



WCCUSD Local Control Accountability Plan 2025–2026



Executive Summary

**Brave Minds. Bold Leaders.
Big Dreams.**

Executive Summary: WCCUSD Local Control Accountability Plan (LCAP) 2025–2026

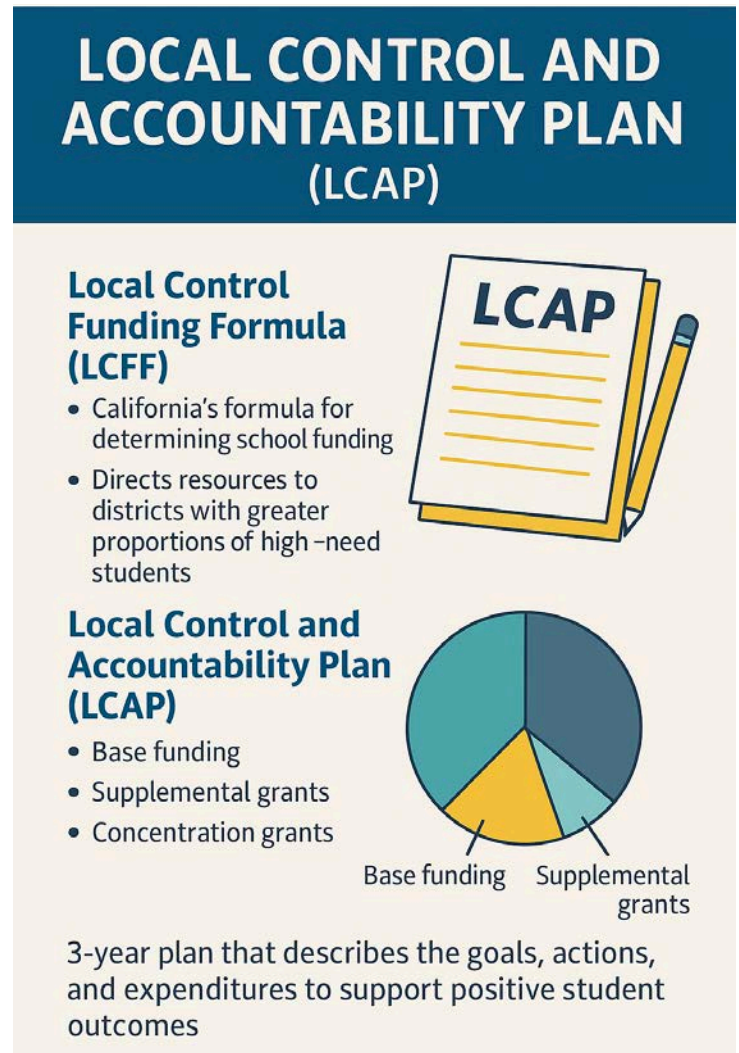
About the LCAP

The Local Control Accountability Plan (LCAP) is a cornerstone of California’s school funding and accountability system. It serves as a three-year strategic roadmap that guides how school districts invest resources to improve student outcomes. All districts receiving Local Control Funding Formula (LCFF) dollars must develop an LCAP to address eight state priority areas. These plans detail goals, actions, and services designed to meet the needs of all students. They promote transparency by clearly outlining how funds will be used and foster broad collaboration through deep engagement with educational partners and the community, with a particular focus on historically underserved student groups such as English Learners, foster youth, and socioeconomically disadvantaged students.

Funding for the LCAP comes from the Local Control Funding Formula (LCFF), which provides base funding for all students, as well as supplemental and concentration grants for unduplicated pupils. These include English Learners, low-income students, and foster youth. These targeted resources support strategies that close opportunity gaps, increase achievement, and promote inclusive, engaging learning environments across all schools. WCCUSD’s LCAP is grounded in educational partner feedback, student performance data, and a steadfast commitment to equity.

Purpose of the LCAP Executive Summary

We created the LCAP Executive Summary to provide educational partners with a clear, concise, and accessible overview of the district’s goals, strategies, and progress toward improving outcomes for all students. The full LCAP is a vital accountability document that outlines our three-year plan for addressing student needs through targeted actions and investments. However, its technical language and length can make it challenging for many stakeholders to fully engage with the content. By making this information more accessible, the summary supports greater transparency and helps educational partners play an active role in shaping and refining the district’s efforts.



District Overview

West Contra Costa Unified School District (WCCUSD) serves approximately 26,000 students across 55 schools, spanning the vibrant and culturally rich communities of El Cerrito, Richmond, San Pablo, Pinole, and Hercules, as well as several unincorporated areas such as North Richmond, El Sobrante, and Kensington. The district's geographic reach reflects a dynamic blend of urban, suburban, and semi-rural communities, each contributing to the distinctive identity of WCCUSD.

Our student population is one of the most diverse in the state, encompassing a broad range of racial, cultural, linguistic, and socioeconomic backgrounds. Over 70 different home languages are spoken by students and their families, with a significant number of English learners and newcomers to the United States. This diversity brings both incredible strengths and a responsibility to ensure that every student receives the support they need to thrive academically, socially, and emotionally.

WCCUSD serves a high percentage of unduplicated students—those who are English learners, socioeconomically disadvantaged, foster youth, or experiencing homelessness—who benefit from targeted services and resources. Our schools are places of learning, safety, and connection, grounded in the belief that every child deserves access to a high-quality education and a pathway to college, career, and life success.

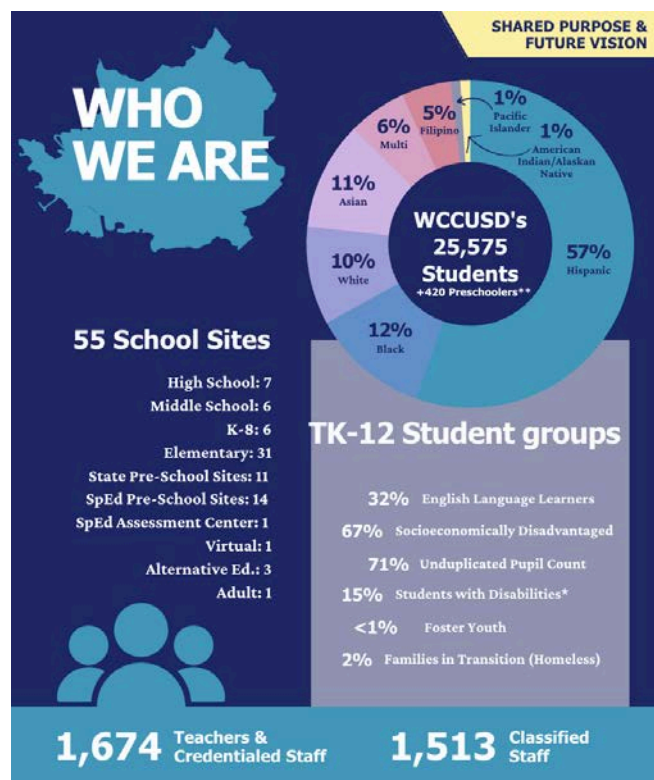
Through our commitment to equity, inclusive practices, and innovation, WCCUSD continues to design and deliver programs that respond to the diverse needs of our students, families, and communities.

Strategic Plan Alignment and Equity Commitment



WCCUSD's 2024–2027 Strategic Plan *“Brave Minds, Bold Leaders, Big Dreams”* sets a bold course for educational equity and excellence. Our mission is to equip every student with the knowledge, skills, and confidence to pursue their goals with purpose and agency, and to do so within a system that actively works to remove barriers and expand opportunity. All LCAP goals are aligned with the WCCUSD Strategic Plan.

The district's Equity Statement affirms our unwavering belief that all students can achieve at high levels, and that it is our collective duty to dismantle the systems that have historically marginalized certain student groups. This commitment is not just aspirational—it's actionable. Our Board-adopted Anti-Racism Resolution puts this belief into practice, calling on all of us to engage in the ongoing work of confronting and disrupting systemic racism in our schools.



Graduate Profile and Core Values: Our North Star

LCAP strategies are aligned with WCCUSD's Graduate Profile. For example, actions supporting the goal of "Relentless Attention to Achievement" promote literacy, numeracy, and career readiness—key competencies of our Graduate Profile. Similarly, our focus on authentic engagement and inclusive school climate directly supports the development of empathetic, civically engaged leaders.

By graduation, WCCUSD students will be:

- Literate and effective communicators in a multilingual, digital world
- Self-reliant, data-literate decision-makers equipped for a competitive global economy
- Empathetic, civically engaged leaders in a multicultural society



Theory of Action

Our theory of action is rooted in the power of inclusive dialogue, authentic engagement, and data-informed, research-aligned practices. By centering the voices closest to the classroom and acting with intention, WCCUSD maintains a relentless focus on equity, agency, and achievement.

Commitment to Continuous Improvement

The district's strategic goals work in concert to promote both innovation and foundational progress. Grounded in a culture of learning and reflection, WCCUSD is committed to using data, feedback, and research-based practices to drive improvement at every level of the system.

This commitment is exemplified in our Local Control and Accountability Plan (LCAP) process, which is rooted in continuous feedback cycles. Through regular engagement with educational partners, site leaders, and community members, we gather insights that shape our priorities, inform our actions, and strengthen our accountability.

By fostering collaboration across roles — teachers, school leaders, central office staff, families, students, and community partners — WCCUSD is building a future-focused educational system that is responsive, resilient, and equity-driven. Continuous improvement means routinely assessing our progress, learning from our experiences, and making timely adjustments to ensure we meet the needs of every student, in every school, every day.

Annual Reflections

As WCCUSD continues to recover from the impacts of the pandemic, we are seeing measurable signs of progress. Chronic absenteeism is now trending downward. These improvements underscore the resilience of our students, the dedication of our educators, and the effectiveness of our targeted investments.

Academic Growth

Local academic indicators reflect strong gains across student groups. According to iReady data:

- K–8 reading scores improved by 10.3%
- K–8 math scores increased by 9.7%
- Grades 9–11 saw a 15.6% gain in math
- Foster Youth and African American students posted some of the largest gains across subjects



Spring iReady assessments are currently underway and are expected to finish by June 11. In addition, 2025 State assessments are underway and results will not yet be available and are expected to be published in the Winter.

Graduation Rates

Significant gains in graduation outcomes were also recorded:

- All Students: from 76.7% (2023–24) to 81.6% (2024–25)
- African American: from 76.1% to 92.6%
- Students with Disabilities: from 62.1% to 87%
- Homeless Youth: from 86% to 91.8%
- Socioeconomically Disadvantaged: from 75.6% to 82.6%

These encouraging trends underscore the results of equity-focused strategies. They also demonstrate how intentional investments are translating into measurable improvements. These results reflect the strong collaboration and shared commitment of our schools, staff, and educational partners. WCCUSD remains dedicated to strengthening Tier I instruction, ensuring staffing stability, and accelerating growth for historically underserved groups.

School Climate and Suspension

Suspension rates rose in the 2022–2023 school year, particularly among foster youth, students with disabilities, and English Learners. Foster youth were most disproportionately impacted, with a suspension rate exceeding 14%. In response, WCCUSD has refined its approach to school climate and behavior support by strengthening CARE team referral processes, instituting re-engagement plans for suspended students, and investing in trauma-informed practices and site-based intervention systems. These measures are beginning to yield positive results: as of mid-year 2024–2025, the overall suspension rate has decreased significantly with only 2.5% suspensions as of December, a whole percentage point reduction when compared to the same time last year. As of mid-year our district remains focused on reducing exclusionary practices while fostering inclusive, supportive learning environments that prioritize student belonging and behavioral health.

Educational Partner Engagement and Planning Process

WCCUSD engaged in a transparent process to develop the 2025–2026 LCAP. This collaborative effort involved educational partners at every stage. Their participation spanned planning, feedback, and decision-making — ensuring broad ownership and accountability. This year’s plan reflects extensive input from educational partners, including the District Local Control and Accountability Plan for Parents and Students (DLCAPS) committee, Parent Advisory Committees (PACs), site leadership, students, and families.

Engagement Highlights:

- Held 13 DLCAPS meetings, up from 6 the previous year
- Held two districtwide town halls for community input
- Expanded DLCAPS membership, including student and parent representatives from All Student Congress

After a robust feedback cycle with PACs the district was able to support the following recommendations:

| | Advisory Committee | Total Recs | Included | Included w/ Modifications | Continuing Action | Not Included |
|---|----------------------|------------|----------|---------------------------|-------------------|--------------|
| 1 | DLCAPS | 23 | 9 | 6 | 6 | 2 |
| 2 | MDAC | 5 | 3 | 2 | 0 | 0 |
| 3 | AASAT | 7 | 2 | 3 | 2 | 0 |
| 4 | DLI PAC | 5 | 2 | 2 | 0 | 1 |
| 5 | All Student Congress | 7 | 3 | 3 | 1 | 0 |
| 6 | Total | 47 | 19 | 16 | 9 | 3 |

For a complete list of the district response for each PAC recommendation, one can refer to the following document: [📄 2025 PSAC Recommendations for 2026](#)

Additional Information and Feedback

LCAP supporting documents, including data reports and stakeholder engagement materials, are available at the following website: <https://www.wccusd.net/domain/961>

We welcome ongoing feedback from our educational partners and community. If you would like to share your input on the LCAP, please email us at lcap@wccusd.net. Your voice plays an important role in shaping our district’s priorities and improving outcomes for all students.

While we continue to navigate a constrained fiscal environment, we remain focused on what matters most: investing in strategies that drive equity, improve outcomes, and reflect the voices of our students and families. We may not be able to implement every recommendation immediately, but we are committed to pursuing creative, sustainable solutions that move us closer to our shared goals.

LCAP Goals, Key Metrics, and Actions

Goal 1: Authentic Engagement

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

Key Data Highlights:

- Chronic absenteeism declined by 6.2% in Year 1 toward a 3-year goal of 15% reduction.
- African American suspension disproportionately decreased from 2.7 to 2.3.
- 83% of behavioral incidents were addressed through restorative means rather than exclusionary discipline.

Targeted actions funded to support the goal include:

- Positive School Culture & Climate
- Student and Family Feedback (CHKS Survey)
- SEL and Climate Coaching
- Attendance & Engagement Support
- Safety Support Staff
- Parent Engagement & Volunteer Outreach
- Whole Child Education including VAPA
- Wellness Services and Community Engagement

Goal 2: Universal Systems & Accessible Support

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

Key Highlights:

- Teacher retention increased from 66% to 68%.
- Staff attendance improvements surpassed 3-year goals in the first year.
- Percentage of staff with 3+ years experience declined 2%, indicating a continued need for support.

Targeted actions funded to support the goal include:

- Recruitment and Retention of Diverse Educators
- Competitive Salaries
- Teacher Residency and Induction Programs
- Staffing Stability for Low-Enrollment Schools
- Tailored Support for Unduplicated Students
- Additional Staff at High-Need Schools

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.

Key Highlights:

- iReady Reading: K–8 improved by 10.3%, Foster Youth (grades 9–11) gained 14.5%.
- iReady Math: K–8 up by 9.7%, 9–11 increased 15.6%, Foster Youth grew by 22.2%.
- Expanded paid internships from 20 to 65 placements.

Targeted actions funded to support the goal include:

- \$3.8M School Site Allocations
- Class Size Reduction
- Foundational Literacy & Differentiated Instruction
- College/Career Pathways and CTE Academies
- Secondary Counseling Programs
- Dual Language Immersion Expansion
- Extended Learning and Credit Recovery
- A-G Readiness for EL and AA students

Goal 4: Students with Disabilities

Accelerate academic growth for students with disabilities by providing adaptive resources to supplement programming and increase access to rigorous instruction.

Key Highlights:

- iReady gains: +5.6% Reading and +6% Math for Students with Disabilities.
- Disproportionality in suspension fell below 3.0, exiting categories for African American and White students identified as Emotionally Disabled and White students in a separate school
- Continued disparities in discipline and OHI identification for African American students.

Targeted actions funded to support the goal include:

- Speech Interventions
- School Psychologists
- Multi-Tiered System of Supports (MTSS)
- Supplemental Adaptive Curriculum
- Inclusive Education Support
- Graduation Planning and Credit Recovery Staffing

Goal 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.

Key Highlights:

- African American students: +10.4% Reading, +6.8% Math (K–8) in iReady.
- English Learners: +6.7% Reading, +6.4% Math in iReady.
- 92% of schools implemented standardized Interim ELPAC;
- midyear reclassification rate declined by 3.8%.

Targeted actions funded to support the goal include:

- OAASA Literacy Support & Family Engagement
- Specialized EL Assessment Tools
- Newcomer & International Programs
- Anti-Racism PD and ELMA Support
- A-G Awareness for AA/Black Families
- Mafanikio Program and Focused Leadership

Goal 6: Equity Multiplier – Lincoln Elementary

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

Key Highlights:

- ELA scores declined 7.3 points; Math increased 3 points.
- iReady Reading: % of ELs 3+ grade levels below dropped from 25% to 14%.
- iReady Math: Students 3+ levels below dropped 47% (from 43 to 23).
- 83% of 166 behavior incidents resolved through Other Means of Correction.

Targeted actions funded to support the goal include:

- Vice Principal
- Instructional Specialist (Culture/Climate)
- Math Instructional Coach

Goal 7: Equity Multiplier – Sylvester Greenwood Academy

By June 2026, Greenwood Academy will have administered a baseline reading and math iReady assessment, and see a growth in achievement of 5% from the baseline to the end of the year.

Key Highlights:

- Graduation rate rose from 76.7% to 81.6%.
- African American graduation rate surged to 92.6%.
- Homeless student suspensions dropped 0.5%, though overall suspension rose by 2.9%.

Targeted actions funded to support the goal include:

- Assistant Principals (Instruction and Climate)
- Clerk Hours
- Study Trips
- Professional Conferences
- Extra Classified Hours
- Instructional Materials

Goal 8: Equity Multiplier – Stege Elementary School

By June 2026, Stege Elementary school will increase average distance from standard on the academic indicators as measured by the SBAC state assessments, 3rd-8th grade, in ELA and mathematics by 5.0 points or more.

Key Highlights:

- SBAC Declines: -120.7 (ELA), -122.3 (Math).
- Only 30.2% of ELs showed growth on ELPI.
- Significant equity gaps across all unduplicated groups.

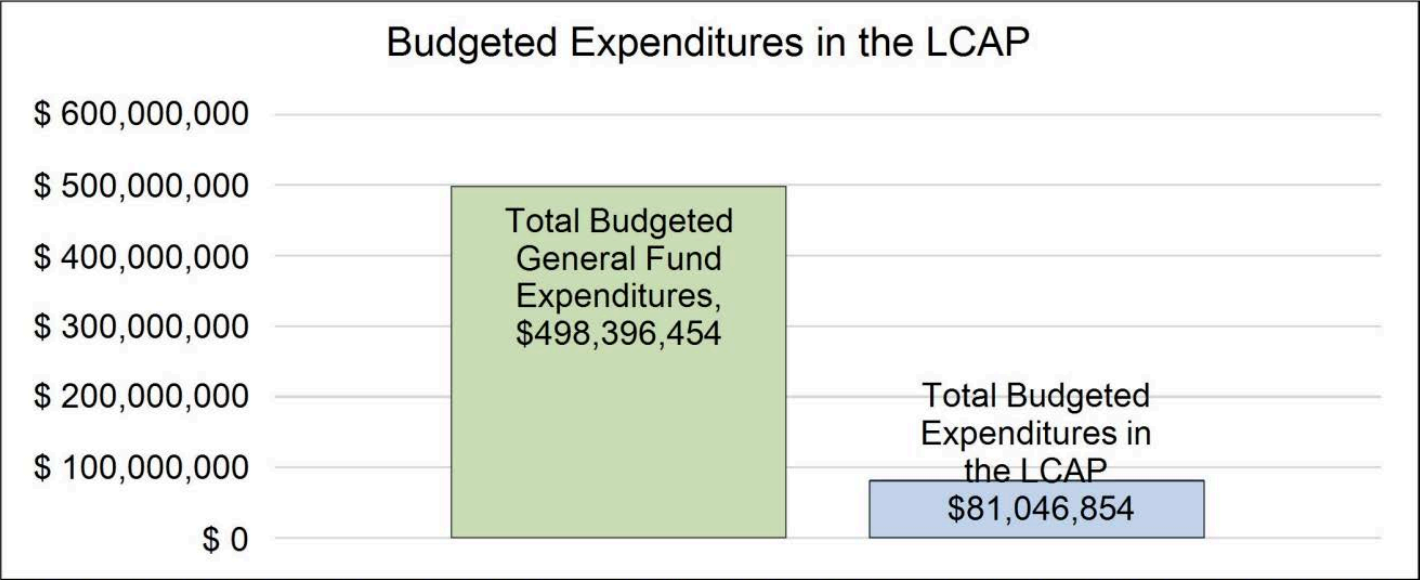
Targeted actions funded to support the goal include:

- Class Size Reduction & Early Learning Personalization
- Targeted English Language Development
- Chronic Absenteeism and Dropout Prevention Systems

LCAP Budget Overview for Parents

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much West Contra Costa Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.