



EQUITY IMPACT

Reimagining WCCUSD

West Contra Costa
Unified School District





Centering Equity in Our Redesign Conversations

This Equity Impact Report will provide an overview of how redesign ideas may impact students, including:

- Low income students
- African American students
- English Learners
- Students experiencing homelessness
- Students in foster care

This lens supports transparency, shared responsibility, and thoughtful decision making that prioritizes students with the greatest needs.





Reductions in the 4000 & 5000

To ensure fiscal stability the district must tighten spending in the 4000, materials and supplies and 5000 discretionary contracts

Quick Facts on the 4000 Budget Code

The 4000 budget code covers materials and supplies such as, but not limited to:

- traditional supplies: paper, pencils, yard equipment, etc.
- technology: Chromebooks, laptops, software, etc.

Site Impact- 33% reduction

- most sites use this budget code to pay for supplies purchased through Amazon and AAA Office Supply
- many sites use this money to pay for subscriptions to educational software, such as Lexia and Renaissance
- custodial supplies are not paid for from this budget code

Department Impact- 10% reduction

- all departments will have 10% less to spend on materials and supplies
- The I.T. department uses this money to pay for student Chromebooks and staff devices.



MATERIALS AND SUPPLIES REDUCTION

Reduce all Materials/Supplies budget allocations for sites and departments.

- Site Materials/Supplies budgets will be reduced by 33% (General Fund and LCAP)
- Departments Materials/Supplies budgets will be reduced by 10%

IMPACT & OPPORTUNITY

	INFORMATION	EQUITY IMPACT	AN OPPORTUNITY TO...
Reduce the Materials/Supplies budget allocation for all sites and departments	33% reduction of site allocations 10% reduction of department allocations Most sites purchase miscellaneous classroom materials and supplies with this money (from Amazon and AAA Office Supply). Custodial supplies are purchased from a different budget. For I.T., this greatly affects the budget for classroom Chromebooks.	The change in budget will essentially end 1:1 in elementary: all Chromebooks will stay at the site (no take-home) • This does not mean the end of access. Currently, every elementary student, grades 1-6, has a Chromebook 100% of the time. Chromebooks will be redistributed in classroom sets. In a current survey, almost half of elementary school teachers reported that their students use Chromebooks 1-25% of instructional time.	...right-size Chromebook inventory in Elementary schools ...prioritize middle and high school Chromebook inventory so that the students who rely on the devices for curricular access have them ... promote small group instruction in Elementary ... to reduce screen time during instructional time.



CONTRACTS

POTENTIAL CONTRACT REDUCTIONS

- **TRANSPORTATION**
 - IDENTIFY ISOLATED SELF-CONTAINED CLASSES WITH BUS ROUTES
 - MOVE PROGRAMS TO CONSOLIDATE AT SITES TO REDUCE NEEDED ROUTES
- **CONTRACTED PARAPROFESSIONALS**
 - IDENTIFY 50 CONTRACTED PARA POSITIONS FOR REMOVAL ACROSS THE DISTRICT

Reduce 3 bus routes (\$210,000-\$240,000):

Ford MMSN 4-6 to Coronado
 Nystrom ESN TK/K to Lake
 Montalvin ESN TK/1 to Dover

Reductions to 4XXX and 5XXX	Amount
33% decrease to General Fund Site Allocations for Classroom Supplies	\$ 196,000.00
33% decrease to General Fund Site Allocations for Admin Supplies	\$ 60,000.00
Reduction in Central LCAP 5XXX Allocations to departments	\$ 500,000.00
40% decrease to Site LCAP Allocations from \$3.8 million to \$2.3 million	\$1,500,000.00
No additional device refresh in 26-27	\$1,500,000.00
Reduce central department supplies by 10%	\$ 105,000.00
Reduce legal fees by 10%	\$ 250,000.00
Reduce SpEd Transportation contract by reducing routes to home schools	\$1,000,000.00
4XXX: \$2,391,000.00 5XXX: \$2,720,000.00	Total: \$5,111,000.00



Elementary Right Sizing

To ensure fiscal stability and operational efficiency, the district must "right-size" staffing levels to match a significant decline in student enrollment.

Enrollment Trends and the Need for Alignment

To ensure fiscal stability and operational efficiency, the district must "right-size" staffing levels to match a significant decline in student enrollment.

Current Enrollment Data: The district experienced a decrease of 450 students in the last year.

Future Projections: Enrollment is projected to continue declining, moving from 24,792 students toward 24,544 by the 26-27 school year.

Staffing Realignment (FTE): Because Full-Time Equivalent (FTE) positions are determined by enrollment at each school site, there is a necessary goal to align staff numbers with current enrollment for the 26-27 school year.

Strategic Goal: Ensuring every site receives the proper FTE allocation based specifically on their current student count to maintain balanced resources.



PRIORITIZING EQUITY AND SUPPORTING HIGH-NEED POPULATIONS

As the district adjusts staffing, a "deeper dive" into schools with high concentrations of equity- focused student groups is a top priority.

Key Focus Schools: Downer, Grant, and Peres (K-8) are the top schools serving African American (AA), English Language Learner (ELL), and Special Education (SPED) students.

Equity Subgroups: Targeted support for Title I schools and students in AA, ELL, SPED, and Foster Youth categories.

ELL Disaggregation: Moving forward, the district will further distinguish between Newcomer and Long-Term English Learners (LTEL) to better serve their specific needs.

Funding Strategies: The district is leveraging specific funds—including Title II, Community Schools, and LCRS grants—to support FTE and aligned programming during this transition.



IMPACT ON CLASSROOM STRUCTURE AND SPECIALIZED PROGRAMS

Enrollment changes and staffing "right-sizing" will result in adjustments to classroom configurations and how specialized programs:

Rise in "Combo Classes":

- Early projections indicate that right-sizing is likely to increase the number of combo classes at the elementary level.
- There are currently 39 combo classes in the district, taught by our most veteran teachers
- Teachers of these classes receive a contractually mandated salary increase.

Collaborative Funding: Schools will work together to use combined funds to support FTE and aligned programs across sites.



Enrollment Trends and the Need for Alignment

What	Information	Equity impact	Opportunity
1. Enrollment Trends and need for Alignment			
FTE is determined by enrollment at the school site. Considering that we are projected to decrease 100 students in the elementary level. From 23,634-22in 24-25 ,799 in 25-26. There is a need to right size the FTE at each school site for the 26-27 school year.	Ensuring that based on site current enrollment they receive the proper FTE.	Early projections demonstrate that this is likely to increase combo classes at the elementary level. Currently there are 39 combo classes at the elementary level.	Teachers contractually receive a combo salary increase.
Prioritizing equity and student populations			
Due to lower enrollment there is need to right size: Enrollment has decreased by 2000 students in the last year.	Deeper dives for school with large amount or high percentage of equity student focus groups Gathered Top Schools with student subgroups	Review all elementary Title I, top 10 (AA, ELL SPED. Three schools are in top AA, ELL, and SPED. Downer, Grant and Peres (K-8) Need to review schools with large # and/or percentage of foster youth.	
Impact on classroom structure and specialized program			
FTE alignment Additional Staff	Include the projected enrollment data from previous years and cross reference current combo sections.	Need to consider the impact on Combo classes : Currently combo 39 total . There is a possibility there will be an increase in combo classes in elementary	Grant funds: LCRS, Community Schools, Title II etc



ELEMENTARY SCHOOLS

Special Programs and Special Populations

Elementary:

1. Bayview Elementary (AA) (LCRS)
2. Chavez Elementary (ELL) (SPED) (LCRS)
3. Collins Elementary
4. Coronado Elementary (AA)
5. Dover Elementary (ELL)
6. Downer Elementary (AA) (ELL) (SPED)
7. Ellerhorst Elementary
8. Highland Elementary (AA) (SPED)
9. Fairmont Elementary (SPED)
10. Ford Elementary
11. Grant Elementary (AA) (ELL) (SPED)(LCRS)
12. Lupine Hills Elementary
13. King Elementary (AA) (LCRS)
14. Lake Elementary
15. Lincoln Elementary (AA) (ELL) (LCRS)
16. Michelle Obama Elementary (ELL) (SPED)
17. Murphy Elementary
18. Nystrom Elementary (AA) (ELL)
19. Peres Elementary (AA) (ELL) (SPED) (LCRS)
20. Riverside Elementary (AA) (ELL)
21. Shannon Elementary
22. Sheldon Elementary
23. Stege Elementary (AA) (LCRS)
24. Tara Hills Elementary (AA)
25. Valley View Elementary
26. Verde Elementary (LCRS)
27. Washington Elementary



Secondary Right Sizing

We must ensure that we maintain high-quality programs for secondary students, with staffing levels appropriate to enrollment in our middle & high schools.

Align FTE – Secondary



We must ensure that we maintain high quality programs for secondary students with staffing levels that are appropriate to enrollment in our middle & high schools:

23-24 - 10,513
24-25 - 10,309
25-26 - 9,857
26-27 - 9,612 (Projection)

→ Certified staffing allocated:

23-24 - 424.4
24-25 - 410.1
25-26 - 395
26-27 - 353 *pending more grant funding

We are currently staffed at a level that is not proportional to the number of students we serve. Teaching & counseling staff will be aligned to the need based on enrollment, and programmatic choices will be centered around a combination of graduation & A-G requirements as well as student requests.

Secondary Course Offerings

As we align staffing and enrollment, we have to thoughtfully maximize student enrollment in secondary courses, and analyze which courses frequently are offered far below our contractual class sizes.

Courses that often have lower enrollment:

- AP Courses
- Courses that are the third/fourth in a sequence of any subject
- ROTC
- Capstone CTE courses

We have made progress over the past 3-5 years in creating proportionality in access to programming. As our student population declines, and we align our offerings to the demand, we will continue to focus on equitable access to high quality programming.

Specific reductions:

- 9.6 FTE from the LCAP assigned to CTE programming (3 moved to Title 1)
- Additional FTE for special bell schedules
- Counselors & Teachers staffed in line with the contractual agreement & enrollment

Opportunities:

- Rotate offering of sequential courses
- Allow students to access courses across school sites
- Utilize Title funds for class size reduction
- Maximize use of CTE grants for classroom positions
- Create a clear philosophy around master schedule & course offerings that states the situations in which we offer small classes.

Demographic	WCCUSD Students (10th-12th)	CTE Students	AP Students
ALL	100%	45%	28%
African American	13%	11%	13%
English Learners	22%	23%	7%
LatinX	54%	65%	38%
Student w/Disabilities	13%	10%	4%
Families in Transition	3%	3%	1.4%
Foster	1%	1%	0%
Socio-economically Disadvantaged	65%	77%	52%



Equity Driven Staffing Decisions

Support staffing decisions are grounded in an equity lens, with intentional focus on schools serving higher numbers of **unduplicated students**.

Why This Matters

Staffing is one of the strongest levers we have to ensure students with the greatest needs receive the greatest support.

What This Means in Practice

- Additional staffing and supports are directed to higher-need schools to protect high-quality instruction, maintain safe and well-supervised campuses, and strengthen student engagement and attendance.

Aligned to Reality

Adjustments reflect enrollment trends and fiscal conditions while prioritizing stability and minimizing disruption to students and schools.

Takeaway

Limited resources are used intentionally where they will have the greatest impact on student learning and well-being.



EQUITY DRIVEN STAFFING DECISIONS

Guiding Lens

Academics • Safety • Attendance

As we consider staffing adjustments for the coming year, we are grounding these decisions in an equity lens that prioritizes academics, safety, and attendance, with intentional focus on schools serving higher numbers of unduplicated students. An "unduplicated pupil" is a student counted only once for funding purposes, even if they qualify for multiple support categories like being an English learner (EL), low-income (free/reduced lunch), or a foster youth, primarily used in California's Local Control Funding Formula (LCFF) to ensure fair resource allocation for high-need students. Staffing is one of the most powerful levers we have to ensure students who need the most support receive it.

The proposed restructuring reflects enrollment trends and fiscal realities, while deliberately directing additional staffing and support to schools with higher levels of need. This approach helps protect access to high quality instruction, maintain safe and well supervised campuses, and strengthen systems that support student engagement and regular attendance.

By evaluating staffing through this framework, we move beyond simply reducing or reallocating positions. We are asking whether our staffing patterns align with student needs, promote stability, and advance more equitable outcomes across schools. This ensures that limited resources are used where they will have the greatest impact on student learning and well being.

The following staffing Matrix has been used to propose the following redesigns: [Copy of Site Staffing Matrix for 2025-26 - DRAFT](#)

What	Information	Equity impact	Opportunity
Yard supervisors at elementary schools	Yard supervisor hours will change from 2 hrs per 100 students to 1 hr per 100 students. For example, a school that has 300 students would be allotted 3hrs per day to support yard supervision.	Yard duty supports student safety before school, during recess, lunch, and after school. All elementary sites would continue to have yard supervisors with the adjusted allocation.	This takes WCCUSD to the pre covid allocation numbers for yard duty hours Sites can use their funds to add yard supervisor hours and support Teachers and administrators also support with yard duty to ensure student safety
Graduate Tutors	There are currently 8 current .8 FTE positions in schools across the district. All Grad Tutor positions will be eliminated from the general fund with the potential to move to alternative funding sources.	Sites impacted include; Elementary Sites: Coronado, Ford, King, Murphy (vacant), Peres, Stege (Vacant) Middle School Sites: Dejean High School: DeAnza (vacant) Pre-school: 2 positions Work is often centered on tutoring students in small groups of about 5 students. Currently each position operates differently and at the direction of the principal - impact is difficult to ascertain	Sites/Programs can consider with site/program funds to continue this strategy
School Community Outreach Workers (SCOWs)	SCOWS currently exist at all Title I elementary schools except for 2 schools (Ellerhost & Lupine) and 1 supporting Special Education. All SCOW positions will be eliminated from the general fund with the potential to move to alternative funding sources.	Currently each position operates differently and at the director of the principal - impact is difficult to ascertain Every Title I elementary school has a SCOW except for 2 sites (Ellerhorst & Lupine Hills) and there is one SCOW position in special education.	SCOW positions can be considered with Title I funds for applicable 26-27 elementary sites and the one Spec. Ed SCOW position can be considered with Special Ed specific funding.
Typist Clerk I at elementary schools	Elementary Typist Clerk I positions will be adjusted to contractual minimums. If enrollment is greater than 500 an elementary school would receive .4667 FTE for a Typist Clerk I If enrollment is less than 500 an elementary school would receive .334 FTE for a Typist Clerk I.	All schools would be reduced clerk hours, some keeping 3.5 hours and the rest getting 3 hours	All schools will retain full time secretary All schools will have some level of a clerk hours so that the time can overlap for staff lunch and high needs hours
Typist Clerk II at High school	High schools will be staffed with one Typist Clerk II unless enrollment is over 1500 students. No high schools are currently over the 1500 threshold, therefore two positions would be reduced.	Schools impacted by this Richmond high El Cerrito high	No school is greater than 1500
Maintenance	Eliminate 1 painter (filled) and 1 carpenter (vacant) position to align with future service needs.	Minimal impact via extended work order service times and staffing levels are still sufficient for new program needs.	Shared school responsibility amongst other employees in the department.
Special Education Paraprofessionals	50 special education contracted paraprofessionals	There is a potential to create a negative impact for students with disabilities, reducing their access to FAPE compared to their general education peers if positions are removed from classes or students where the support is needed. However, there are several classrooms in which the number of adults may actually create a detrimental impact on student independence. Intentional focus on those classrooms can reduce the expenditure without a negative impact on students.	Review classrooms with a high number of paraprofessionals compared to the number of students, particularly those classrooms with high numbers of contracted paraprofessionals.

What	Information	Equity impact	Opportunity
Custodians	25 positions eliminated amongst night custodians, floaters and split positions based on enrollment, site usage and detail sheet revisions.	K-8 and MS services will be reduced as additional custodians will not be needed under restructure. Custodial Floater reductions will have minimal impact to districtwide sites and less support for additional deep cleaning needs at night. Detail sheet revisions will allow for reductions at split positions as well as other custodial positions.	Tighten up/Revise custodial detail sheets to ensure work is shared evenly amongst each site's custodians. Eliminate split custodial and unnecessary positions based on detail sheet revisions. Split Custodial sites: Bayview/Montalvin, Chavez/Grant, Dover/Ford, Lincoln/Nystrom Other sites: DAHS, Obama, Greenwood (adjust hours to 11am-7pm allow reduction to (1) custodian), DeJean, Helms, Peres.
Gardeners	(3) positions at HS- De Anza, PVHS and ECHS	No impact as services have remained under Central Grounds Office and no gardener has been assigned to a HS as of yet.	Return to previous gardener configuration with service centrally assigned daily. Currently operating under this model.
Field Maintenance Leadworker	Eliminate 1 of 3 positions. Leadworker position has been sporadically working in the last two years and has not worked in the last 6 months.	Additional services for field striping and maintenance will be impacted moving forward as sites add programs using fields. For Example: DeJean field striping and service for football and soccer. This was performed last year once as a courtesy and has been requested again, but current staffing does not align with extra service without site paying OT hours.	2 positions currently filled and working. Leadworker position is filled, but pending becoming vacant at the end of February.
Elementary Vice Principals	Elementary schools are allocated a 1.0 FTE for schools where enrollment is greater than 600 or Unduplicated Pupil Count (UPP) is above 90%.	These adjustments would potentially reduce an assistant principal at Grant, Downer/Bayview, Chavez, Nystrom*, Michelle Obama, Stege,King*, Lincoln*, Peres*, West County Mandarin, Montalvin, Peres, Verde, and Miravista *positions pending on school based grant funding. Vice principals play a critical role in supporting instructional leadership, school culture and climate, and family and community engagement. The reduction of this position will increase the administrative responsibilities of site principals and require a rebalancing of leadership duties to maintain support for students and staff.	Sites could consider shifting this position to Title I as Instructional Specialist positions or sites could write a grant to continue this position.
Middle School Assistant Principal	Middle schools are allocated a 1.0 FTE for schools where enrollment is greater than 600 or Unduplicated Pupil Count (UPP) is above 90%.	These adjustments would reduce an assistant principal at Hercules,Pinole Middle, Betty Reid Soskin, Korematsu, and Helms Assistant principals play a critical role in supporting instructional leadership, school culture and climate, and family and community engagement. The reduction of this position will increase the administrative responsibilities of site principals and require a rebalancing of leadership duties to maintain support for students and staff.	Shifting the Mandarin program to a single site, along with consolidating the Pinole Middle and Soskin programs, will allow for more efficient use of resources and stronger program coherence. By centralizing staffing and support, this approach helps reduce fragmentation, strengthen instructional quality, and ensure students continue to receive a consistent and well supported learning experience. Sites could consider shifting this position to Title I as Instructional Specialist positions or sites could write a grant to continue this position.

What	Information	Equity impact	Opportunity
High School Assistant Principal	All comprehensive high schools are allocated 2.0 FTE for Assistant Principals (AP). This would eliminate the previously provided 3rd AP Supplemental Support for schools..	These adjustments would reduce a third assistant principal at El Cerrito High School and Richmond High School. Assistant principals play a critical role in supporting instructional leadership, school culture and climate, and family and community engagement. The reduction of this position will increase the administrative responsibilities of site principals and require a rebalancing of leadership duties to maintain support for students and staff.	Sites could consider shifting this position to Title I as Instructional Specialist positions or sites could write a grant to continue this position.
Work Experience / Typist Clerk II for High School	6 current .47 FTE positions at all comprehensive high schools will be eliminated	All comprehensive high schools would be impacted. Work experience Typist clerk II staff support students with the work permit completion process and other college and career preparations activities.	Remaining office staff, site admin, academic counselors, C&C team will support this work moving forward.
Health and Safety Manager	1 FTE reduction	Reduce the department's ability to consistently manage mandated training and employee safety compliance, safety-related duties become fragmented or redistributed.	Redesign workflows, streamline onboarding and training processes, and redistribute duties in ways that improve efficiency.
Coordinator of Human Resource Data	1 FTE reduction	Reduce the department's ability to maintain accurate HR data, troubleshoot system issues, and produce essential reports that support payroll, staffing, and compliance. It may also increase workload for HR staff who lack the technical expertise to manage complex HRIS functions.	Reassess and streamline its data processes, potentially adopting more modern tools or redistributing tasks in a way that increases efficiency. It may allow the department to redefine roles, improve cross-training, and build broader system knowledge across the team.
Information Technology Network Engineer	1 FTE reduction	The network team is currently 3 FTE for 25-26, this reduction would reduce the team to 2 total FTE district wide. The Network Engineer keeps our network working and safe. They are currently involved in a large-scale projects to upgrade our network switches.	This work would be absorbed by the IT team.



UNDUPLICATED PUPIL COUNT PERCENTATES

80% and above schools

School Name	UPP
Cesar E. Chavez Elementary	99.49%
Edward M. Downer Elementary	99.48%
Lincoln Elementary	99.40%
Lovonya DeJean Middle	98.88%
Peres Elementary	98.83%
Bayview Elementary	98.44%
Martin Luther King, Jr. Elementary	97.62%
Greenwood Academy	97.42%
Coronado Elementary	96.46%
Helms Middle	94.70%
Riverside Elementary	94.03%
Richmond High	93.53%
Lake Elementary	92.96%
Stege Elementary	92.89%
Grant Elementary	90.96%
Ford Elementary	90.56%
John F. Kennedy High	90.46%
Dover Elementary	89.76%
Highland Elementary	88.74%
Verde Elementary	88.08%
Tara Hills Elementary	86.23%
Nystrom Elementary	85.00%
Michelle Obama Elementary	82.88%
Shannon Elementary	80.33%



Middle and K-8 Schools

As part of the redesign the district is investing in our comprehensive middle school programs where resources and supports are available.

Strengthening Equity and Supports in Grades 7–8 Through Middle School Consolidation

We must focus on equitable outcomes for our most vulnerable student groups, including African American students, English Learners, Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Families in Transition/Foster Youth. In K-8 settings, middle school student data does not demonstrate consistent improvement or sustained outcomes for these groups, indicating a need for stronger, more centralized middle-grade systems of support.

Middle schools can better support:

- Attendance
- Social/Emotional and Mental Health support
- Consistent Intervention Team processes
- Grade-level ELD placement and monitoring
- Advisory, electives, counseling, and schedule flexibility

When K-8 schools outperform, it’s often because they successfully implement middle-grades “promising practices”(teaming, advisory, strong relationships, appropriate scheduling, specialized supports). Many K-8s do not implement these consistently.

Subgroup	K-8 7th + 8th % At/Above	MS % At/Above
African American	13.00%	9.70%
English Learners	3.00%	0.80% 03
Students w/ Disabilities	7.10%	4.30%
Foster Youth	0%	0%
Families in Transition	0%	8.90%
Source: EduClimber Fall 2025 ELA assessment		

Enrollment Data

<u>School</u>	<u>SY 20–21</u>	<u>SY 24–25 (Mth 2)</u>	<u>Net Change</u>
Mira Vista 6–8	167	115	–52 students
Montalvin 6–8	153	133	–20 students
Peres 6–8	150	166	+16 students (increase)
Stewart 6–8	152	126	–26 students
Verde 6–8	90	112	+22 students (increase)

From SY 2020–21 to SY 2024–25 (Month 2), enrollment trends across the district’s K–8 schools serving grades 6–8 raise important questions about long-term viability. Three K–8 sites—Mira Vista (–52 students), Stewart (–26 students), and Montalvin (–20 students)—experienced notable enrollment declines, indicating sustained challenges in maintaining middle school–grade enrollment within a K–8 structure.

While Peres (+16 students) and Verde (+22 students) saw increases, these gains were not sufficient to offset declines across multiple sites and reflect uneven enrollment patterns rather than systemwide stability.

Overall, the data suggest that middle grades within K–8 schools are increasingly vulnerable to enrollment volatility, underscoring the need to examine whether current configurations can sustainably support robust programming, staffing, and student experience at the 6–8 level over time.

Reporting Year: 2025

This report displays the performance level (color) for each student group on all the state indicators.

Note: The English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in an N/A (or Not Applicable).

Student Group Report for 2025

Pivot Data by Student Groups

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Red	Red	Red	N/A	Red	Red	Red	N/A
English Learners	Red	Red	Red	N/A	Red	Red	Red	N/A
Long-Term English Learners	--	--	--	N/A	--	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Red	N/A	Red	Red	Red	N/A
Students with Disabilities	N/A	Red	Orange	N/A	Orange	Orange	--	N/A
Black or African American	N/A	--	--	N/A	--	--	--	N/A
Asian	N/A	--	--	N/A	--	--	N/A	N/A
Filipino	N/A	--	--	N/A	--	--	N/A	N/A
Hispanic or Latino	N/A	Red	Red	N/A	Red	Red	Red	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	N/A	N/A	N/A
White	N/A	--	--	N/A	--	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A	N/A

N/A: Not Applicable

-- : No Performance Level

Reporting Year: 2025

This report displays the performance level (color) for each student group on all the state indicators.

Note: The English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in an N/A (or Not Applicable).

Student Group Report for 2025

Pivot Data by Student Groups

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	Red	Orange	N/A	Yellow	Yellow	Orange	N/A
English Learners	Green	Orange	Orange	N/A	Yellow	Orange	Yellow	N/A
Long-Term English Learners	--	--	--	N/A	--	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Yellow	N/A	Yellow	Yellow	Orange	N/A
Students with Disabilities	N/A	Red	Orange	N/A	--	--	--	N/A
Black or African American	N/A	Orange	Red	N/A	Yellow	Yellow	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A	N/A	N/A
Asian	N/A	Orange	Blue	N/A	--	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	--	N/A
Hispanic or Latino	N/A	Orange	Orange	N/A	Yellow	Orange	Orange	N/A
White	N/A	--	--	N/A	--	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	N/A	N/A

N/A: Not Applicable

Reporting Year: 2025

This report displays the performance level (color) for each student group on all the state indicators.

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Student Group Report for 2025

Pivot Data by Student Groups

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Orange	Red	Blue	N/A	Yellow	Yellow	Green	N/A
English Learners	Orange	Orange	Blue	N/A	Red	Red	--	N/A
Long-Term English Learners	--	--	--	N/A	--	--	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	N/A	N/A
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Yellow	Orange	Yellow	N/A
Students with Disabilities	N/A	Red	Green	N/A	Orange	Orange	--	N/A
Black or African American	N/A	Orange	Blue	N/A	Red	Orange	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A	N/A
Asian	N/A	Orange	Blue	N/A	--	--	--	N/A
Filipino	N/A	--	--	N/A	--	--	--	N/A
Hispanic or Latino	N/A	Red	Blue	N/A	Yellow	Yellow	Green	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A	N/A
White	N/A	Orange	Green	N/A	Green	Yellow	--	N/A
Two or More Races	N/A	Red	Blue	N/A	--	--	--	N/A

Reporting Year: 2025

This report displays the performance level (color) for each student group on all the state indicators.

Note: The English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in an N/A (or Not Applicable).

Student Group Report for 2025

[Pivot Data by Student Groups](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Red	Red	Orange	N/A	Red	Red	Red	N/A
English Learners	Red	Red	Yellow	N/A	Red	Red	Red	N/A
Long-Term English Learners	Red	Red	Red	N/A	Red	Red	--	N/A
Foster Youth	N/A	--	--	N/A	--	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	--	N/A
Socioeconomically Disadvantaged	N/A	Red	Orange	N/A	Red	Red	Red	N/A
Students with Disabilities	N/A	Orange	Yellow	N/A	Red	Orange	--	N/A
Black or African American	N/A	Orange	Red	N/A	Red	Orange	--	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A	N/A
Asian	N/A	--	--	N/A	--	--	N/A	N/A
Filipino	N/A	--	--	N/A	--	--	N/A	N/A
Hispanic or Latino	N/A	Red	Yellow	N/A	Red	Red	Red	N/A
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A	N/A	N/A
White	N/A	--	--	N/A	--	--	--	N/A
Two or More Races	N/A	--	--	N/A	--	--	--	N/A

Additional Data Considerations

- No measurable improvement in retention outcomes
 - Since the establishment of the four most recent K–8 schools, there has been no demonstrated improvement in student retention from 6th to 7th grade, indicating that the K–8 configuration alone has not achieved the intended outcome.
 - Structure alone has not addressed transition challenges:
 - While K–8 schools were designed to reduce transitions, data suggest that keeping students on a K–8 campus has not meaningfully changed retention patterns, particularly at the critical middle-grade entry point.
 - Opportunity to strengthen middle-grade supports:
 - The lack of improvement in retention presents an opportunity to reconsider how and where we deliver academic, social-emotional, and attendance supports for students entering adolescence.
 - **Given that retention outcomes have remained flat, maintaining the current K–8 structure does not appear to provide an advantage over a consolidated middle school model, particularly when considering equity, staffing stability, and program access.**
-
- Returning 7th- and 8th-grade students to their resident middle schools increases racial, linguistic, and socioeconomic diversity by integrating students from multiple feeder communities, strengthening peer cohorts, and reducing isolation of vulnerable student groups.
 - More diverse middle school environments also allow the district to deliver targeted supports, consistent ELD and special education services, and expanded access to electives, CTE, world languages, and extracurriculars—shifting the focus from maintaining fragile structures to expanding opportunity and equity for all students.

Additional Data Considerations



Elementary Band

All elementary schools have a band or orchestra.

In WCCUSD, **1,727 of 5,843 4th–6th grade students** (30%) are enrolled in opt-in band. Each site receives a 0.2 FTE allocation, or the equivalent of 1 day per week of a band teacher.

Elementary Music Enrollment:

ALL: 30%

AA: 11.3%

White: 13.4%

Hispanic / Latino: 44%

Asian: 12.8%

EL: 35%

SWD: 9.5%

There has been significant efforts to ensure access is proportional among student groups. Participation remains uneven among our schools.

Opportunity: Principals have the opportunity to move elementary music teachers to Prop 28 if the program is thriving at their school. This year, Elementary Prop 28 allocations ranged between 0.2 & 0.5 based on the school's enrollment

Site	Starting Enrollment Fall 2015	Current Enrollment 1/26/26
Bayview	35	35
Chavez	53	53
Collins	20	20
Coronado	17	17
Cover	61	61
Cramer	44	44
Elberton	48	48
Fairmont	90	90
Ford	53	53
Grant	68	63
Harding	111	111
Highland	17	15
Lupine Hills	69	62
Obama	40	37
Panama Ranch	60	77
Kensington	55	55
King	93	93
Lake	28	28
Lincoln	43	43
Madero	72	72
Mira Vista	66	66
Morales	24	24
Murphy	69	69
Nystrom	32	32
Olinda	23	19
Olivia	91	89
Perez	50	50
Riverside	27	27
Shannon	47	47
Sheldon	30	27
Steele	27	27