



Executive Summary

2026–2027 Local Control and Accountability Plan (LCAP)

West Contra Costa Unified School District

The 2026–2027 West Contra Costa Unified School District (WCCUSD) Local Control and Accountability Plan reflects the district’s continued commitment to educational equity, academic growth, authentic engagement, and targeted support for students furthest from opportunity. Grounded in the district’s strategic vision, “Brave Minds, Bold Leaders, Big Dreams,” the plan prioritizes investments that strengthen instructional coherence, improve student outcomes, and stabilize systems during a period of fiscal challenge.

WCCUSD serves approximately 24,000 students across 56 schools. Approximately 65% of students are socioeconomically disadvantaged, 31.7% are English Learners, and nearly 15% are students with disabilities.

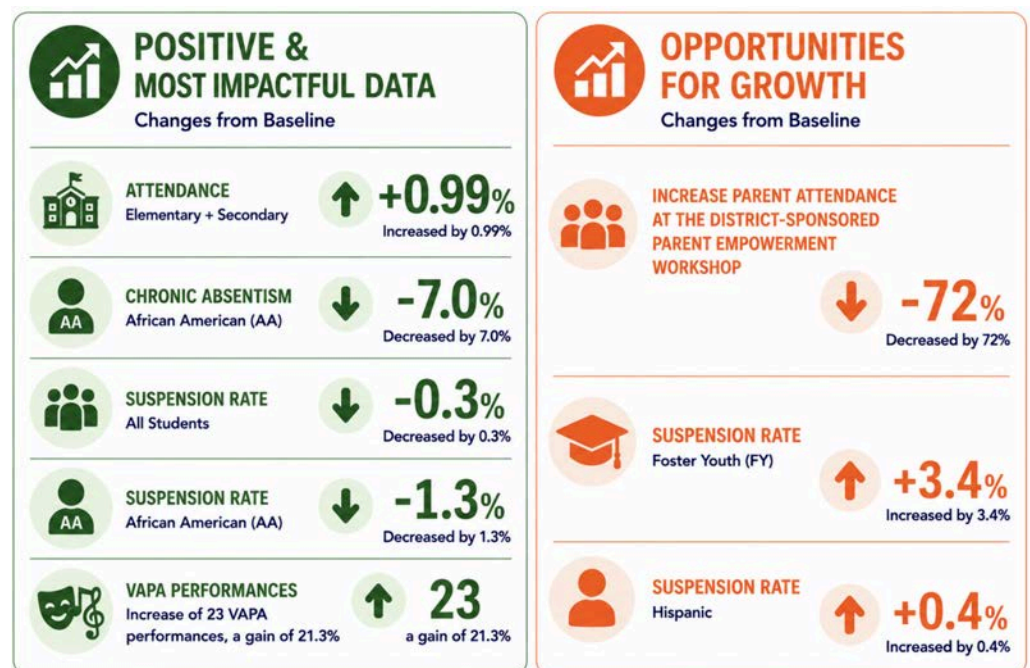
Positive Momentum Across Student Outcomes

During the 2025–2026 school year, WCCUSD demonstrated measurable improvement across multiple academic, engagement, and graduation indicators.

Graduation and College Readiness

The districtwide graduation rate increased to 85.3%, representing a 1.6 percentage point increase from the prior year. Several student groups demonstrated particularly strong growth:

- African American students increased 3.3 percentage points to 89%
- English Learners increased 3.2 percentage points to 72.8%



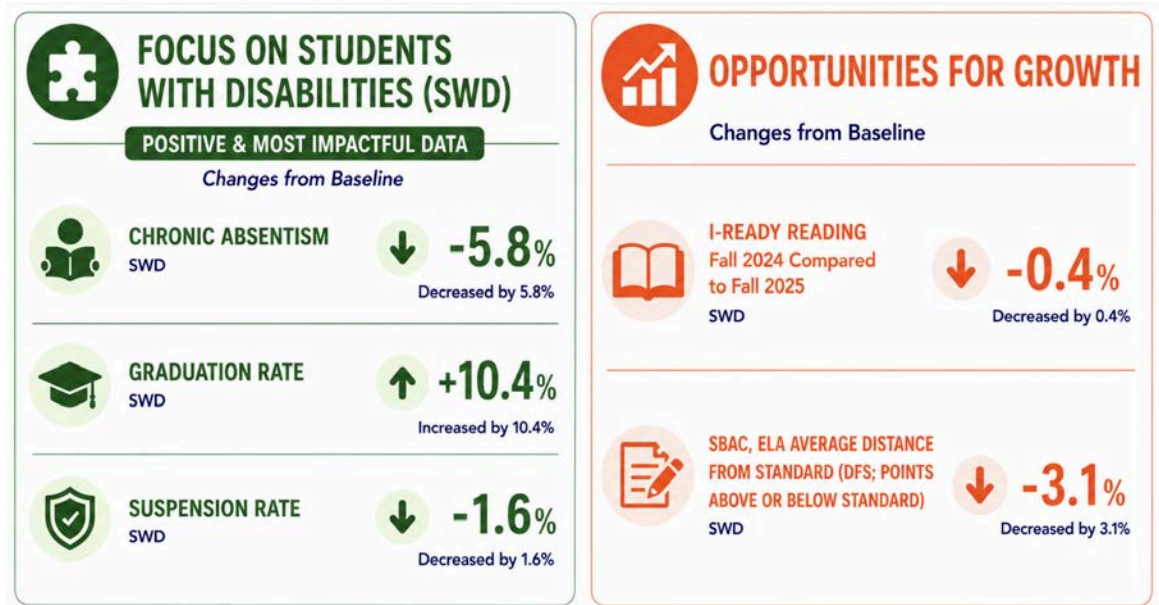


- Students with Disabilities increased 1.2 percentage points to 67.3%
- Students identifying as Two or More Races increased 7.4 percentage points to 92.6%
- White students increased 4.6 percentage points to 92.6%

Additional college and career readiness indicators also reflected positive growth, including increases in CTE pathway completion and UC/CSU eligibility for several student groups.

Students with Disabilities demonstrated encouraging improvement across several outcomes, including a 10.4

percentage point increase in graduation rates and a 5.8 percentage point decline in chronic absenteeism, reflecting the impact of expanded intervention systems, counseling supports, and inclusive educational practices.



Academic Achievement

English Language Arts (ELA)

Districtwide English Language Arts performance improved by 3.5 points in Distance from Standard (DFS). Significant gains included:

- African American students improved by 11.7 points
- Socioeconomically Disadvantaged students improved by 5.1 points
- Hispanic/Latino students improved by 3.8 points
- Students with Disabilities improved by 1.7 points

Mathematics

Districtwide mathematics DFS improved by 7.9 points. Significant student group gains included:



- African American students improved by 14.6 points
- Socioeconomically Disadvantaged students improved by 8.6 points
- Hispanic/Latino students improved by 7.8 points
- English Learners improved by 5.1 points
- Long-Term English Learners improved by 5.9 points

Local Assessment Growth

Local assessment data also reflected strong midyear growth across mathematics and literacy.

Mathematics

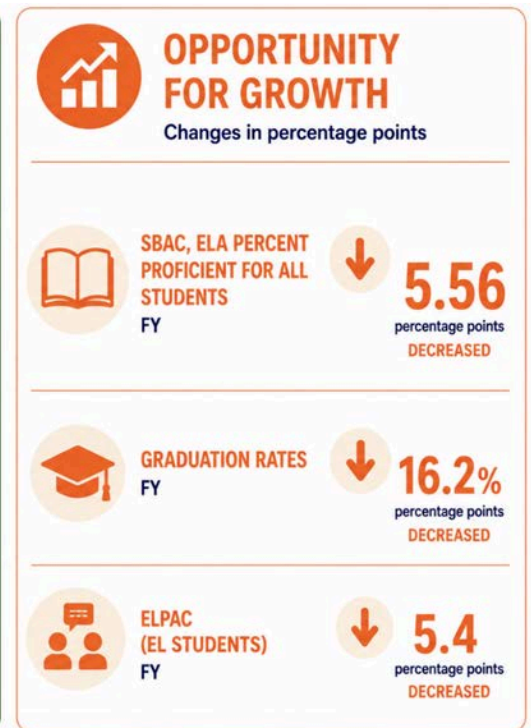
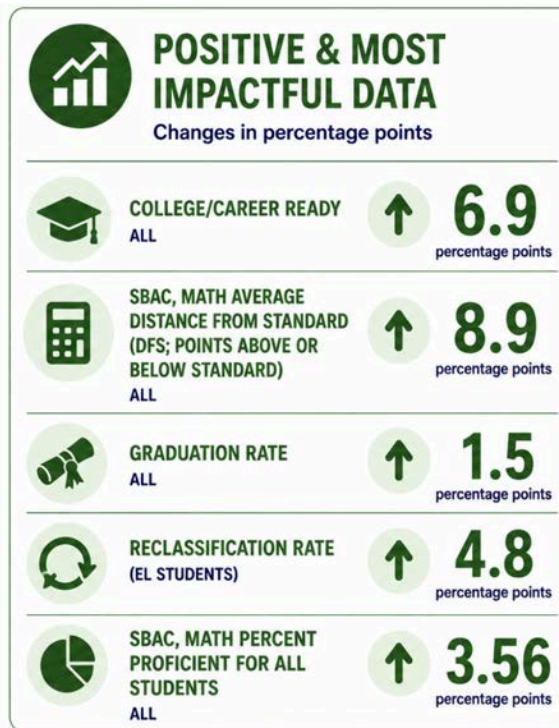
- Grades 2–8 proficiency increased from 17% to 29% on iReady
- Grades 9–11 proficiency increased from 17% to 33% on iReady

Literacy

- Grades 3–8 proficiency increased from 25% to 28% on iReady
- Grades 9–11 proficiency increased from 22% to 32% on iReady

Although WCCUSD will transition away from i-Ready in 2026–2027, the assessment data provided important evidence of academic acceleration during implementation of the district’s instructional coherence efforts.

Student groups demonstrating particularly strong local assessment growth included African American students, Hispanic/Latino students, English Learners, and Students with Disabilities across both literacy and mathematics.





Attendance Recovery and School Climate

Districtwide chronic absenteeism declined to 27%, continuing a positive multi-year trend:

- African American students decreased by 1.6 percentage points
- Filipino students decreased by 3.2 percentage points
- Foster Youth decreased by 13.1 percentage points
- English Learners decreased by 0.8 percentage points
- Students with Disabilities decreased slightly by 0.1 percentage points

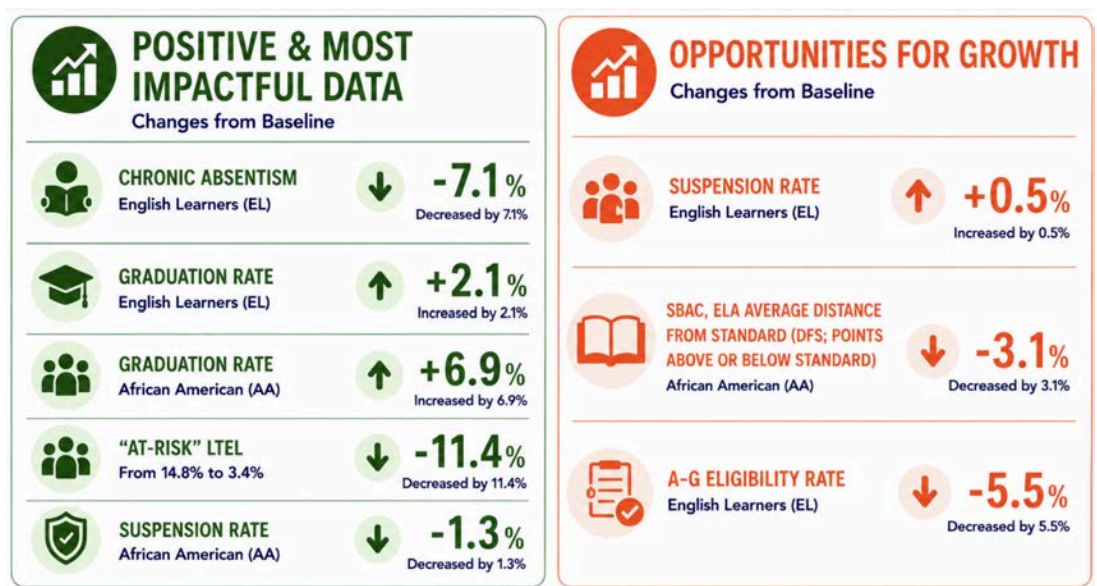
The districtwide suspension rate also declined to 4.5%, including:

- African American students decreasing by 1.3 percentage points
- White students decreasing to 2%
- Students identifying as Two or More Races decreasing to 3%

Persistent Opportunity Gaps

While the district demonstrated important growth across several indicators, significant opportunity gaps remain and continue to guide district priorities.

- Foster Youth graduation rates declined significantly to 43.8%



- English Learners experienced declines in A-G eligibility rates
- African American students continue to perform significantly below standard in English Language Arts despite strong growth trends
- Students with Disabilities continue to experience disproportionate suspension rates and lower college and career readiness outcomes



- Chronic absenteeism remains disproportionately high for African American students, Students with Disabilities, Foster Youth, and Long-Term English Learners

These trends reinforce the need for intensified intervention systems, expanded wraparound supports, inclusive instructional practices, culturally responsive teaching, and stronger progress monitoring systems for focal student groups.

Key Changes for the 2026–2027 School Year

Several important refinements and strategic shifts are reflected in the 2026–2027 LCAP in direct response to student outcome data and educational partner feedback.

Strengthening Literacy and Instructional Coherence

- WCCUSD transitioned K–2 literacy assessment from i-Ready to mCLASS DIBELS and Lectura to strengthen foundational literacy practices aligned to the science of reading
- WCCUSD will transition away from i-Ready in 2026–2027, curriculum embedded assessments and the SBAC ICAs will be utilized to monitor progress.
- The district continues implementing standards-aligned instructional materials and strengthening instructional coherence across mathematics and literacy
- Educational partners emphasized stronger alignment between assessment systems, classroom instruction, intervention supports, and progress monitoring

Expanded Equity and Targeted Intervention

- Long-Term English Learners (LTELs) were introduced as a new accountability subgroup, highlighting the need for intensified language and literacy support
- Greenwood Academy qualified for California's new Equity Multiplier funding due to high concentrations of socioeconomically disadvantaged students and mobility rates
- The district strengthened differentiated assistance efforts focused on African American students, Foster Youth, Students with Disabilities, and LTELs

Community and Family Engagement

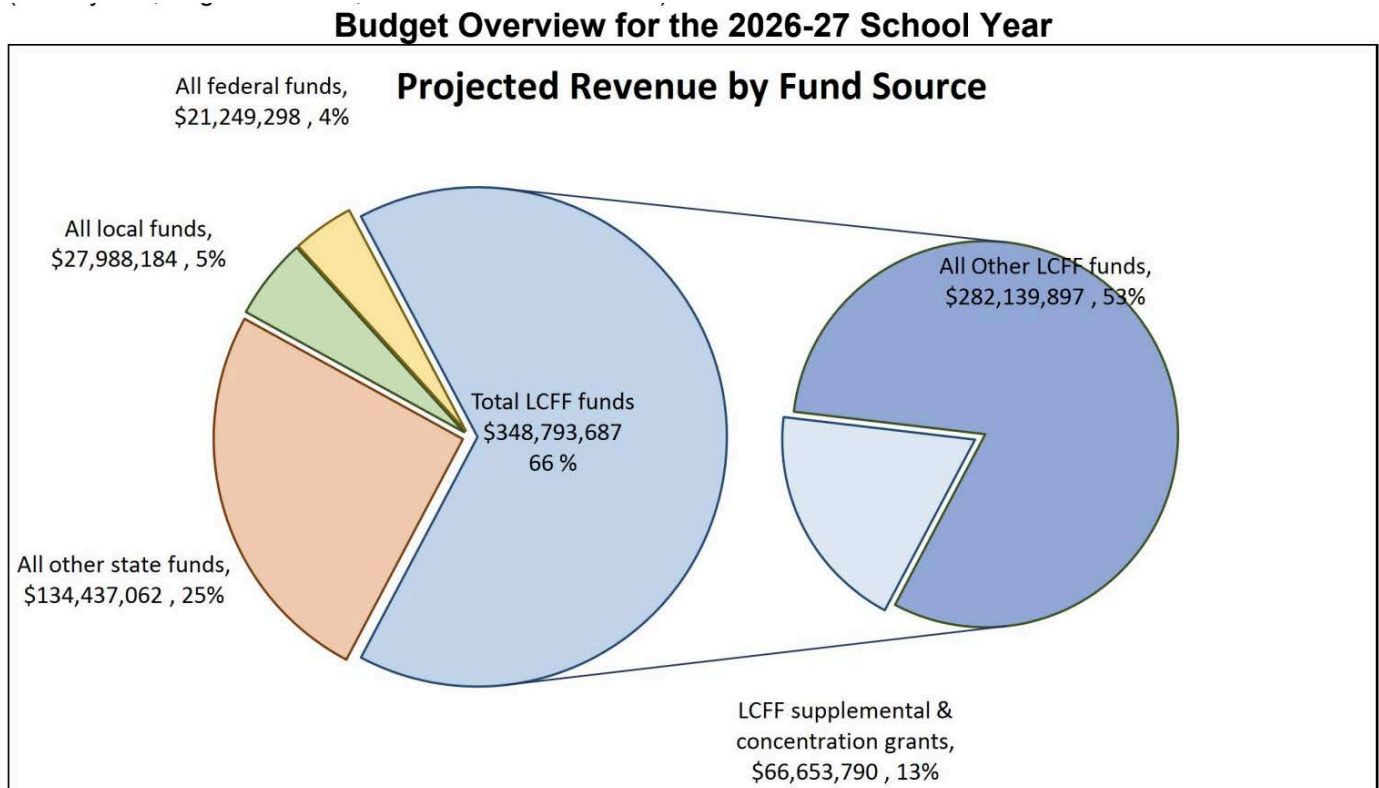
The LCAP development process included expanded engagement with families, students, labor groups, administrators, advisory committees, and community organizations through town halls, surveys, advisory meetings, and collaborative planning structures.



Educational partners consistently emphasized:

- Stronger accountability and transparency systems
- More targeted interventions and progress monitoring
- Improved family engagement structures
- Increased access to culturally responsive and rigorous instruction
- Greater investment in highly qualified and credentialed staff

LCAP Budget Overview



This chart shows the total general purpose revenue West Contra Costa Unified School District expects to receive in the coming year from all sources.

The district projects total revenues of approximately \$532.5 million for the 2026–2027 school year, including:

- \$348.8 million in LCFF funding
- \$134.4 million in other state funds
- \$28 million in local funds
- \$21.2 million in federal funds



Approximately \$66.7 million in supplemental and concentration funding is generated to support high-needs students, including English Learners, Foster Youth, and low-income students.

Total planned expenditures for 2026–2027 are projected at \$520.3 million, including:

- \$87.1 million directly tied to LCAP actions and services
- \$433.2 million supporting core district operations, including staffing, transportation, utilities, maintenance, curriculum, and districtwide services

The district plans to fully invest the required \$66.7 million in increased or improved services for high-needs students.

Overall, the 2026–2027 LCAP reflects a district continuing to make measurable academic progress while balancing significant fiscal pressures. The plan prioritizes instructional coherence, literacy acceleration, attendance recovery, inclusive practices, culturally responsive systems, and targeted interventions to ensure all students are prepared for college, career, and life.