- Significant gains were demonstrated among focal student groups in ELA, including Students with Disabilities (SWD) improving by 46.1 points, Socioeconomically Disadvantaged (SED) students improving by 21 points, and Hispanic students improving by 18.2 points.
- Mathematics outcomes also showed strong overall growth, with all students improving by 23.2 points from baseline to 2025 Dashboard results, surpassing the school's 5-point growth target. English Learners improved by 28.5 points and Hispanic students improved by 26.6 points in Math.



Goal 6 Lincoln Elementary

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Equity Multiplier

Implementation:

- Most strategies within goal 6 were implemented as planned with action 6.5 not being able to be implemented due to a vacancy.
- Does not qualify for equity multiplier funding in the 2026-2027 school year.**

Effectiveness:

- Action 6.1 – Elementary Vice Principal
- Action 6.2 – Instructional Specialist – Culture/Climate
- Action 6.3 – Instructional Support/Coach – Math

2025-2026 Estimated Actuals

6	6.1	Elementary Vice Principal	No ☒ ☒ Yes ☐ ☐ ☐	\$185,695.00	\$185,695
6	6.2	Instructional Specialist - Culture/Climate	No ☒ ☐ Yes ☐ ☐ ☐	\$183,868.00	\$183,868
6	6.3	Instruction Support/Coach - Math	No ☒ ☒ Yes ☐ ☐ ☐	\$34,229.00	\$34,229



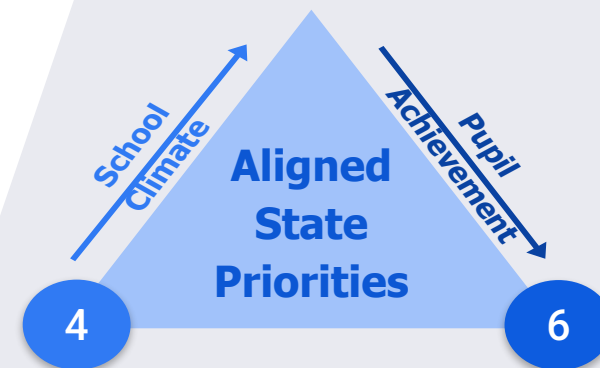


Goal 7: Greenwood Academy Equity Multiplier (25-27)

Greenwood Academy: By June 2027, Greenwood Academy will reach a graduation rate of 91% (New Goal)

Annual Progress and Opportunities for Growth

- Greenwood Academy currently has a graduation rate of 89.9% and will work toward achieving a 91% graduation rate by June 2027 through expanded intervention supports, credit recovery opportunities, attendance monitoring, and individualized student support systems.
- As an Equity Multiplier school, Greenwood Academy will continue strengthening academic, behavioral, and wraparound supports for students experiencing high levels of socioeconomic need and mobility.
- Continued focus on culturally responsive engagement, postsecondary planning, and intensive case management will remain critical to sustaining recent gains and improving long-term student outcomes.



Goal 6 Sylvester Greenwood

Equity Multiplier

Key for Effectiveness

-  Effective
-  Partially Effective
-  Not Yet Effective

Implementation:

- All strategies within goal 6 were implemented as planned with no material differences to the program budget.

Effectiveness:

-  Action 7.1 – 1.0 Assistant Principal of Teaching and Learning
-  Action 7.2 – 1.0 FTE Assistant Principal of Culture and Climate
-  Action 7.3 – Classified Extra Hours (Attendance)
-  Action 7.4 – Study Trips
-  Action 7.5 – Professional Conferences
-  Action 7.6 – Extra Classified Hours (Family Events)
-  Action 7.7 – Materials and Supplies

Updated 26-27 Strategies:

For the 2026-2027 school year Actions 7.6 and 7.7 will be removed.



2025-2026 Estimated Actuals

Goal 6: Sylvester Greenwood Academy Equity Multiplier

7	7.1	1.0 Assistant Principal Teaching & Learning	No ☒ ☐ Yes ☐ ☐ ☐	\$190,000.00	\$190,000
7	7.2	1.0 FTE Assistant Principal Culture & Climate	No ☒ ☐ Yes ☐ ☐ ☐	\$190,000.00	\$190,000
7	7.3	Clerk Extra Hours	No ☒ ☐ Yes ☐ ☐ ☐	\$35,000.00	\$35,000
7	7.4	Study Trips	No ☒ ☐ Yes ☐ ☐ ☐	\$5,000.00	\$5,000
7	7.5	Professional Conferences	No ☒ ☐ Yes ☐ ☐ ☐	\$5,000.00	\$5,000
7	7.6	Extra Classified Hours	No ☒ ☐ Yes ☐ ☐ ☐	\$5,000.00	\$5,000
7	7.7	Material & Supplies	No ☒ ☐ Yes ☐ ☐ ☐	\$15,962.00	\$12,900



2026-2027 Planned Expenditures

Goal 6: Sylvester Greenwood Academy Equity Multiplier

**2026-2027 Funds
Allocated: \$353,629**

Action #	Title	Total Funds
7.1	1.0 Assistant Principal	\$190,000
7.2	Classified Extra Hours	\$45,000
7.3	Study Trips	\$20,000
7.4	Professional Conferences	\$5,288
7.5	Materials & Supplies	\$93,341



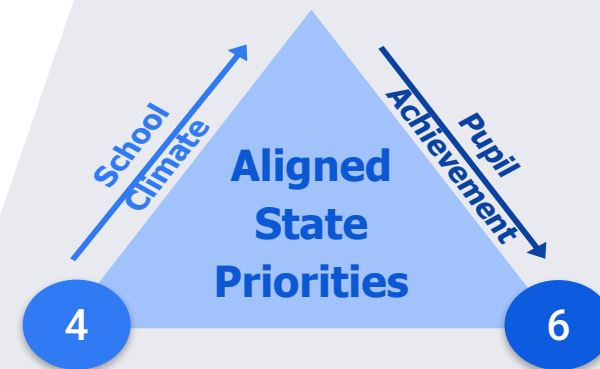


Goal 8: Stege Elementary Equity Multiplier (

By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the Smarter Balanced/SBAC state assessments in English Language Arts & Mathematics by 5 points or more.

Actions to achieve this goal include:

- Stege demonstrated significant academic growth in both English Language Arts and Mathematics, exceeding the district goal of increasing SBAC Distance from Standard (DFS) by 5 points or more.
- In ELA, All Students improved from 233.8 points below standard to 122.9 points below standard, representing an increase of 110.9 points. African American students improved by 83.7 points, Hispanic/Latino students improved by 107.2 points, and English Learners improved by 104.3 points.
- In Mathematics, All Students improved from 230.7 points below standard to 134.7 points below standard, representing an increase of 96 points. Hispanic/Latino students improved by 97.3 points, English Learners improved by 106.3 points, and socioeconomically disadvantaged students improved by 89.9 points.



Goal 8 Stege Elementary

Equity Multiplier

Key for Effectiveness

- Effective
- Partially Effective
- Not Yet Effective

Implementation:

- Most strategies within goal 6 were implemented as planned with action 6.5 not being able to be implemented due to a vacancy.
- Does not qualify for equity multiplier funding in the 2026-2027 school year.**

Effectiveness:

- Academic Outcomes
- English Learner Progress
- Roving Substitute Action
- Attendance Outcomes
- Suspension and School Climate Outcomes

2025-2026 Estimated Actuals

8	8.1	Dropout Prevention and Chronic Absenteeism Intervention	No ☒ ☐	\$78,055.00	\$66,297
			Yes ☐ ☐ ☐		
8	8.2	Targeted English Language Development Support	No ☒ ☐	\$35,896.00	\$24,954
		EL STUDENTS	Yes ☐ ☐ ☐		
8	8.3	Class Size Reduction and Early Learning Personalization	No ☒ ☐	\$122,661.00	\$81,347
			Yes ☐ ☐ ☐		
8	8.4	Roving Substitute for Instructional Continuity and Flexibility	No ☒ ☐	\$54,677.00	\$29,876
			Yes ☐ ☐ ☐		

Upheld Commitments

Ongoing Engagement: WCCUSD has collaborated with the DLCAP Committee throughout 2025–26 to build trust and gather feedback to guide LCAP implementation and development.

Expanded Meetings: Held a total of 13 sessions this year to support consistent engagement and responsiveness.

Full LCAP Review: Each LCAP goal was reviewed twice to ensure thorough understanding and input.

Feedback-Driven Process: Executive Team informs presentations, which include data to guide decisions. Additionally, in person working session, deep dive to fiscal solvency plan and joint All PAC meetings were held to gather broader community feedback and strengthen transparency.

Increased Membership: DLCAPS membership continued to grow with now 19 members. With composition now being 15 parents and 4 students through the All Student Congress.

Board of Education Updates: In October, staff presented the assessment results to the Board. In February, staff shared the district's midyear LCAP progress report to support ongoing monitoring. In April, staff provided an update on student achievement data.

Parent Bill of Rights: The Parent Bill of Rights was aligned with Board Policy 6020, and key components have been incorporated into the Administrative Regulation, which is currently under review by the Governance Committee.





Appendix for 25-26

Acronym Key



BCLAD - Bilingual Credential (credential for teachers in dual language programs)

CalSchls Survey - California Healthy Kids Survey

CDE - California Department of Education

CHKS Survey - California Healthy Kids Survey

CTE - Career Technical Education

C&C - College & Career

DFS - Distance From Standard

DLI - Dual Language Immersion

EL's or ELL's - English Language Learners

ESGI - Educational Software for Guiding Instruction

ELPI - English Language Progress Indicator

LCAP - Local Control Accountability Plan

PD - Professional Development

RFEP - Reclassify Fluent English Proficient

SED - Socio Economically Disadvantaged

SIPPS - Systematic instruction in Phonological Awareness, Phonics, and Site Words

SBAC - Smarter Balanced Assessment Consortium

SPSA - Single Plan for Student Achievement

SWD - Students with Disabilities

TIP - Teacher Induction Program

TK - Transitional Kindergarten

VAPA - Visual & Performing Arts



LCAP Goals 2026-2027

1. **Authentic Engagement:** Build authentic, engaging learning communities by providing students access to enrichment, emotional support, and intentionally collaborating with educational partners
2. **Universal Systems & Accessible Support:** Ensure each student is provided with high quality educators to foster anti-racist, inclusive, and accessible learning environments
3. **Relentless Attention to Achievement:** Empower each student to graduate with the essential skills to be college and career ready in a multilingual, technology-driven world
4. **Students with Disabilities:** Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and accelerate academic growth
5. **Targeted Intervention & Support:** Accelerate academic growth and reduce disproportionate outcomes for focal student groups including: Foster Youth, Homeless, English Language Learners, and African American, Latinx (reported as Hispanic).
6. **Equity Multiplier: Greenwood Academy:** By June 2027, Greenwood Academy will reach a graduation rate of 91%





California School Dashboard

DISTRICT PERFORMANCE OVERVIEW

West Contra Costa Unified

Explore the performance of West Contra Costa Unified under California's Accountability System.

[Print Report](#)[View All Schools](#)[View Additional Reports](#)

2025

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



Red

Graduation Rate



Green

College/Career



Green

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

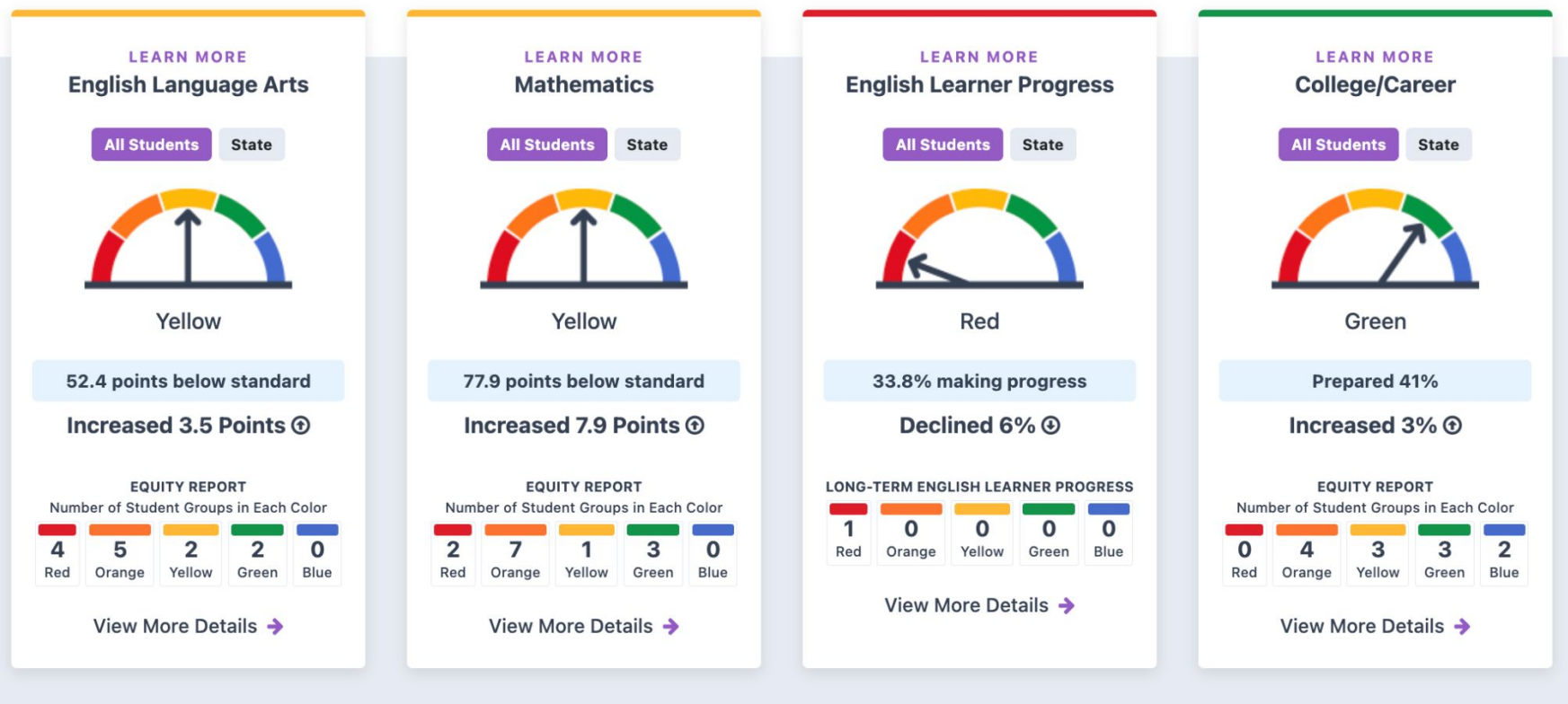


California School Dashboard

WEST CONTRA COSTA UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.





California School Dashboard

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science



Orange

English Language Arts Growth



Moderate

Mathematics Growth



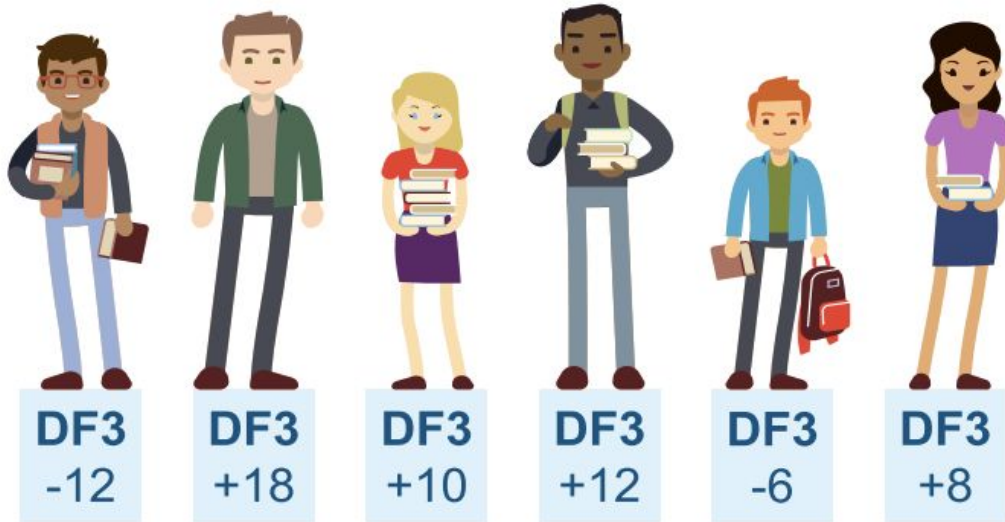
Average

[LEARN MORE](#)
Teacher Assignments
75.3% Clear
Below the State Average

[View More Details](#) →



Average Distance from Standard



The overall DFS for a school or district is the average of all students' DFS values.

$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5 \text{ points}$$

All schools and districts must test at least 95 percent of their students. If they fail to meet this target, their DFS score will be reduced by one-quarter point for each percentage point that they fall short of the 95 percent target.

Example:

A school with a DFS of +5 tested 91 percent of its students (four points short of the 95 percent target). The DFS is reduced by 1 point. ($4 \times \frac{1}{4} \text{ point} = 1 \text{ point}$)

The final DFS value will fall into one of five levels, ranging from "Very High" to "Very Low."

2025 Differentiated Assistance: Student Group Detail

Priority 4: Pupil Achievement		Priority 5: Pupil Engagement		Priority 6: School Climate	Priority 8: Broad Course of Study
ELA/Math	ELPI	Chronic Absenteeism	Graduation	Suspension	College and Career
Foster, SWD	LTEL	LTEL, SWD, American Indian	Foster, SWD	LTEL, Foster, American Indian	



Mathematics

Understanding *i-Ready's* Criterion Referenced Relative Placement Levels

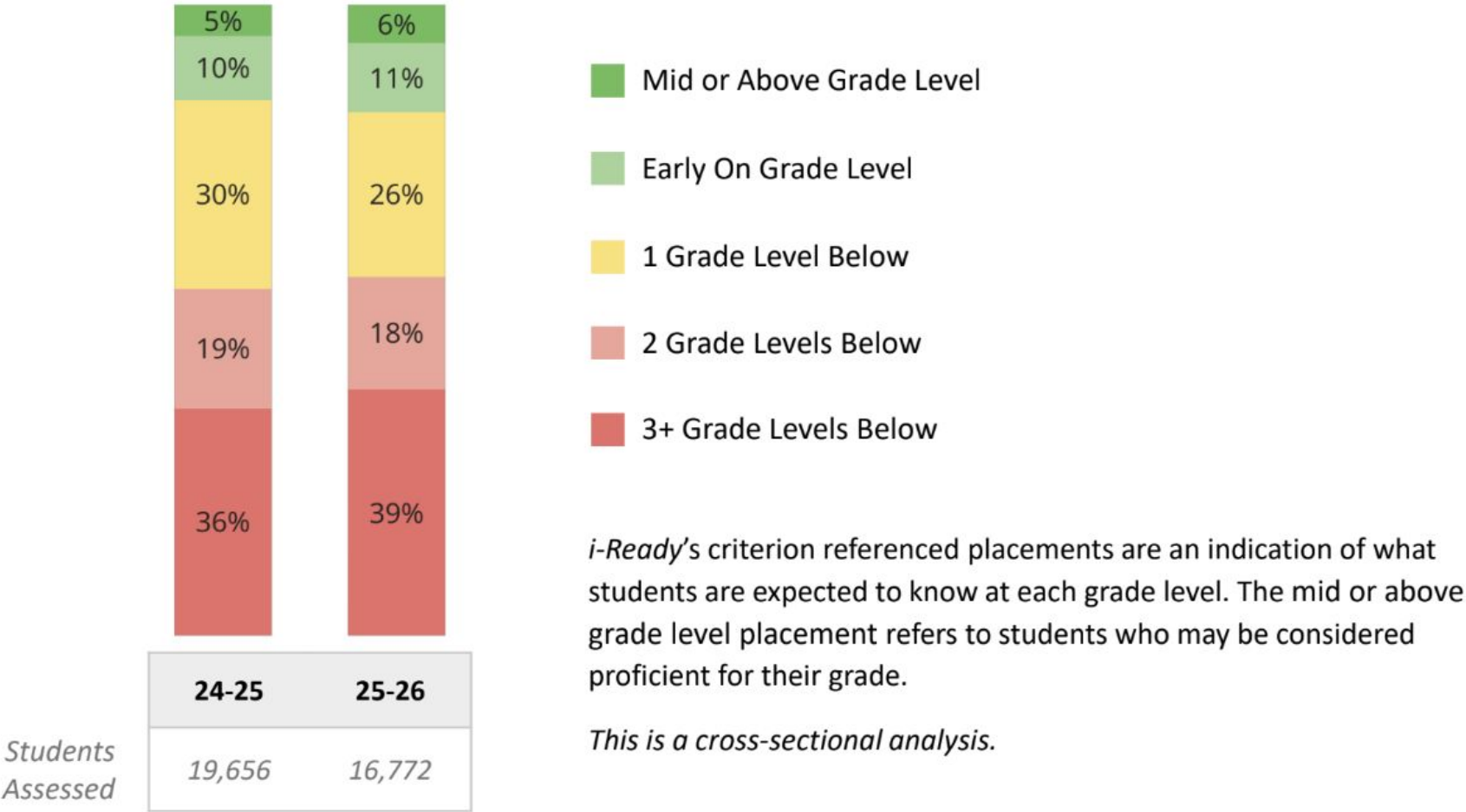
i-Ready's placement levels are criterion-referenced, reflecting what students are expected to know at each grade level and in each content area. In the following analyses, student performance is described using the following five relative placement levels:

 Mid or Above Grade Level	Students at this level have met or surpassed the minimum requirements for the expectations of college- and career-ready standards in their grade level. Students will benefit from instruction in late on-grade level topics, or above-grade level instruction.
 Early On Grade Level	Students at this level have only partially met grade-level expectations. They will benefit from continued grade-level instruction.
 1 Grade Level Below	Students placing one level below are approaching grade level expectations and can be ready for grade-level instruction with targeted support.
 2 Grade Levels Below  3+ Grade Levels Below	Students placing two or more grades below level will likely need additional support with key skills below their chronological grade level to be ready for grade-level instruction.



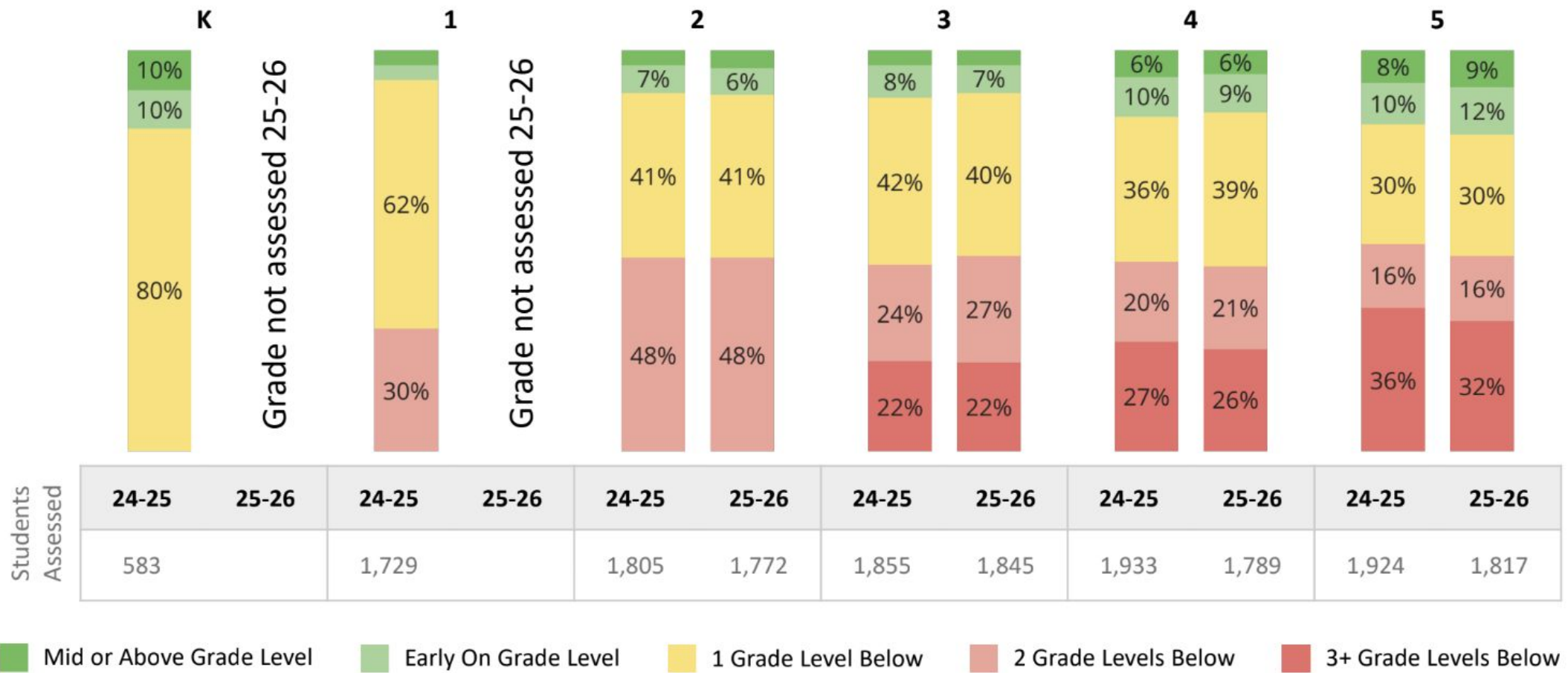
How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26



How Have Relative Placements Changed From Fall to Fall?

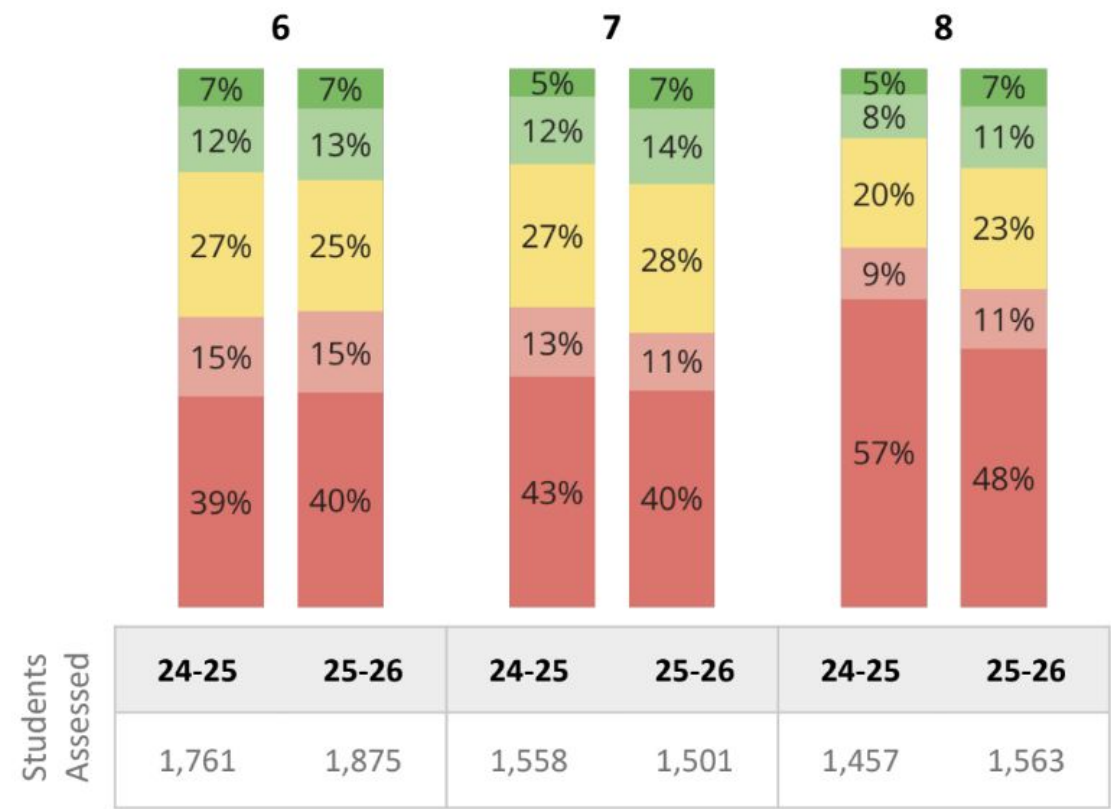
Placement Distribution, Fall 24-25 to Fall 25-26



This is a cross-sectional analysis.

How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26



Mid or Above Grade Level Early On Grade Level 1 Grade Level Below 2 Grade Levels Below 3+ Grade Levels Below

This is a cross-sectional analysis.



How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26

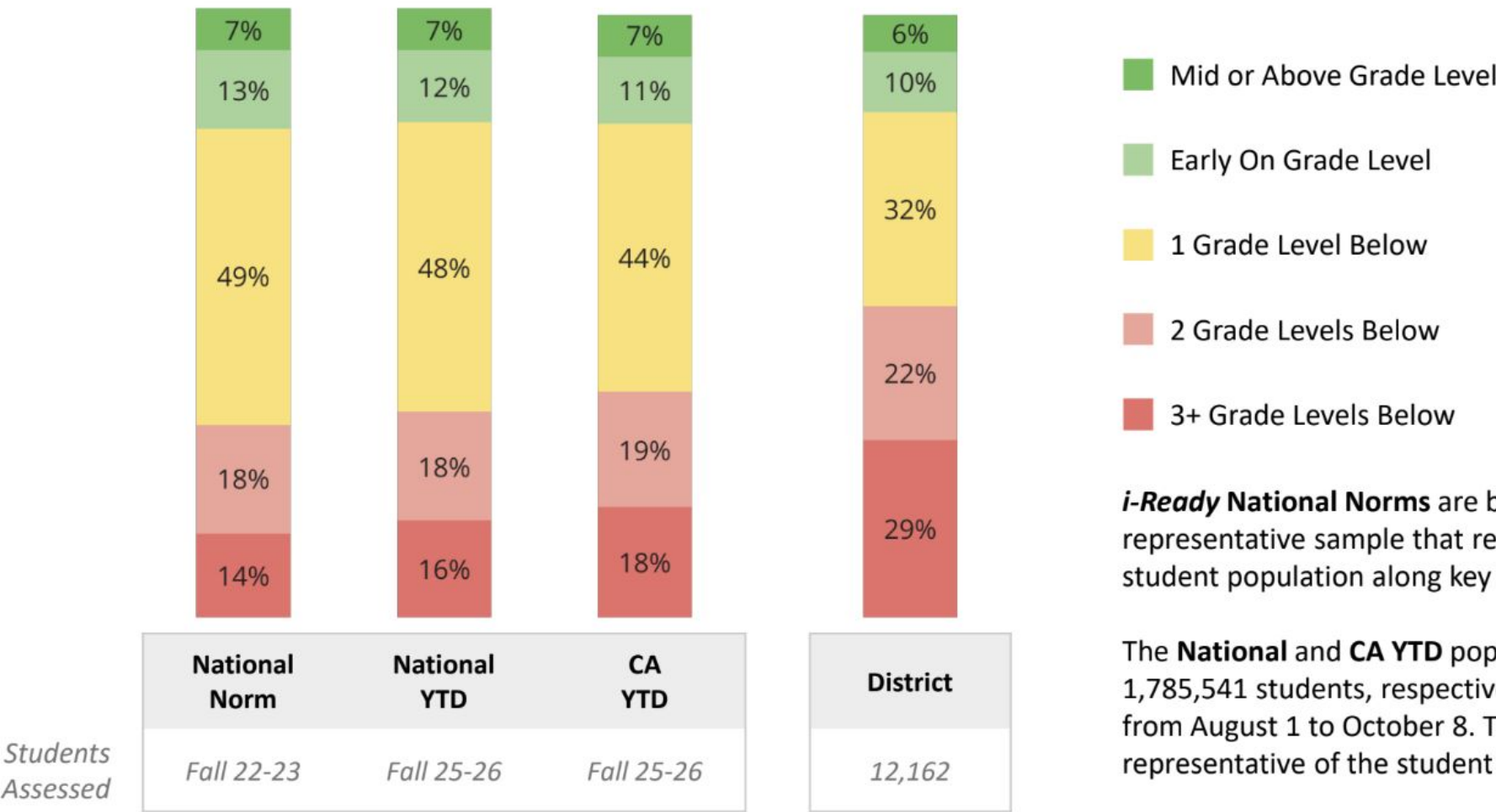


■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

This is a cross-sectional analysis.

How Do the District's Placements Compare to the Benchmarks?

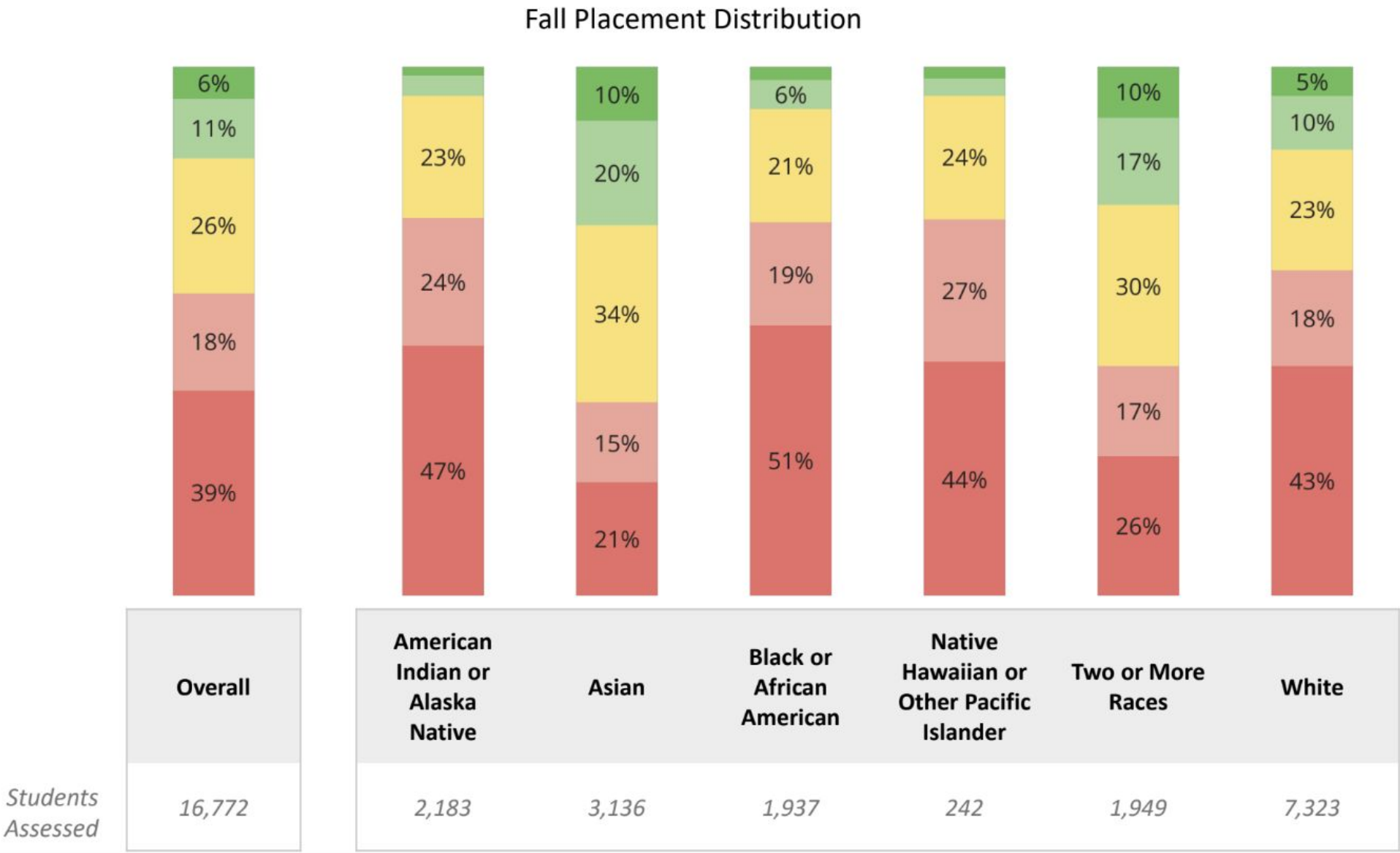
Fall Placement Distribution for District and Benchmarks



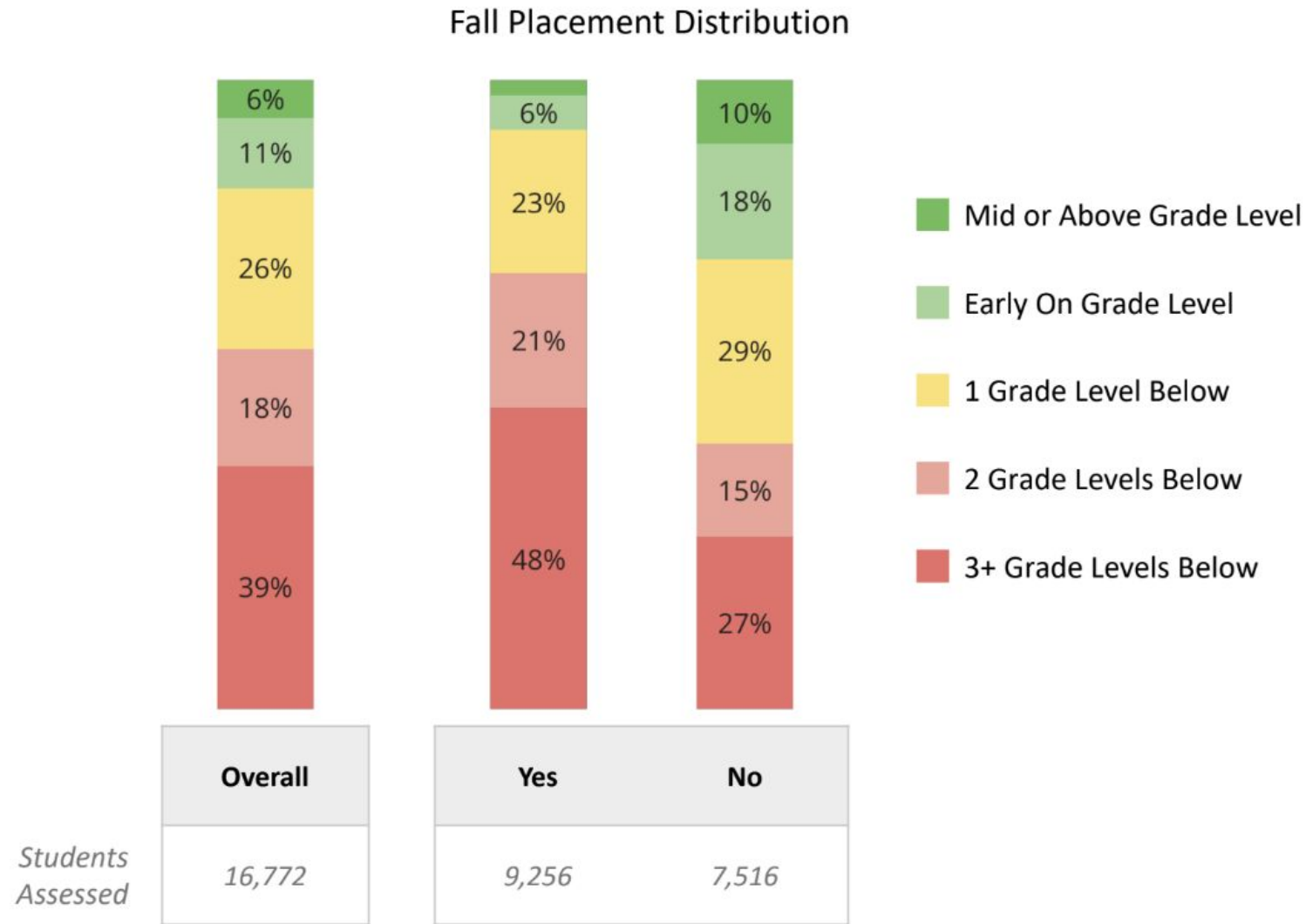
i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

The **National** and **CA YTD** populations include 11,254,819 and 1,785,541 students, respectively, who completed a Diagnostic from August 1 to October 8. This data may not be representative of the student populations.

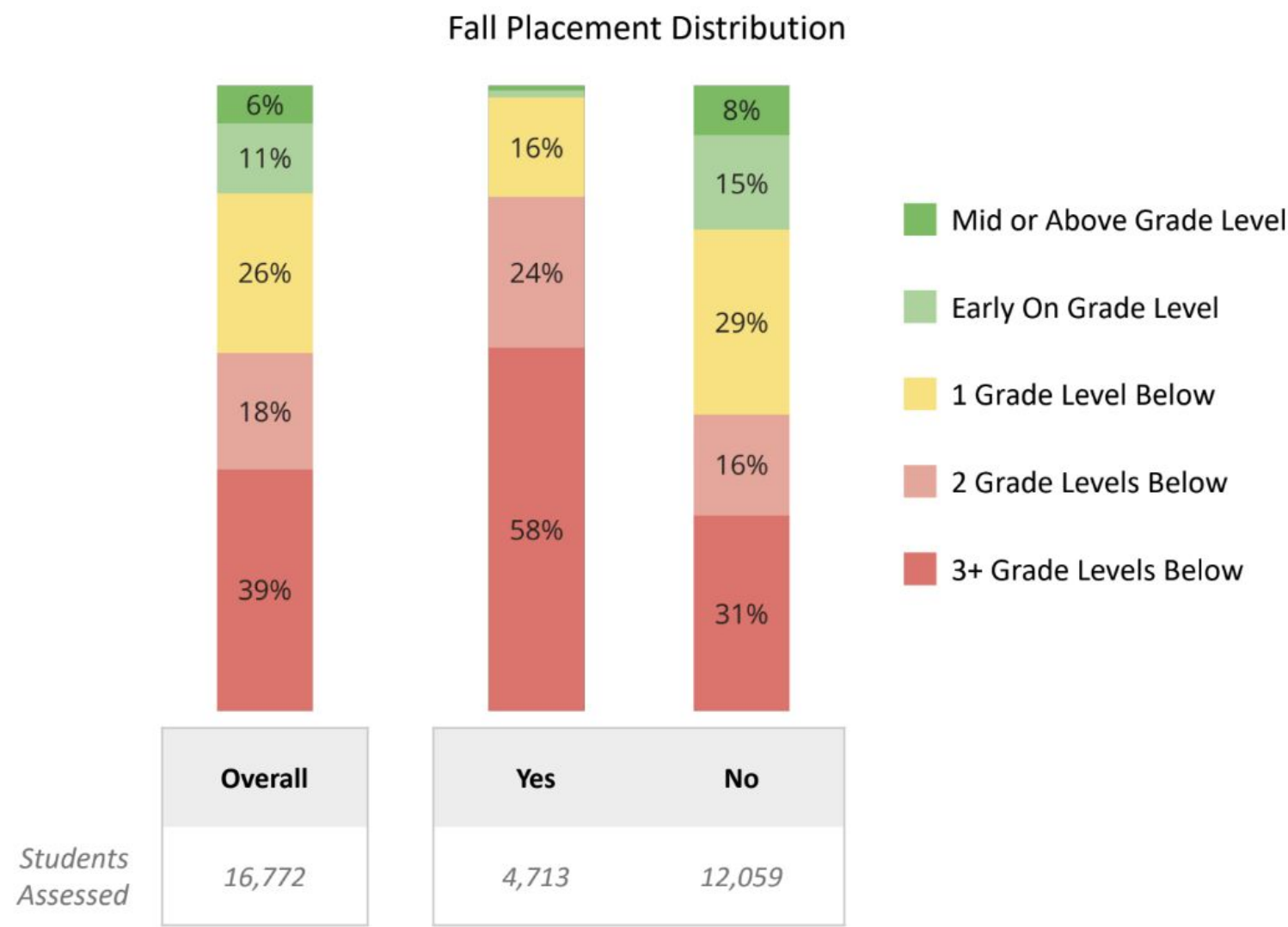
What Are the Relative Placements by Race?



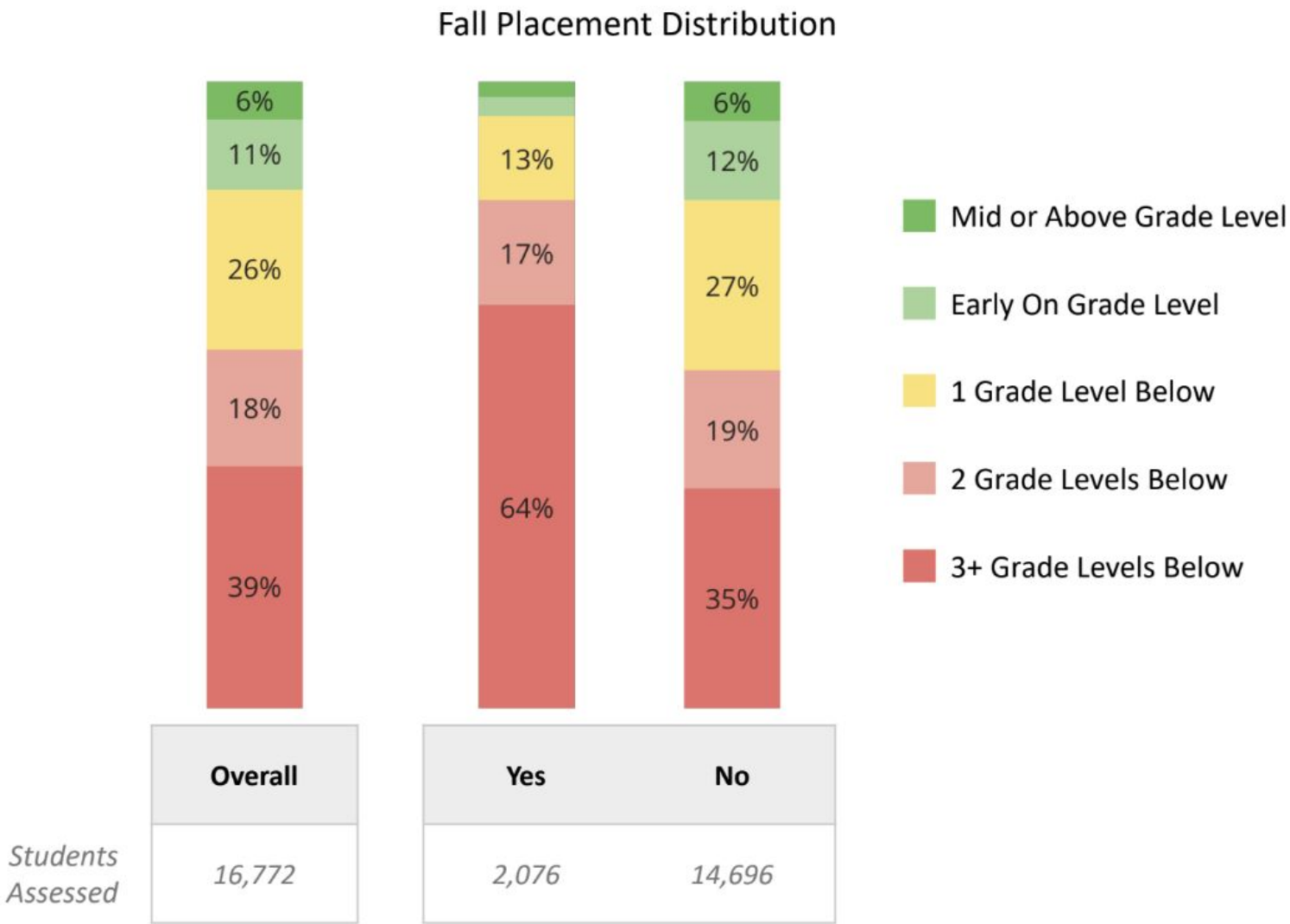
What Are the Relative Placements by Hispanic or Latino?



What Are the Relative Placements by English Learner?

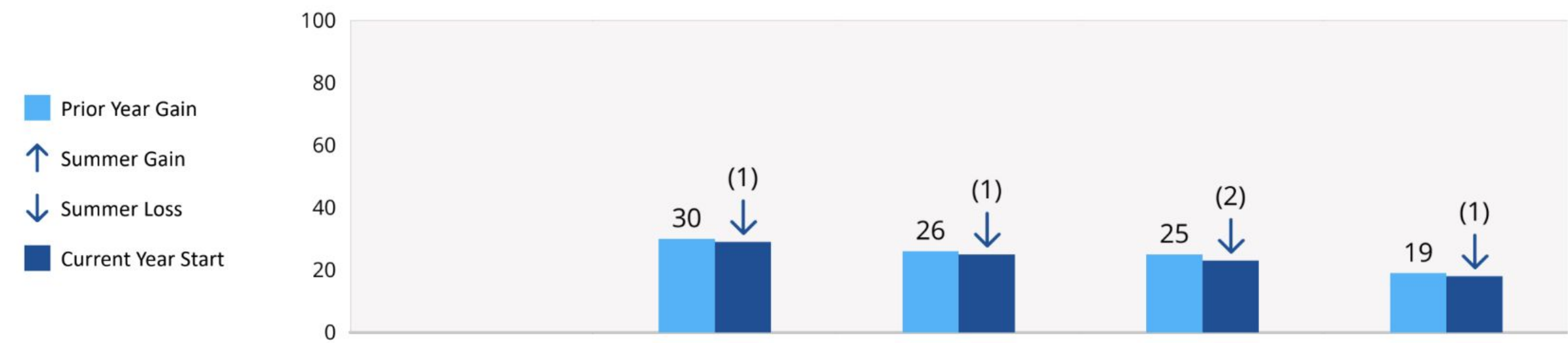


What Are the Relative Placements for Special Education?



How Much Summer Learning Did Students Experience?

Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 24-25) and Summer (Spring 24-25 to Fall 25-26)



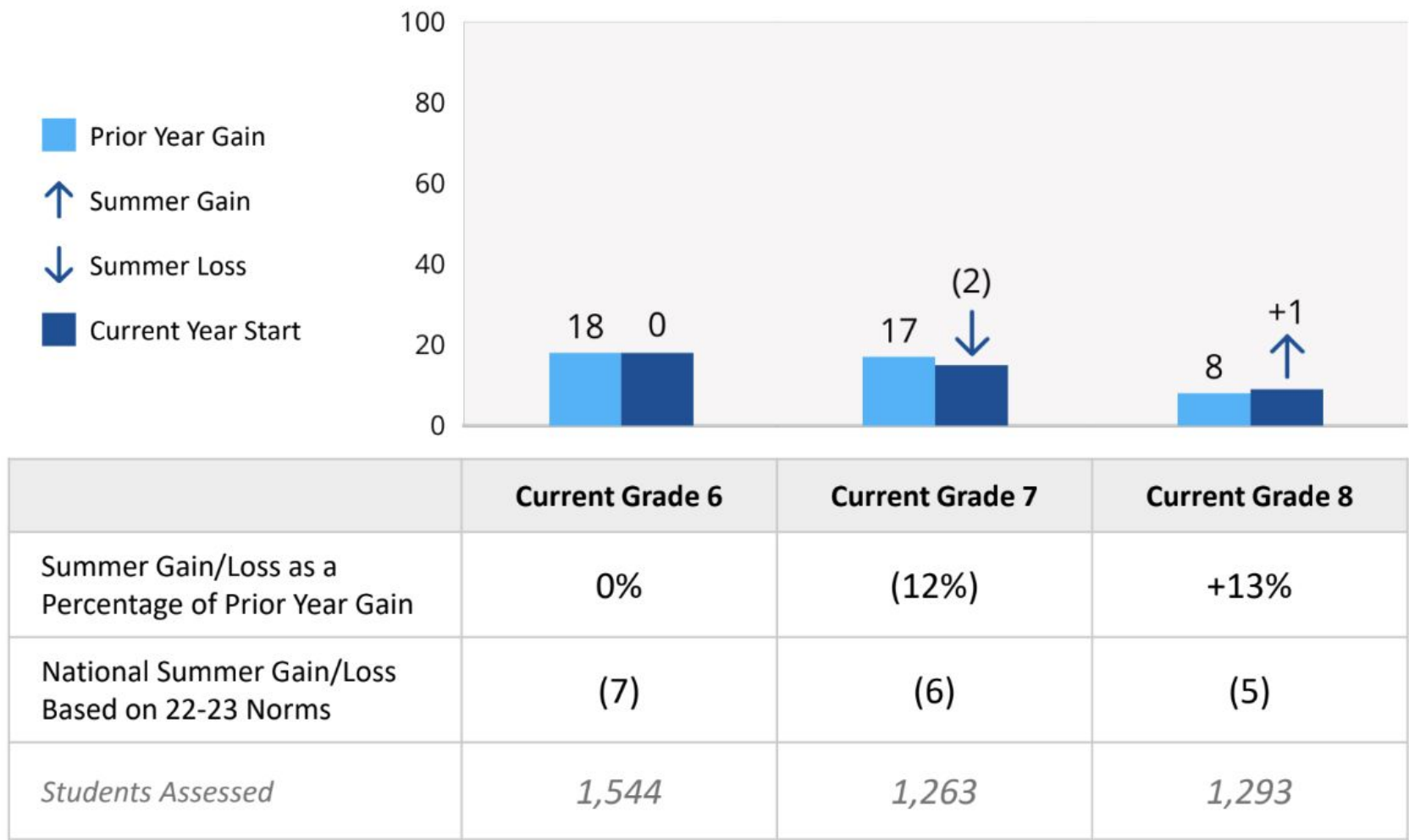
	Current Grade 1	Current Grade 2	Current Grade 3	Current Grade 4	Current Grade 5
Summer Gain/Loss as a Percentage of Prior Year Gain		(3%)	(4%)	(8%)	(5%)
National Summer Gain/Loss Based on 22-23 Norms		(5)	(4)	(5)	(6)
Students Assessed		1,466	1,603	1,554	1,575

This is a longitudinal cohort analysis.



How Much Summer Learning Did Students Experience?

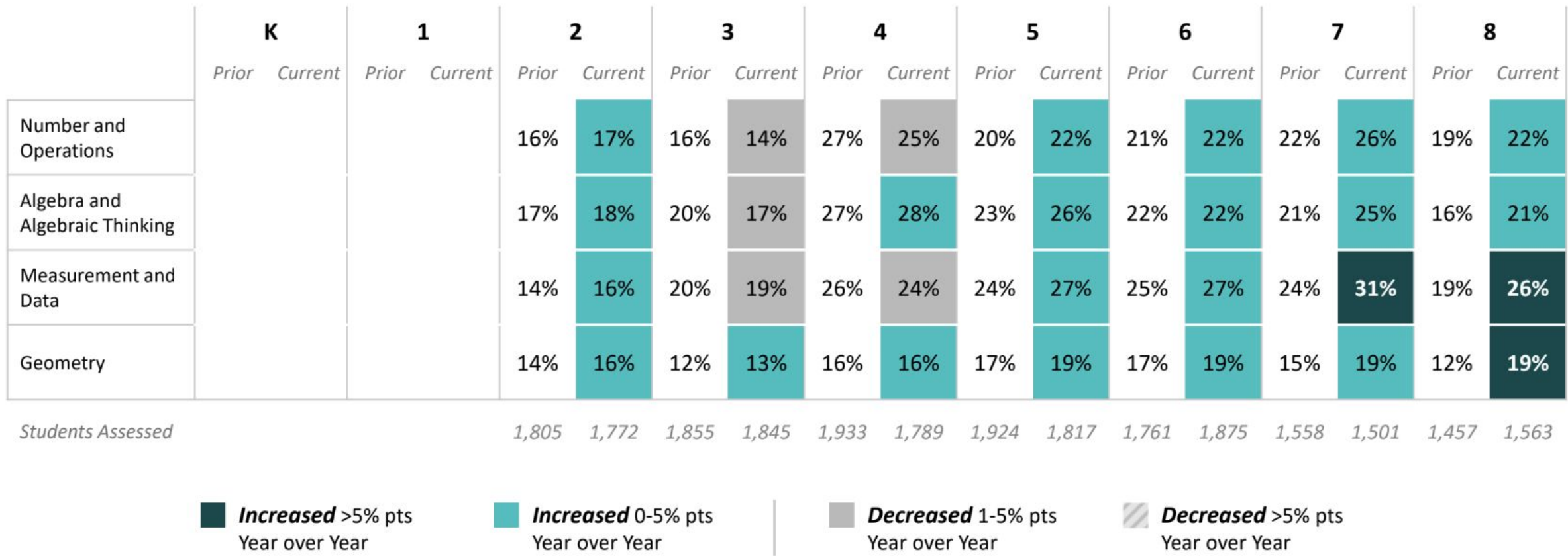
Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 24-25) and Summer (Spring 24-25 to Fall 25-26)



This is a longitudinal cohort analysis.

How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 24-25 to Fall 25-26

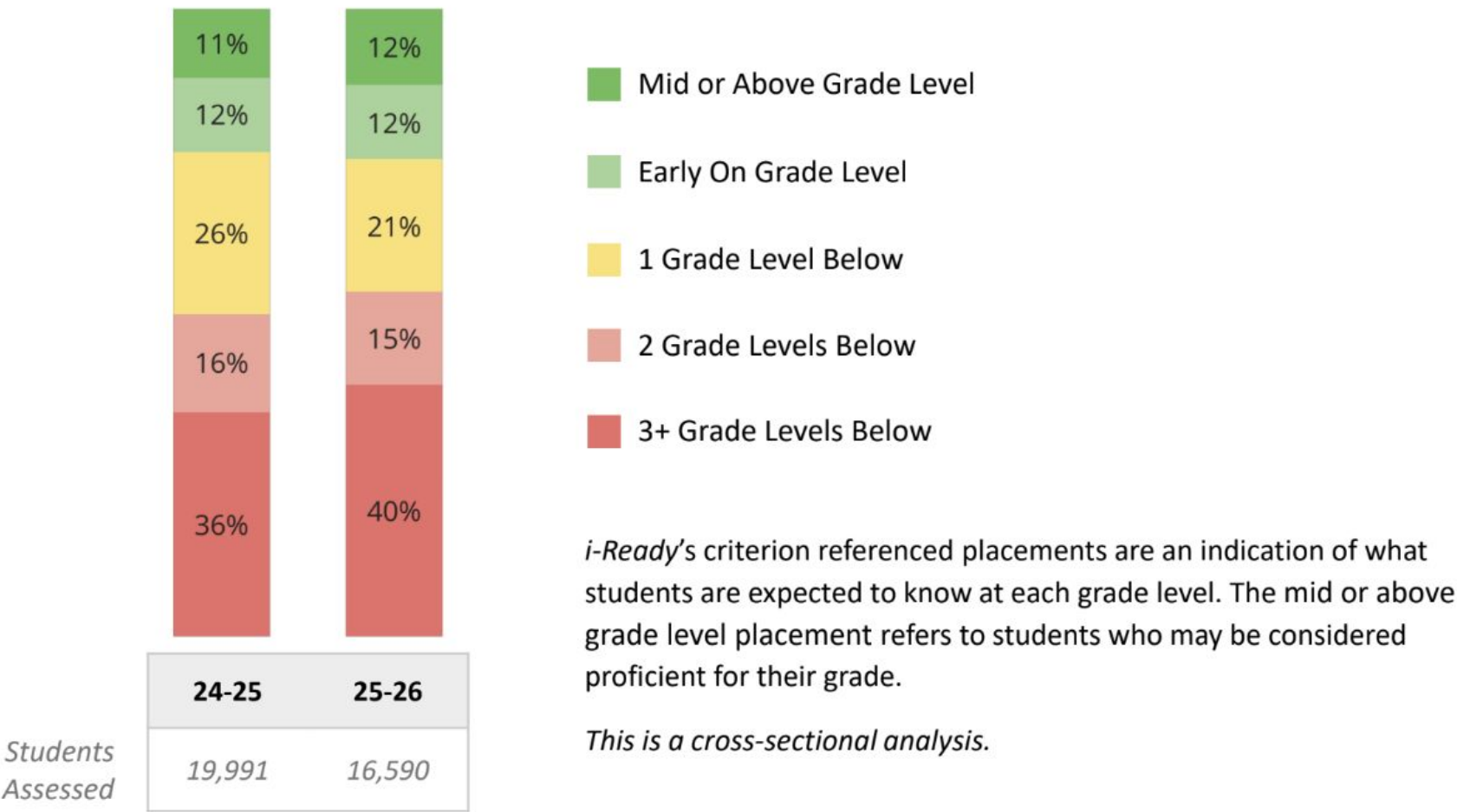




English/ Language Arts

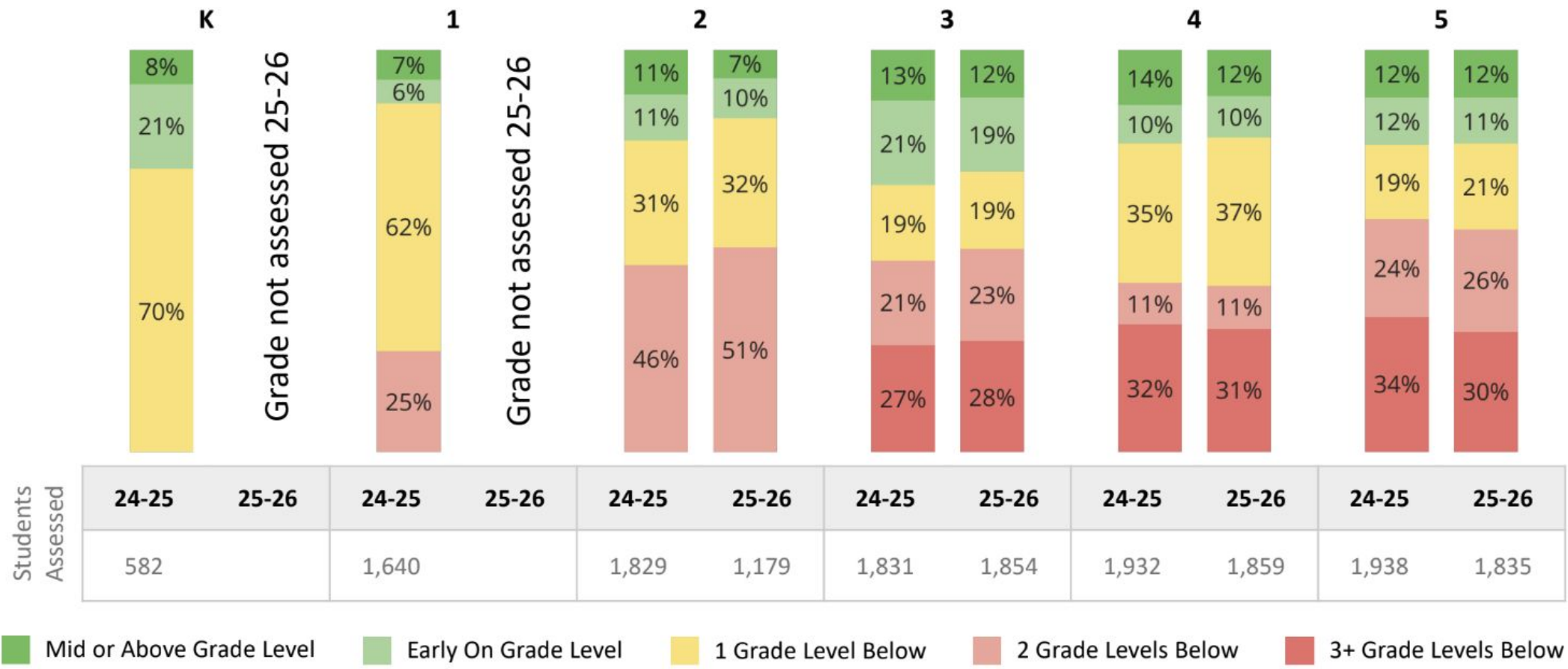
How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26



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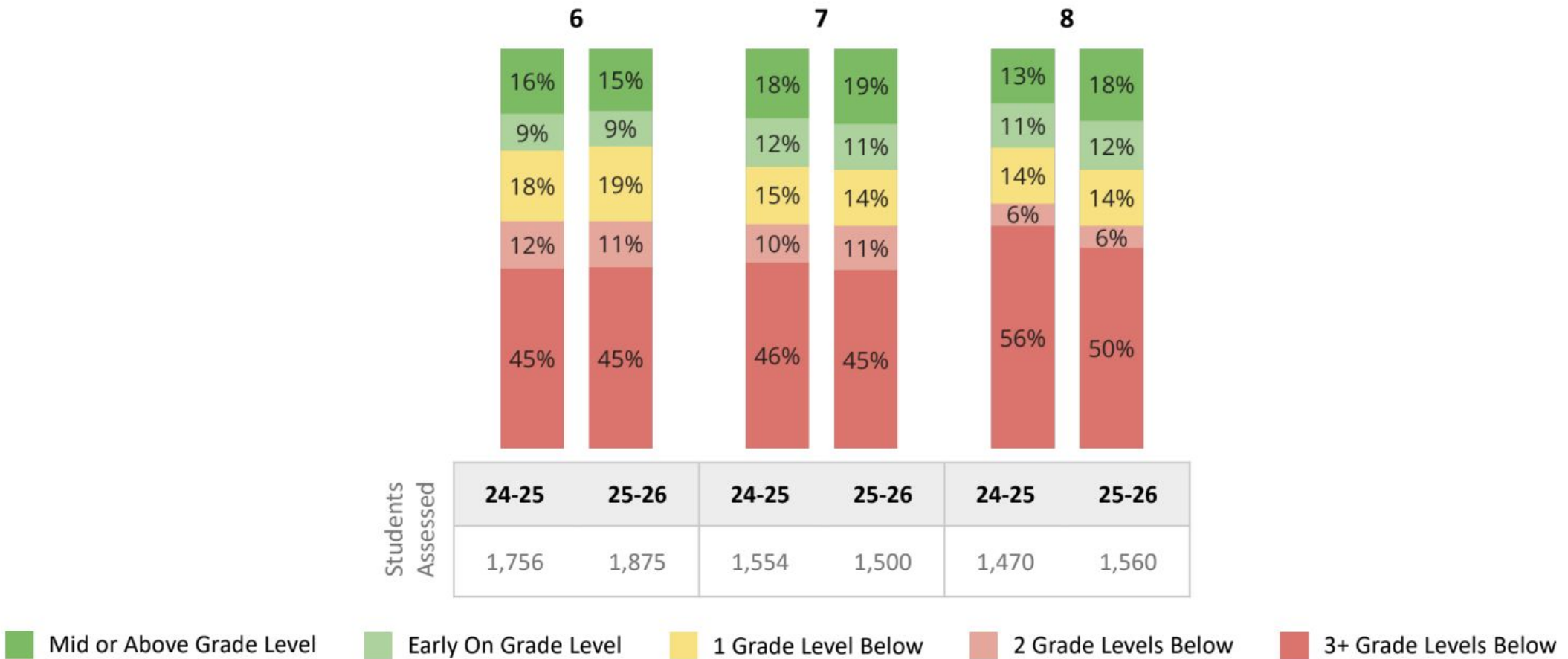


This is a cross-sectional analysis.



How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26

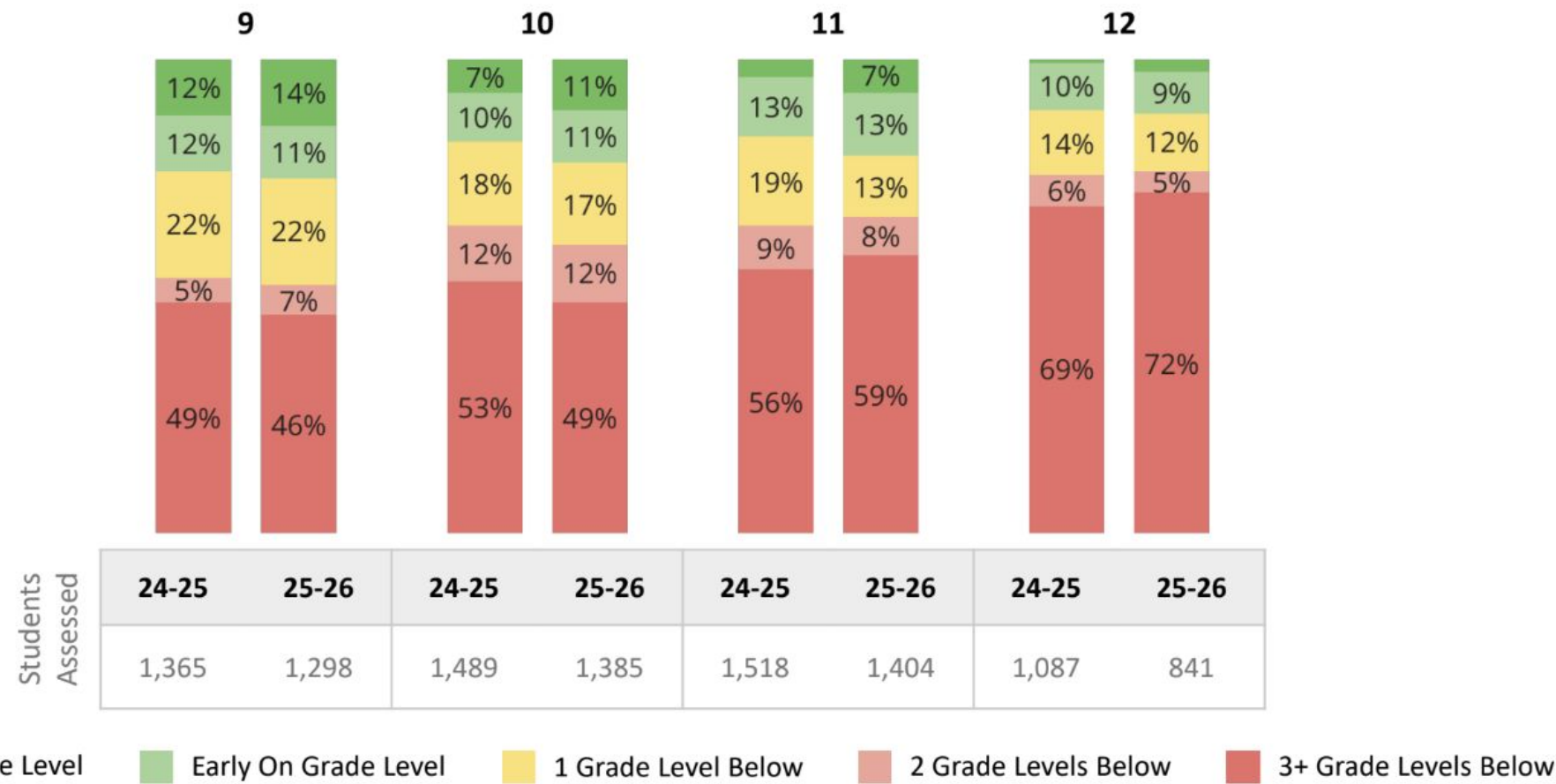


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How Have Relative Placements Changed From Fall to Fall?

Placement Distribution, Fall 24-25 to Fall 25-26

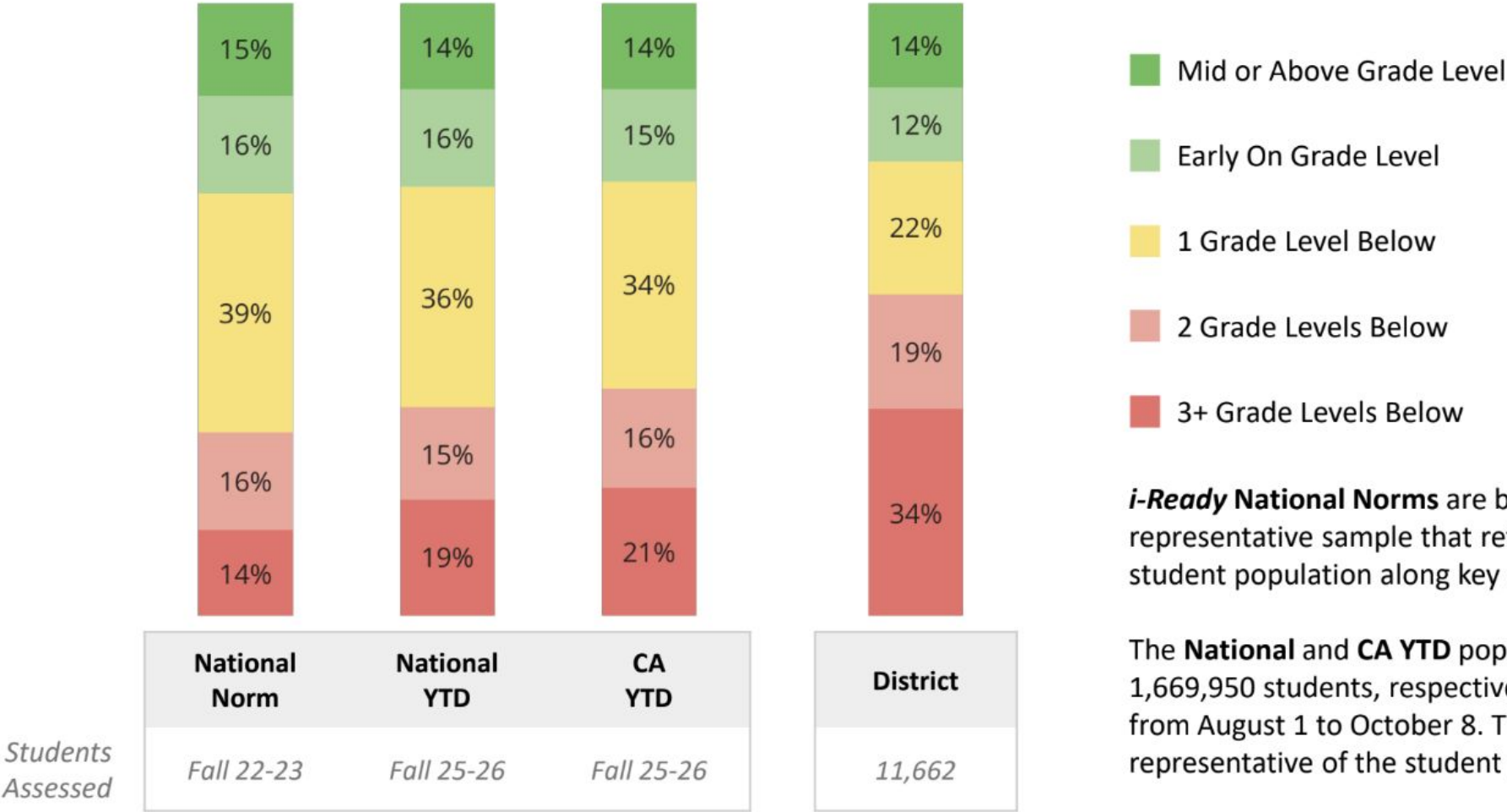


This is a cross-sectional analysis.



How Do the District's Placements Compare to the Benchmarks?

Fall Placement Distribution for District and Benchmarks

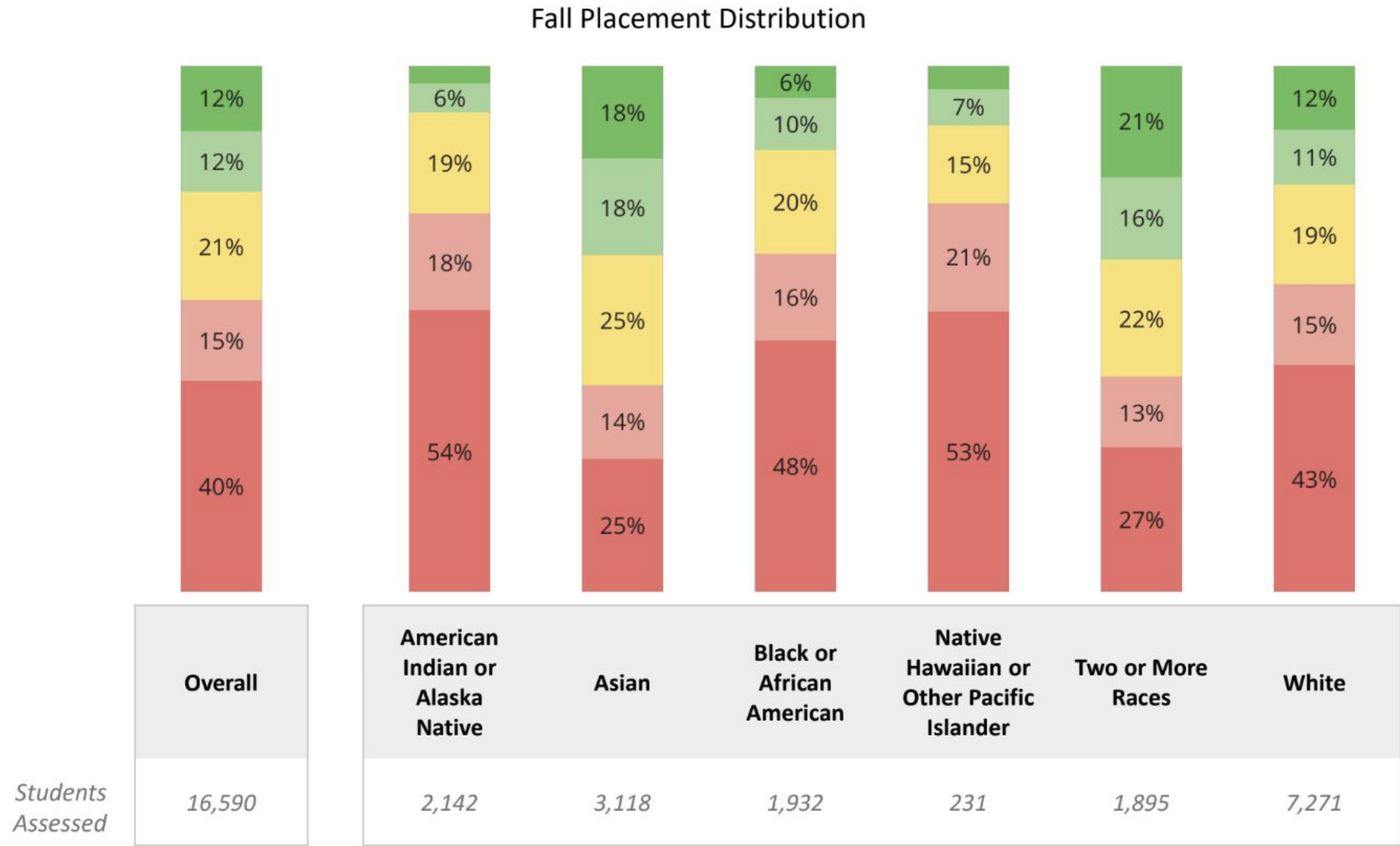


i-Ready National Norms are based on a nationally representative sample that reflects the makeup of the US student population along key demographic characteristics.

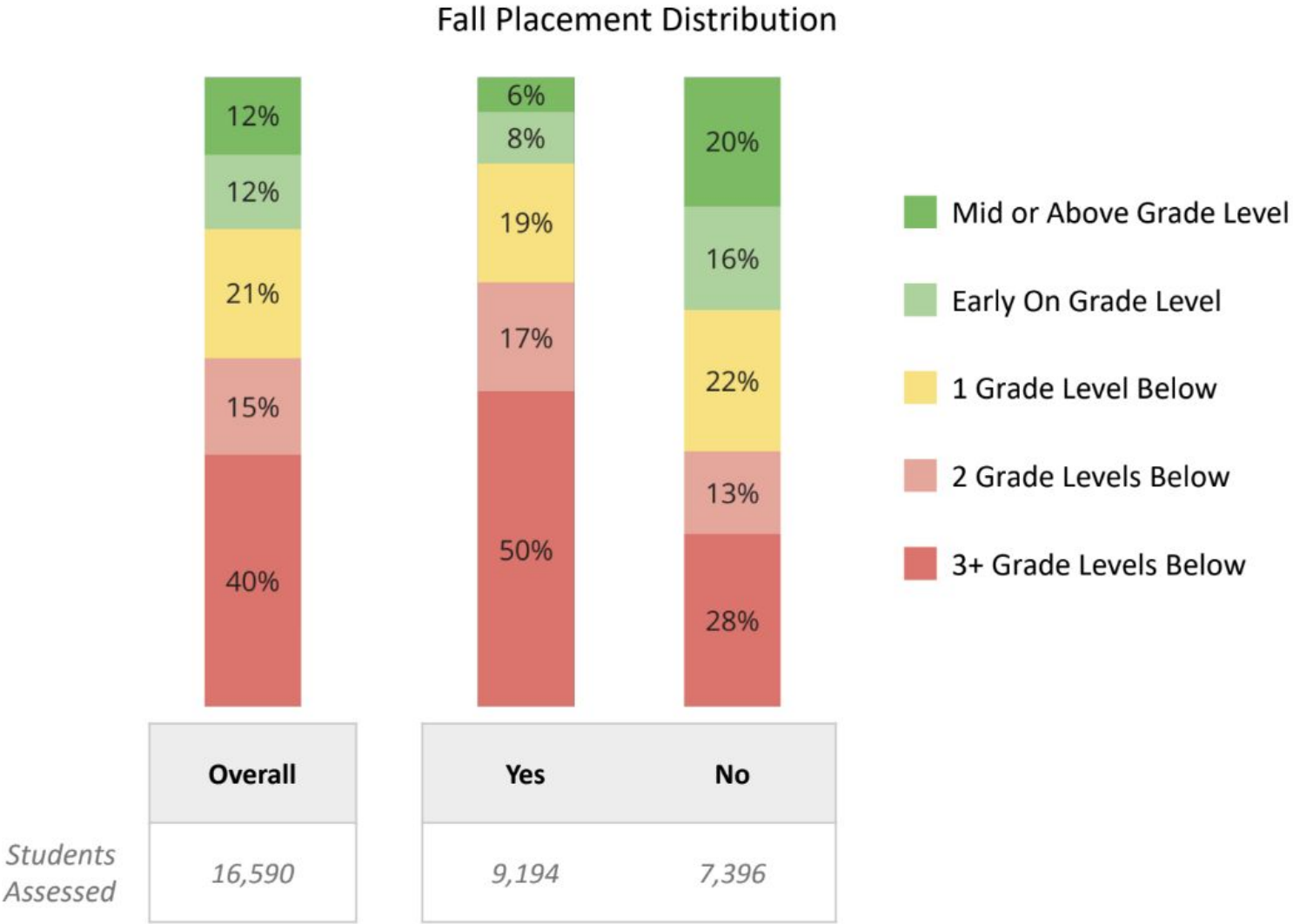
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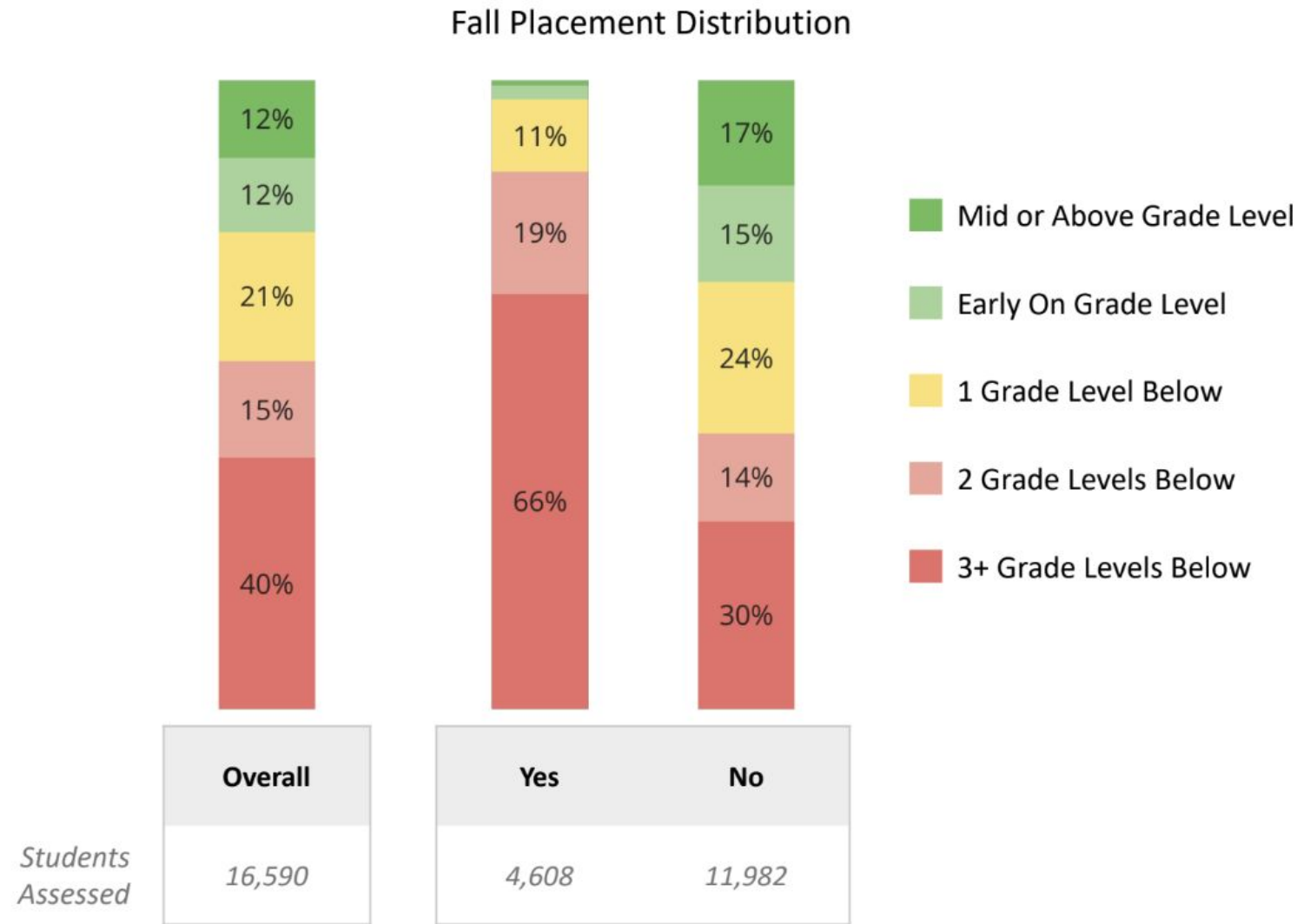
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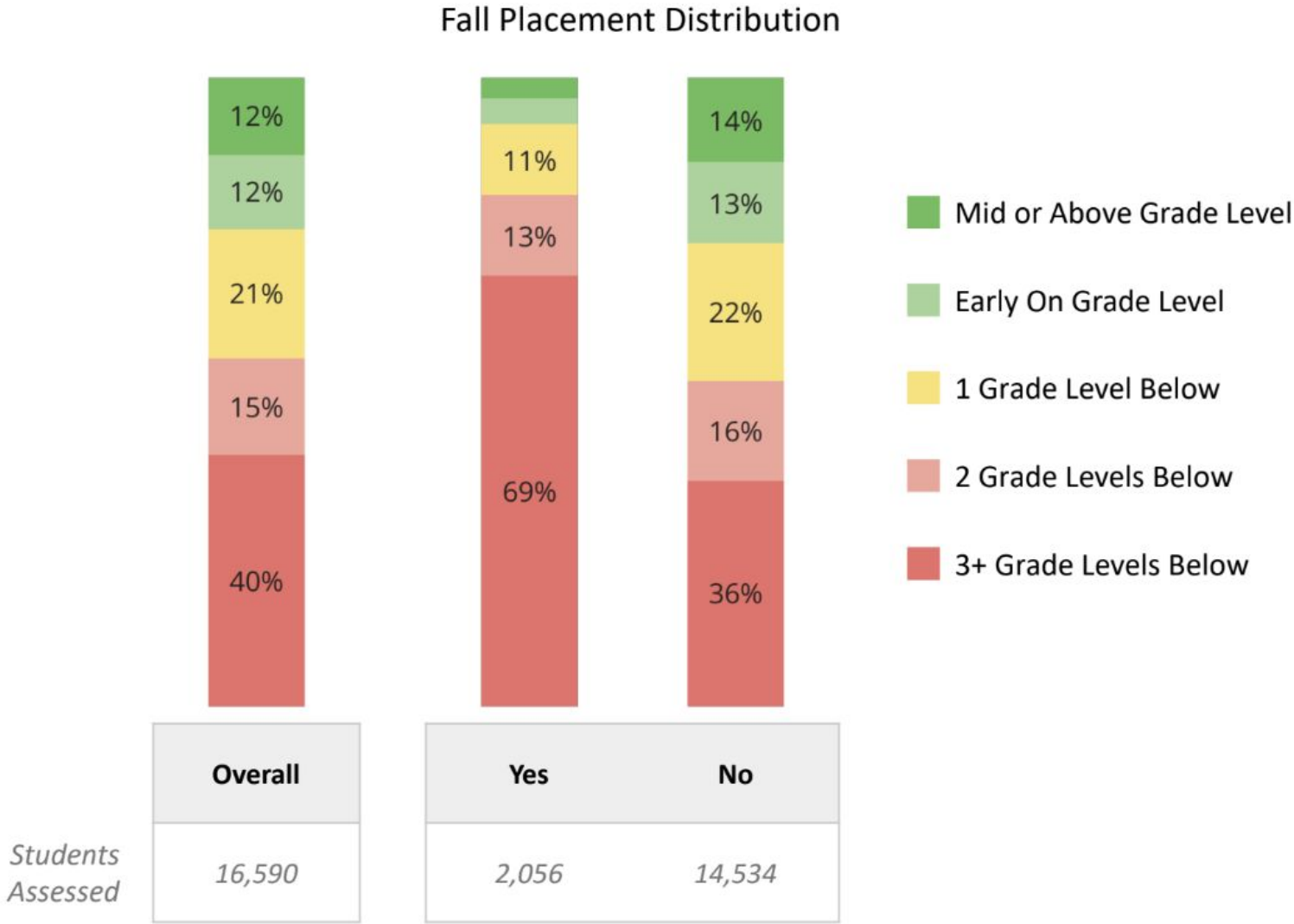
What Are the Relative Placements by Hispanic or Latino?



What Are the Relative Placements by English Learner?

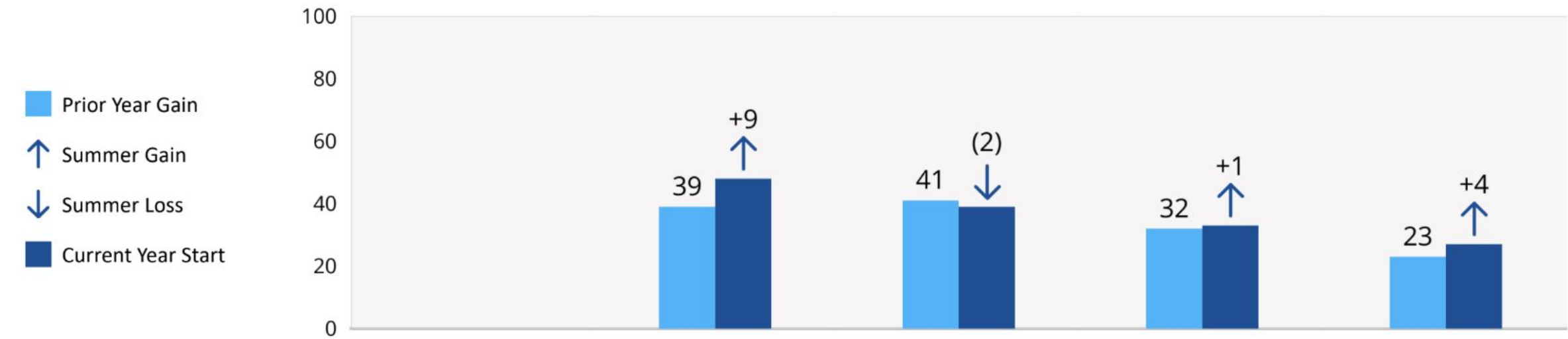


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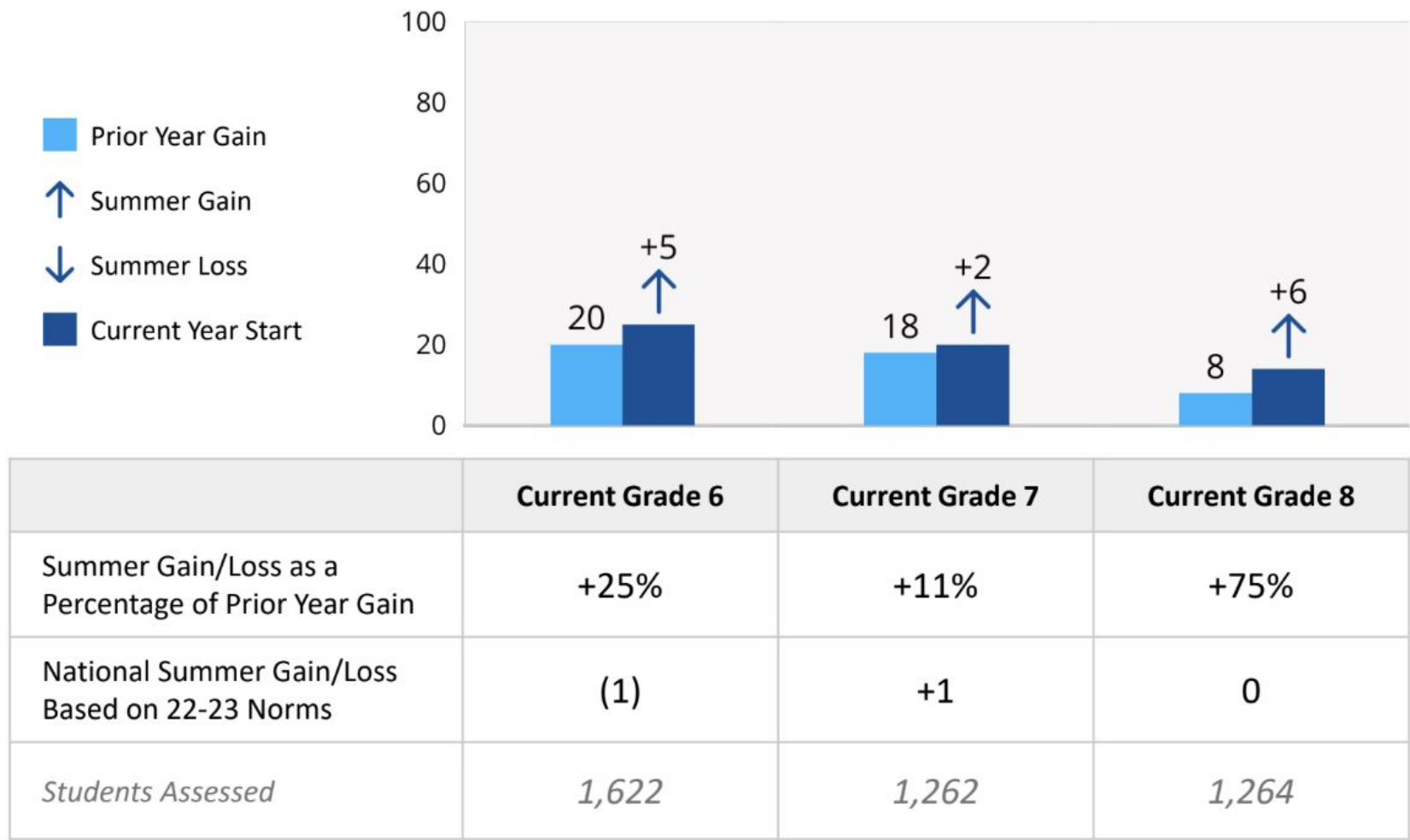
	Current Grade 1	Current Grade 2	Current Grade 3	Current Grade 4	Current Grade 5
Summer Gain/Loss as a Percentage of Prior Year Gain		+23%	(5%)	+3%	+17%
National Summer Gain/Loss Based on 22-23 Norms		(1)	(6)	+2	+1
Students Assessed		871	1,664	1,594	1,649

This is a longitudinal cohort analysis.



How Much Summer Learning Did Students Experience?

Median Diagnostic Gain/Loss, Prior Year (Fall to Spring 24-25) and Summer (Spring 24-25 to Fall 25-26)



This is a longitudinal cohort analysis.



How Does Fall Domain-Level Performance Compare Year over Year?

Percent of Students Placing **Early, Mid, or Above Grade Level**, Fall 24-25 to Fall 25-26

