



EQUITY IMPACT

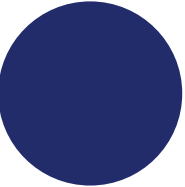
Reimagining WCCUSD

West Contra Costa
Unified School District





Centering Equity in Our Redesign Conversations



Our Presentation will highlight 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.

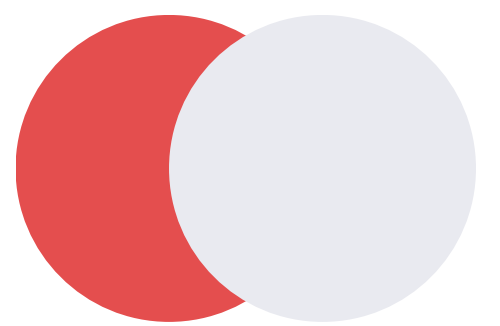
See **Equity Impact Report** for more data and detail on these redesign ideas.





Reductions in the 4,000 & 5,000

To ensure fiscal stability the district must tighten spending in the 4,000, materials and supplies and 5,000 discretionary contracts



MATERIALS AND SUPPLIES REDUCTION

Reduce all Materials/Supplies budget allocation 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%

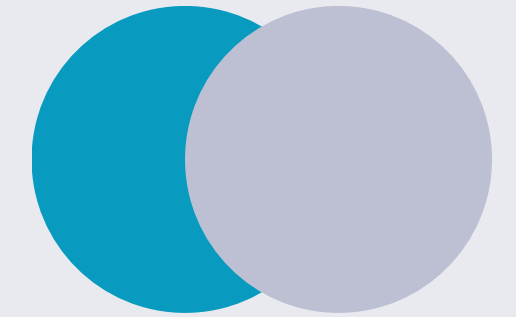
IMPACT & OPPORTUNITY

	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	The change in budget will essentially end 1:1 in elementary: all Chromebooks will stay at the site (no take-home)	...right-size Chromebook inventory in Elementary schools
	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.	This does not mean the end of access. Currently, every elementary student, grades 1-6, has a Chromebook 100% of the time.	...prioritize middle and high school Chromebook inventory so that the students who rely on the devices for curricular access have them
		Chromebooks will be redistributed in classroom sets.	... promote small group instruction in Elementary
	For I.T., this greatly affects the budget for classroom Chromebooks.	In a current survey, almost half of elementary school teachers reported that their students use Chromebooks 1-25% of instructional time.	... 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



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.





ELEMENTARY RIGHT SIZING

Enrollment Trends and the Need for Alignment

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.

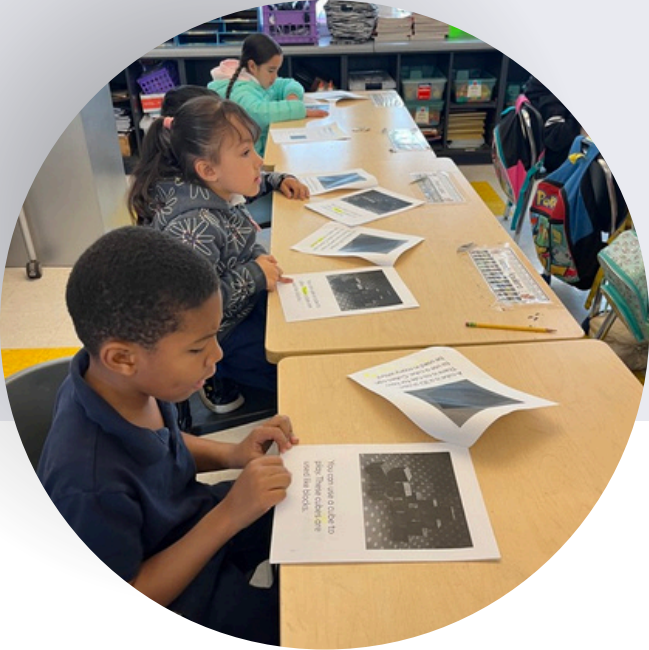
Key Focus Schools: Downer, Grant, and Peres (K-8) are the top schools serving African American (AA), English Language Learner (ELL), and Special Education (SPED) students.

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

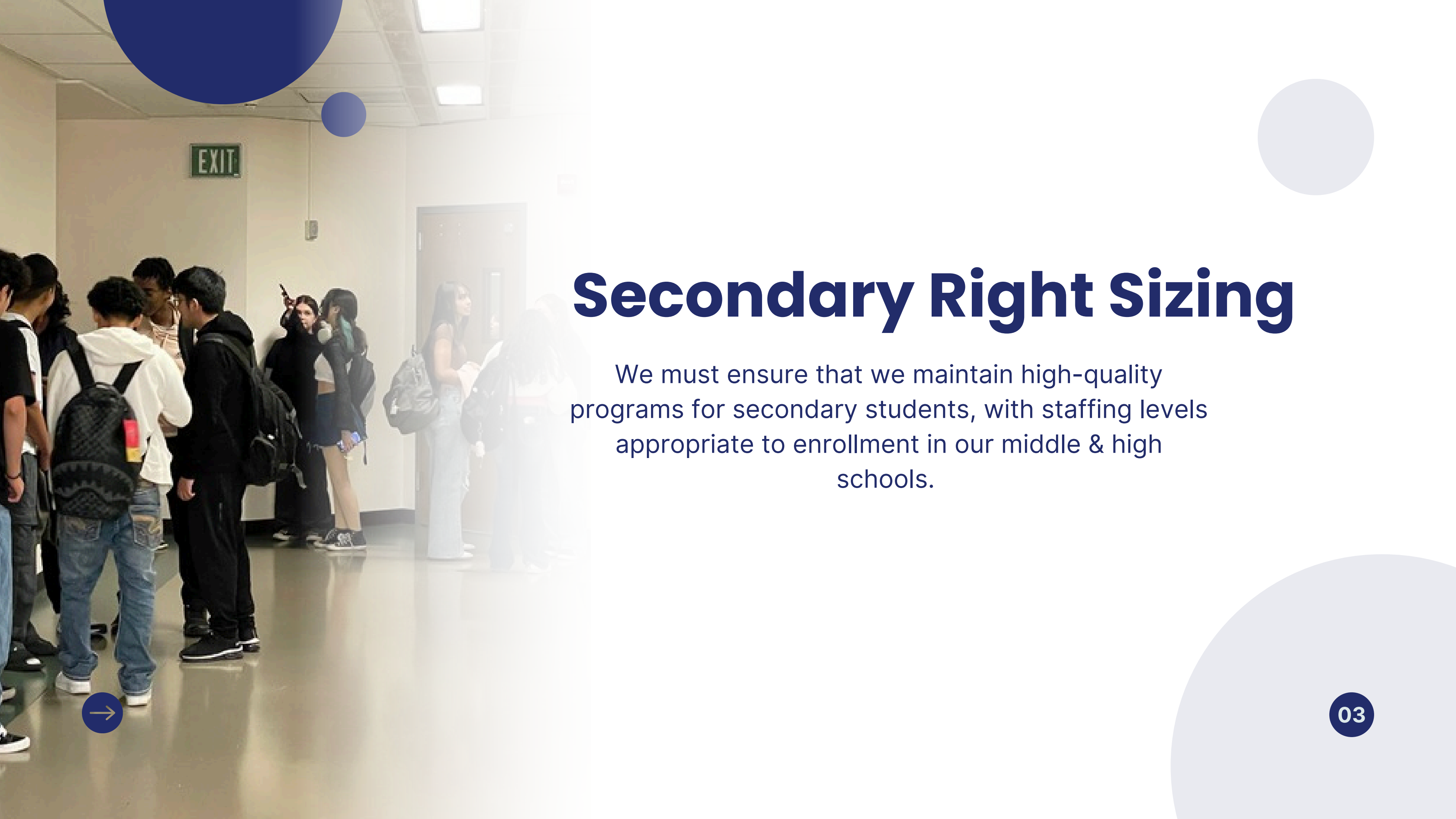
Enrollment changes and staffing "right-sizing" will result in adjustments to classroom configurations and how specialized programs:

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.





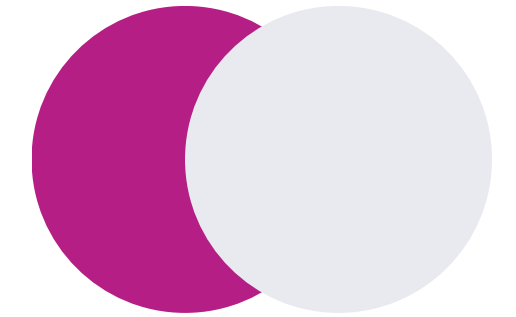
Secondary Right Sizing

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





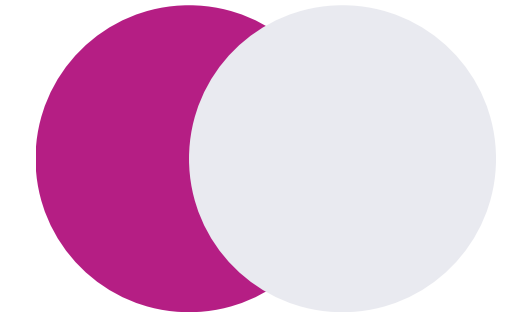
ALIGN FTE – SECONDARY



High Schools	
School Year	Enrollment
2023-24	10,513
2024-25	10,309
2025-26	9,857
2026-27	9612 (Projection)

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 needs as we align programs to student requests.

Certificated Staffing Allocated	
School Year	Staffing
2023-24	424
2024-25	410
2025-26	395
2026-27	353 *pending more grant funding



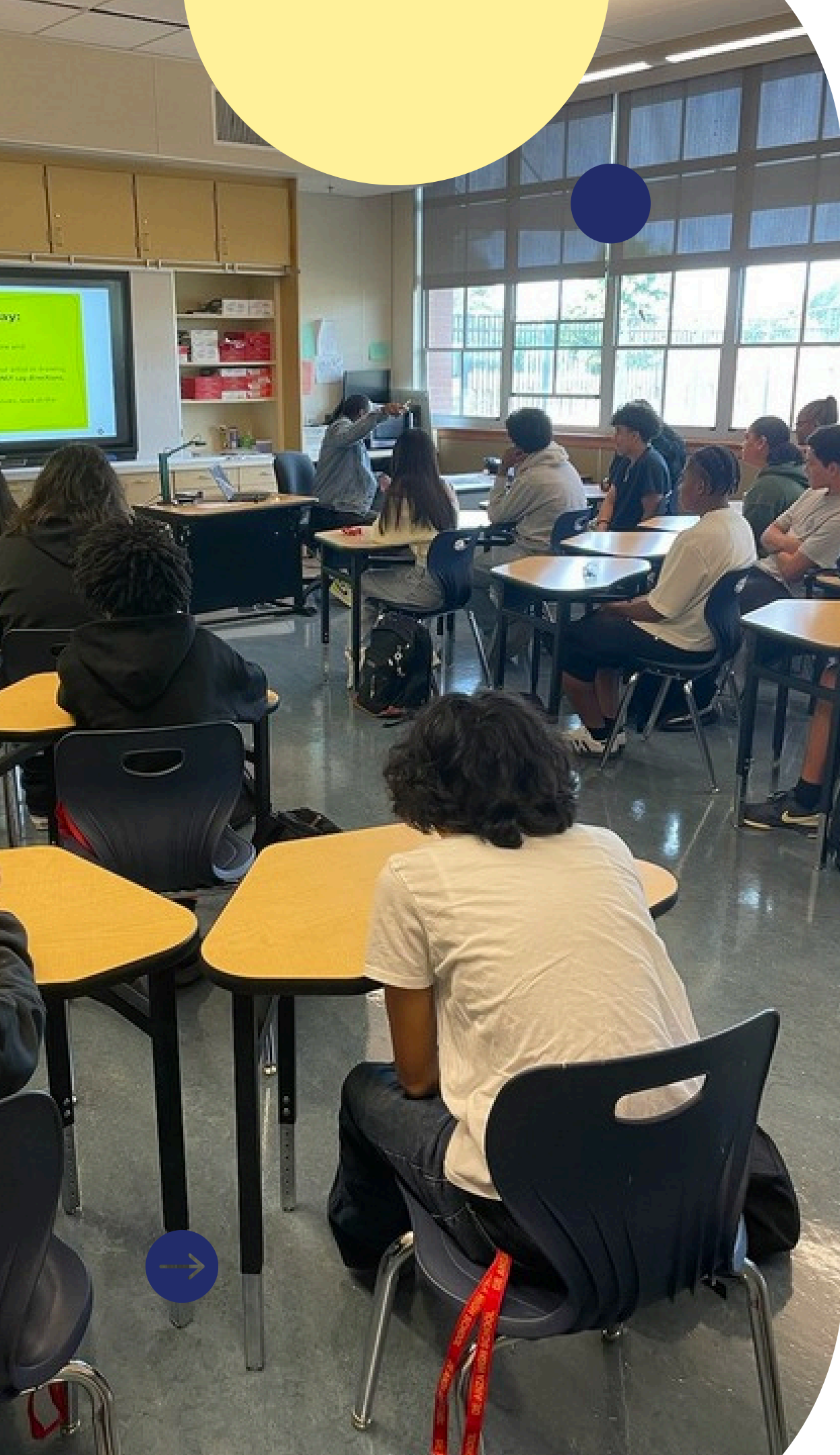
SECONDARY COURSE OFFERINGS

Courses that often have lower enrollment:

- AP Courses
- Courses that are the third in a sequence
- ROTC
- CTE courses

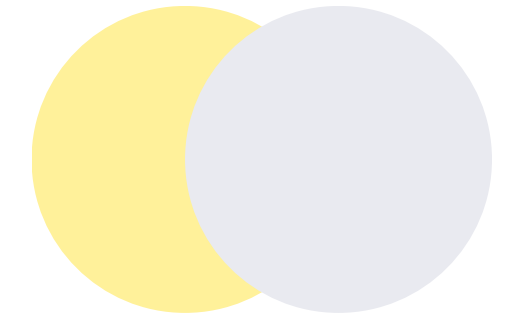
Opportunities:

- 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



EQUITY DRIVEN STAFFING DECISIONS

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





EQUITY DRIVEN STAFFING DECISIONS

Guiding Lens

Academics • Safety • Attendance

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

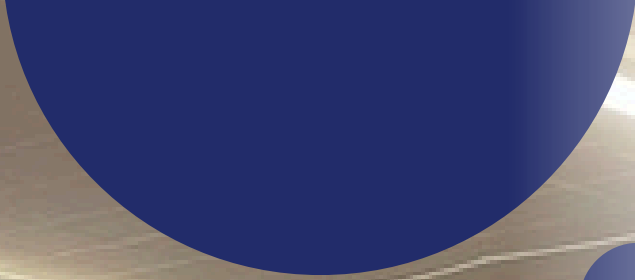
Guiding Lens

Academics • Safety • Attendance

WCCUSD 2026-27 STAFFING MATRIX

LEVEL	Position	FTE ALLOCATION	CONTRACTUAL REQUIREMENT	26-27 Funding Source
	Elementary			
Elementary	Position	FTE		
Elementary	Principal	1.0 FTE		General Fund
Elementary	Vice Principal	If enrollment is 600(+) and UPP is greater than 90% = 1.0 FTE		LCAP
Elementary	Teachers	Transitional Kindergarten: 20:1	Per Ed Code Sect 48000(g)	General Fund
Elementary		K-3rd Graders: 22:1	UTR-Article 12-Section-1	General Fund
Elementary		4th-6th Graders: 30:1	UTR-Article 12-Section-1	General Fund
Elementary	Transitional Kindergarten Aide	1.0 FTE Per TK Class to ensure ratio of 10 student per adult in TK		General Fund
Elementary	Secretary	1.0 FTE		General Fund
Elementary	Typist Clerk I	If enrollment is greater than 500 = .4667 FTE	Teamsters Contract - Side Letter	General Fund
Elementary		If enrollment is less than 500 = 0.3334 FTE	Teamsters Contract - Side Letter	General Fund
Elementary	Roving Library Media Specialist	6 Library Assistants per contract	UTR-Article 12-Section-8	Parcel Tax





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.

7-8 PROGRAM ENROLLMENT

7th-8th grade	25-26	24-25	23-24	22-23	21-22	20-21	Last-1st yr	Average
MIRA VISTA	52	57	52	75	87	116	-64	73
MONTALVIN	78	86	86	76	91	111	-33	88
PERES	97	107	87	88	91	106	-9	96
STEWART	77	85	91	101	88	102	-25	91
VERDE	60	67	55	53	56	61	-1	59

Equity Impact Summary

- Declining 7th-8th grade enrollment in K-8 schools is not evenly distributed
- Lower enrollment directly limits academic rigor, electives, and enrichment
- Students remaining in shrinking K-8 upper grades face reduced opportunities
- Without structural change, the K-8 model exacerbates inequity rather than mitigates it

Rationale for Merging Betty Soskin MS & Pinole MS



- Stabilizes Programs Amid Declining Enrollment
- Expands Access to a Full Range of Electives for both programs
- Improves Educational Equity and Program Quality for both sites
- Supports more stable instructional teams, stronger academic and social-emotional supports, and greater consistency in student programming
- Positions the merger as an expansion of opportunity—ensuring a well-rounded, future-ready education for all students and no reduction in services
- Mandarin K-8 has consistent enrollment demands and a merger allows us to continue to increase enrollment to meet demand across Contra Costa County

Impact on Equity:

- Mandarin prioritizes student with disabilities, english language learners, and socio-economic disadvantaged subgroups

Expands Student Access to Electives:

- Visual & performing arts - Music and band
- World languages
- Technology and media courses
- Larger student body supports consistent course offerings



THANK YOU
QUESTIONS?

