West Contra Costa Unified School District Equity Audit
Key Findings and Recommendations

Part 2: Communication & Stakeholder Relations, Curriculum & Instruction, Professional Learning and Schools & Schedules

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT PROJECT PROPOSAL

Equity

In partnership to strengthen
Truth, Transparency, Trust & Training

ILLUMINATED COLLECTIVE

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

SCOPE OF WORK

This scope of work covers a one year period and includes three phases of work: a system-wide equity analysis, a strategic planning process and ongoing support for implementation.

IlluminatED Collective will

- Collaborate with the superintendent to conduct an equity analysis of the following areas: communication and stakeholder relations; curriculum and instruction (methods and materials); student scheduling (bell and master schedules); professional learning; and human resources. This analysis will include a review of policies, practices and procedures within each area, access and inclusion metrics, resource allocation (staffing, time, budget), and student results (outcome data) overall.
- Deliver a report that includes key findings and recommendations.
- Collaborate with the superintendent on a strategic planning process that results in a mission/vision refresh, graduate profile and goal/priority setting.
- Collaborate with the superintendent to support his implementation plan through June 2022.

Assessment Areas:

Communication & Stakeholder Relations

Curriculum & Instruction

Finance

Human Resources

Professional Learning

Schools & Schedules

Human Resources Analysis:
How is the central office organized and funded to support equity in student achievement for all?

Professional Learning Analysis:
How is professional learning co-created and implemented to support equity in student achievement for all?

Schools and Schedules Analysis:
How are schools and schedules organized and funded to support equity in student achievement for all?

Communication and Stakeholder Analysis:
How is communication and collaboration in support of equity in student achievement for all?

Curriculum and Instruction Analysis:
How are materials and methods allocated and implemented to support equity in student achievement for all?

Finance Analysis:
What opportunities exist to maintain a balanced budget?

Assessment **methods**

Stakeholder Interviews

Artifact Review

Data Analysis

Stakeholder Surveys

Classroom Observations

October 20, 2021:

Overall Themes
Finance Findings & Recommendations
Human Resource Findings & Recommendations

November 4, 2021:

Curriculum & Instruction
Communication & Stakeholder Engagement
Professional Learning
Schools & Schedules
Findings & Recommendations

Universal Systems, Structure and Alignment

Inadequate Attention to Equity, Access and Achievement

Communication

Overall Assessment Themes

Working Above and Below the Green Line

Margaret Wheatly's Six Circle Model

Technical
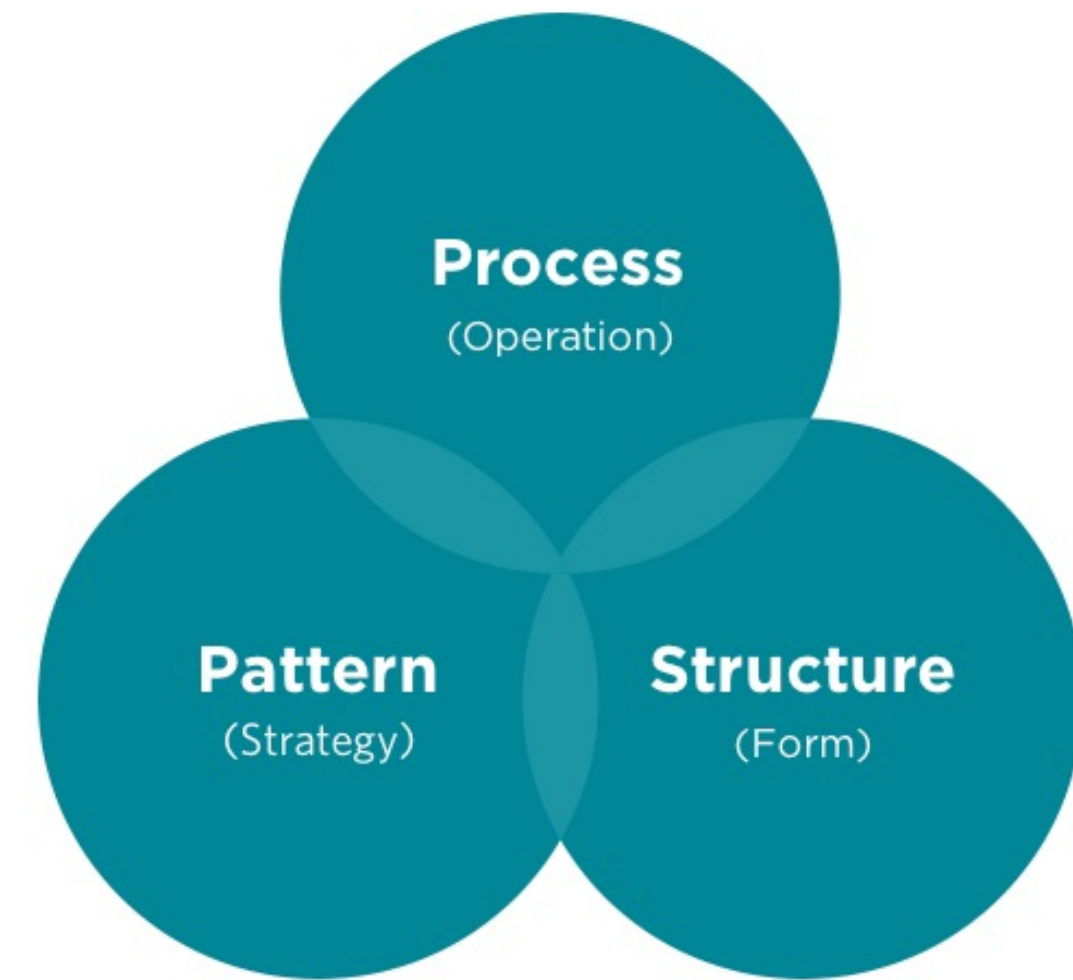
Adaptive/Relational
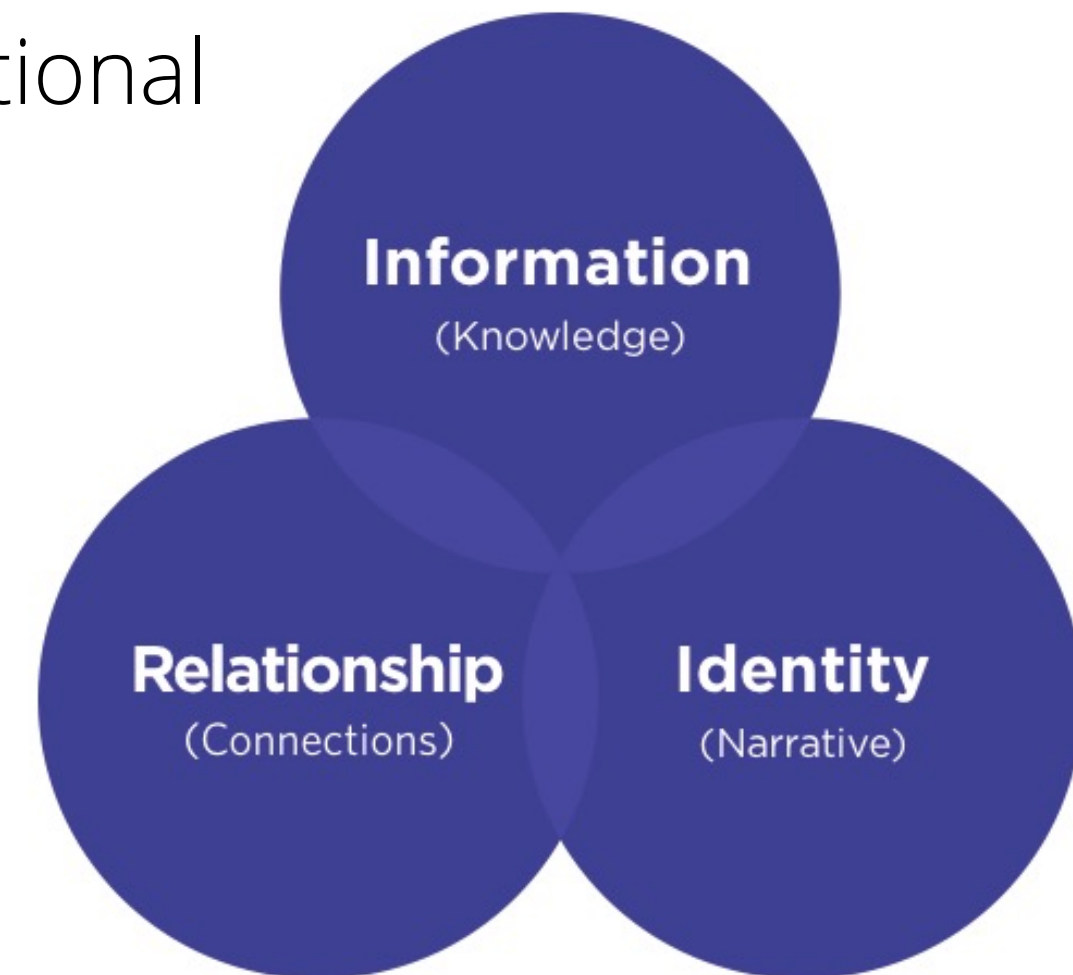
Finding 1: There is a need to address achievement and access gaps between student groups.

- SBAC ELA
- SBAC Math
- Graduation
- UC a-g Graduation
- Chronic Absenteeism
- AP/IB Enrollment
- Access to higher math, chemistry, physics
- Access to CTE and Languages
- ELL and Special Education special section enrollment

SBAC English Language Arts
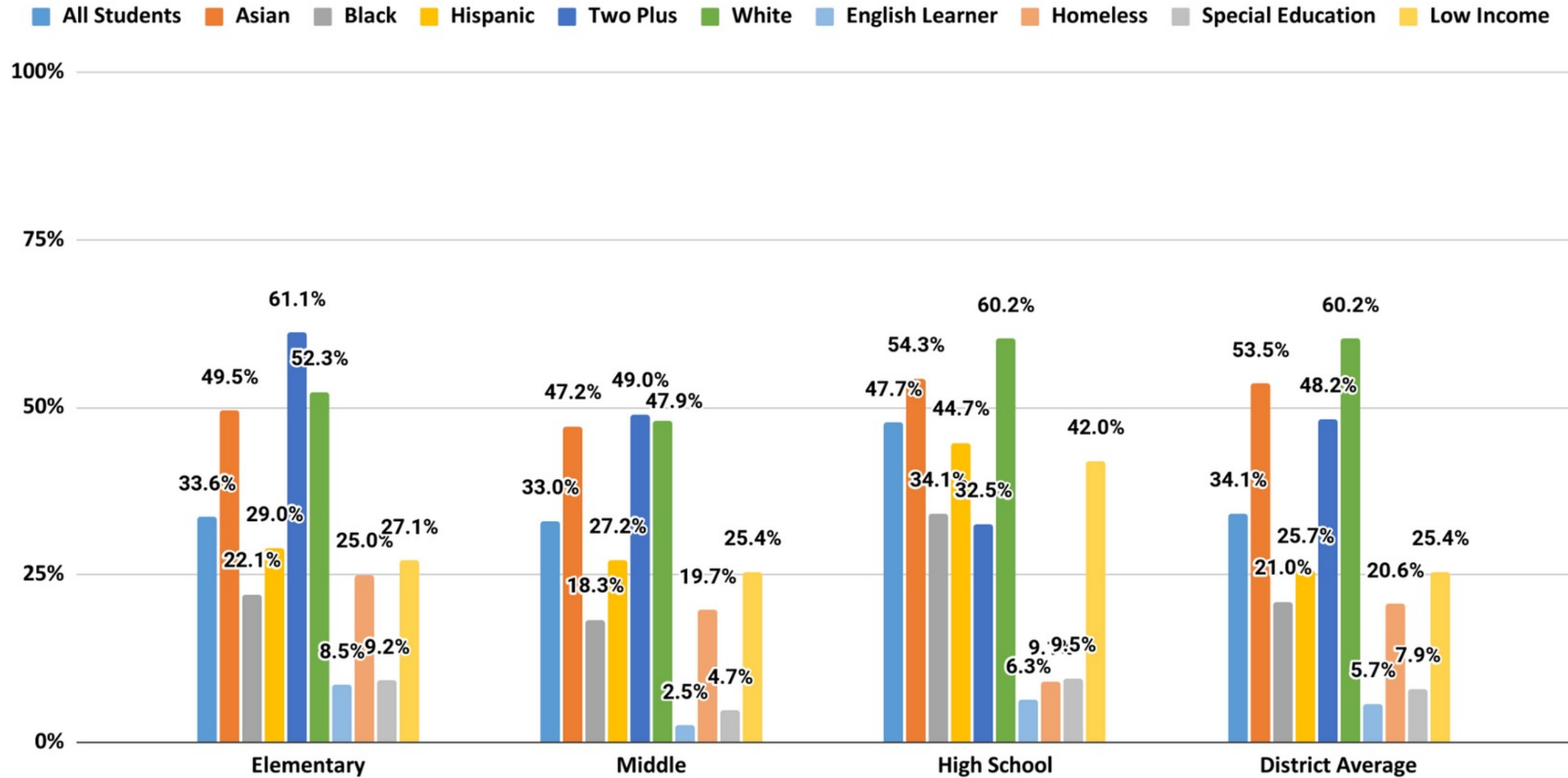
Percent of Students That Met or Exceeded Standards

■ All Students ■ Asian ■ Black ■ Hispanic ■ Two Plus ■ White ■ English Learner ■ Homeless ■ Special Education ■ Low Income

SBAC English Language Arts

Percent of Students That Met or Exceeded Standards

Legend: ■ Elementary ■ Middle ■ High School ■ District Average

Category	Elementary	Middle	High School	District Average
All Students	33.6%	33.0%	47.7%	34.1%
Asian	49.5%	47.2%	54.3%	53.5%
Black	22.1%	18.3%	34.1%	21.0%
Hispanic	29.0%	27.2%	44.7%	25.7%
Two Plus	61.1%	49.0%	32.5%	48.2%
White	52.3%	47.9%	60.2%	60.2%
English Learner	8.5%	2.5%	6.3%	5.7%
Homeless	25.0%	19.7%	9.1%	20.6%
Special Education	9.2%	4.7%	9.5%	7.9%
Low Income	27.1%	25.4%	42.0%	25.4%
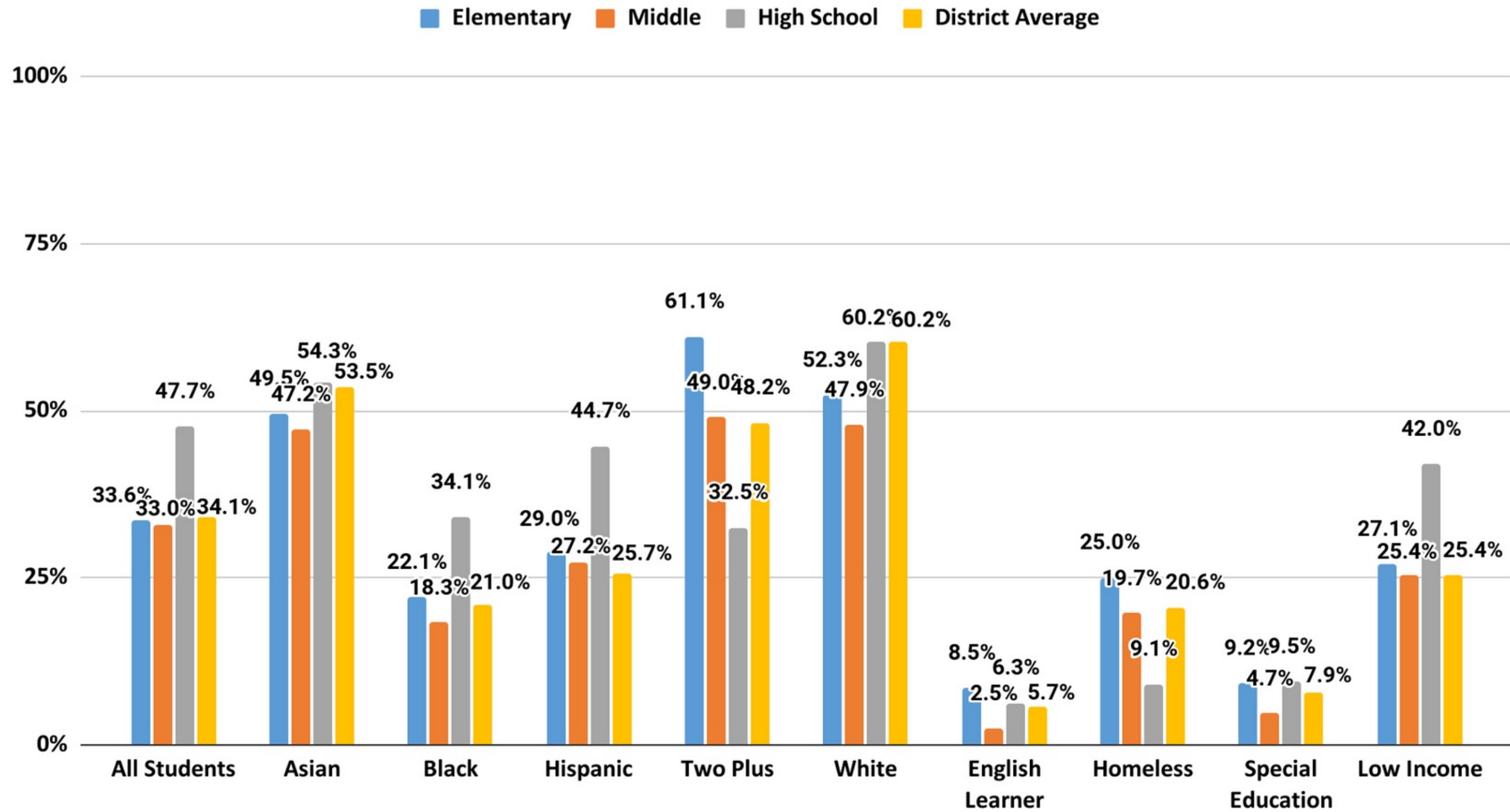
SBAC Math

Percent of Students That Met or Exceeded Standards

Legend: All Students · Asian · Black · Hispanic · Two Plus · White · English Learner · Homeless · Special Education · Low Income

Elementary
- All Students: 26.7%
- Asian: 43.8%
- Black: 14.6%
- Hispanic: 21.5%
- Two Plus: 49.9%
- White: 45.8%
- English Learner: 9.4%
- Homeless: 25.0%
- Special Education: 8.6%
- Low Income: 20.30%

Middle
- All Students: 20.5%
- Asian: 35.2%
- Black: 8.2%
- Hispanic: 14.0%
- Two Plus: 31.5%
- White: 32.7%
- English Learner: 2.4%
- Homeless: 7.5%
- Special Education: 2.8%
- Low Income: 13.70%

High School
- All Students: 22.9%
- Asian: 34.8%
- Black: 13.1%
- Hispanic: 16.9%
- Two Plus: 13.3%
- White: 33.1%
- English Learner: 3.4%
- Homeless: 8.3%
- Special Education: 2.5%
- Low Income: 17.30%

District Average
- All Students: 23.6%
- Asian: 44.8%
- Black: 11.2%
- Hispanic: 15.1%
- Two Plus: 37.0%
- White: 49.7%
- English Learner: 5.3%
- Homeless: 13.0%
- Special Education: 6.1%
- Low Income: 15.30%

School	All Students	Asian	Black	Hispanic	Two Plus	White	English Learner	Homeless	Special Education	Low Income
					5 Year Average SBAC Score ELA					
Bayview Elementary	14.9%	48.0%	9.1%	10.9%	NA	0.0%	3.8%	NA	2.1%	14.6%
Cesar E. Chavez Elementary	18.2%	NA	10.7%	18.2%	NA	NA	4.2%	NA	1.4%	17.9%
Collins Elementary	36.7%	48.2%	18.9%	32.0%	43.7%	49.3%	11.2%	NA	10.2%	31.2%
Coronado Elementary	15.8%	NA	12.4%	17.2%	NA	NA	5.0%	NA	3.4%	16.0%
Crespi Junior High	34.7%	56.3%	22.6%	28.7%	48.2%	46.2%	2.9%	28.6%	3.1%	29.8%
De Anza High	38.8%	50.4%	28.3%	34.7%	28.6%	46.7%	7.0%	NA	8.5%	36.0%
District	34.1%	53.5%	21.0%	25.7%	48.2%	60.2%	5.7%	20.6%	7.9%	25.4%
Dover Elementary	23.1%	39.1%	12.3%	22.4%	NA	NA	6.9%	NA	2.2%	22.8%
Edward M. Downer Elementary	21.0%	22.0%	3.1%	21.7%	NA	23.2%	4.4%	NA	3.5%	20.9%
El Cerrito High	47.0%	59.4%	21.3%	38.8%	NA	71.0%	3.0%	NA	16.2%	34.3%
Ellerhorst Elementary	41.2%	57.6%	26.7%	34.1%	75.0%	44.6%	5.4%	NA	8.9%	27.0%
Fairmont Elementary	44.8%	48.3%	30.0%	32.9%	54.3%	74.7%	9.6%	NA	14.6%	33.3%
Ford Elementary	26.6%	23.1%	20.7%	25.9%	NA	44.2%	9.3%	NA	1.2%	25.9%
Fred T. Korematsu Middle	52.2%	61.2%	23.9%	38.2%	53.1%	77.9%	2.1%	17.7%	10.2%	31.4%
Grant Elementary	15.8%	17.4%	14.8%	14.9%	NA	NA	3.6%	NA	1.8%	15.6%
Hanna Ranch Elementary	59.6%	66.9%	40.8%	47.1%	71.7%	64.3%	24.9%	NA	21.1%	46.6%
Harbour Way Elementary Community Day	0.0%	NA	NA	NA	NA	NA	NA	NA	NA	0.0%
Harding Elementary	55.1%	63.3%	16.0%	37.3%	65.2%	79.8%	4.1%	NA	11.3%	25.2%
Helms Middle	22.0%	32.8%	14.8%	21.6%	NA	16.7%	2.7%	17.4%	2.5%	21.8%
Hercules High	61.7%	75.6%	39.7%	56.1%	NA	67.6%	14.6%	NA	12.6%	47.0%
Hercules Middle	46.3%	59.3%	27.4%	40.0%	52.9%	45.0%	4.8%	NA	6.3%	33.9%
Highland Elementary	39.0%	47.7%	27.4%	41.7%	NA	33.0%	14.4%	NA	21.6%	38.1%
John F. Kennedy High	17.5%	9.9%	16.6%	16.3%	NA	NA	0.2%	9.1%	2.7%	17.7%
Kensington Elementary	85.1%	84.1%	67.9%	70.9%	87.9%	89.4%	46.8%	NA	58.1%	59.5%
Lake Elementary	18.8%	45.7%	15.8%	15.8%	NA	NA	6.6%	NA	0.0%	18.3%
Lincoln Elementary	10.9%	NA	10.7%	10.6%	NA	NA	2.1%	NA	0.0%	10.1%
Lovonya Dejean Middle	11.1%	27.3%	5.4%	11.0%	NA	NA	0.5%	4.4%	1.1%	11.0%
Lupine Hills Elementary	38.3%	45.0%	22.5%	25.6%	NA	46.4%	7.3%	NA	7.7%	29.4%
Madera Elementary	72.4%	80.3%	37.9%	54.5%	76.7%	81.1%	15.8%	NA	30.0%	49.0%
Martin Luther King, Jr. Elementary	9.4%	12.3%	6.6%	11.0%	NA	3.6%	1.4%	NA	4.8%	9.8%
Middle College High	88.5%	90.9%	78.6%	92.0%	NA	NA	NA	NA	NA	92.2%
Mira Vista Elementary	40.6%	52.2%	22.4%	33.9%	51.2%	60.8%	4.9%	NA	7.1%	27.3%
Montalvin Manor Elementary	47.1%	51.5%	42.0%	44.4%	NA	52.3%	20.0%	NA	10.6%	45.8%
Murphy Elementary	38.2%	52.1%	32.3%	31.0%	6.2%	44.4%	7.3%	NA	8.4%	35.2%

Cohort Graduation Average

School	All Students	Asian	Black	Hispanic	Two Plus	White	English Learner	Foster	Homeless	Special Education	Low Income
De Anza High	91.1%	93.7%	90.5%	91.0%	92.9%	89.8%	81.0%		89.9%	62.6%	90.8%
El Cerrito High	86.9%	91.9%	79.8%	85.4%	91.7%	89.5%	74.3%		64.6%	60.9%	83.6%
Hercules High	94.3%	96.0%	94.1%	93.5%		90.3%	88.0%		100.0%	76.8%	91.9%
John F. Kennedy High	66.8%	86.1%	78.7%	60.9%			50.2%		61.0%	54.4%	67.5%
Middle College High	98.0%	100.0%	100.0%	99.2%							98.5%
Pinole Valley High	89.7%	95.8%	91.8%	87.4%		87.3%	77.9%		77.3%	73.8%	88.1%
Richmond High	79.7%	96.7%	73.1%	78.7%			66.1%		66.8%	56.1%	80.2%
District	84.5%	93.5%	84.6%	80.2%	86.4%	87.8%	67.5%	68.7%	73.2%	61.2%	82.5%

UC Graduation Average

School	All Students	Asian	Black	Hispanic	Two Plus	White	English Learner	Foster	Homeless	Special Education	Low Income
De Anza High	55.5%	70.5%	47.2%	51.1%	61.5%	56.2%	39.8%		36.6%	32.5%	53.1%
El Cerrito High	54.0%	68.3%	34.2%	41.2%	54.5%	72.3%	22.8%		36.1%	19.8%	41.9%
Hercules High	62.3%	73.6%	45.8%	55.1%		70.5%	34.4%		50.0%	14.4%	53.0%
John F. Kennedy High	34.2%	48.0%	38.9%	31.0%			20.1%		27.3%	20.5%	34.2%
Middle College High	92.9%	90.9%	89.5%	93.1%							93.3%
Pinole Valley High	42.2%	61.0%	25.6%	36.9%		54.1%	20.4%		24.2%	8.1%	36.4%
Richmond High	37.1%	40.1%	34.4%	36.0%			23.3%		30.4%	12.0%	37.2%
District	48.8%	65.3%	40.1%	41.4%	44.7%	62.0%	25.9%	35.0%	31.7%	18.3%	43.4%

Chronic Absence Average 3 Years 2017-2019

Grade Level	All Students	Asian	Black	Hispanic	Two Plus	White	English Learner	Foster	Homeless	Special Education	Low income
Elementary	17.9%	9.7%	25.4%	16.4%	15.7%	15.8%	14.6%		41.9%	23.3%	20.0%
Middle	15.5%	6.3%	23.5%	15.3%	16.7%	14.2%	16.4%	58.5%	29.2%	26.7%	17.7%
High School	15.2%	8.1%	20.6%	16.2%	20.4%	17.3%	20.3%	40.5%	30.0%	29.1%	16.8%
District Average	16.3%	7.4%	24.5%	17.0%	15.3%	15.7%	16.8%	49.5%	35.5%	26.4%	18.8%

	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
	Percent of Students in AP/IB											
De Anza High School	26.3%	21.7%	31.5%	30.8%	44.0%	16.2%	40.9%	24.3%	33.3%	29.5%	1.9%	13.4%
El Cerrito High School	30.3%	25.6%	35.7%	12.5%	41.0%	15.2%	29.7%	22.4%	9.5%	41.4%	6.5%	6.0%
Hercules High School	42.4%	38.4%	47.0%	#N/A	58.3%	22.6%	52.5%	33.3%	37.5%	45.1%	13.8%	23.7%
John F Kennedy High School	11.0%	5.6%	17.8%	#N/A	9.1%	11.1%	#N/A	11.3%	8.3%	9.1%	0.9%	7.1%
Pinole Valley High School	36.3%	33.9%	38.9%	37.5%	46.6%	30.0%	46.4%	33.3%	57.1%	37.8%	16.1%	25.4%
Richmond High School	9.8%	8.5%	11.3%	11.8%	18.0%	5.6%	17.6%	9.9%	20.0%	#N/A	2.8%	7.3%

Sum of COLLEGE

Row Labels	15-16	16-17	17-18	18-19	19-20	20-21	Grand Total
De Anza High School	0	0	0	0	0	0	0
El Cerrito High School	0	0	0	0	0	0	0
Hercules High School	0	0	0	0	0	0	0
John F. Kennedy High School	0	0	0	0	0		0
Middle College High School	283	257	416	1164	1411	697	4228
Pinole Valley High School	0	0	0	0	0	0	0
Richmond High School	0	0	0	0	0	0	0
Grand Total	**283**	**257**	**416**	**1164**	**1411**	**697**	**4228**

Sum of COLLEGE

Row Labels	15-16	16-17	17-18	18-19	19-20	20-21	Grand Total
American Indian	0	0	2	8	9	4	23
Asian	45	51	67	269	368	184	984
Black or African	57	46	56	129	136	71	495
Filipino	15	11	24	103	143	65	361
Hispanic or Latir	144	122	223	579	674	325	2067
Native Hawaiian	5	3	7	5	4	5	29
Unknown	0	0	0	4	6	5	15
White	17	24	37	67	71	38	254
Grand Total	**283**	**257**	**416**	**1164**	**1411**	**697**	**4228**

Percent of Test Takers Scoring 3 or Better on AP Exam
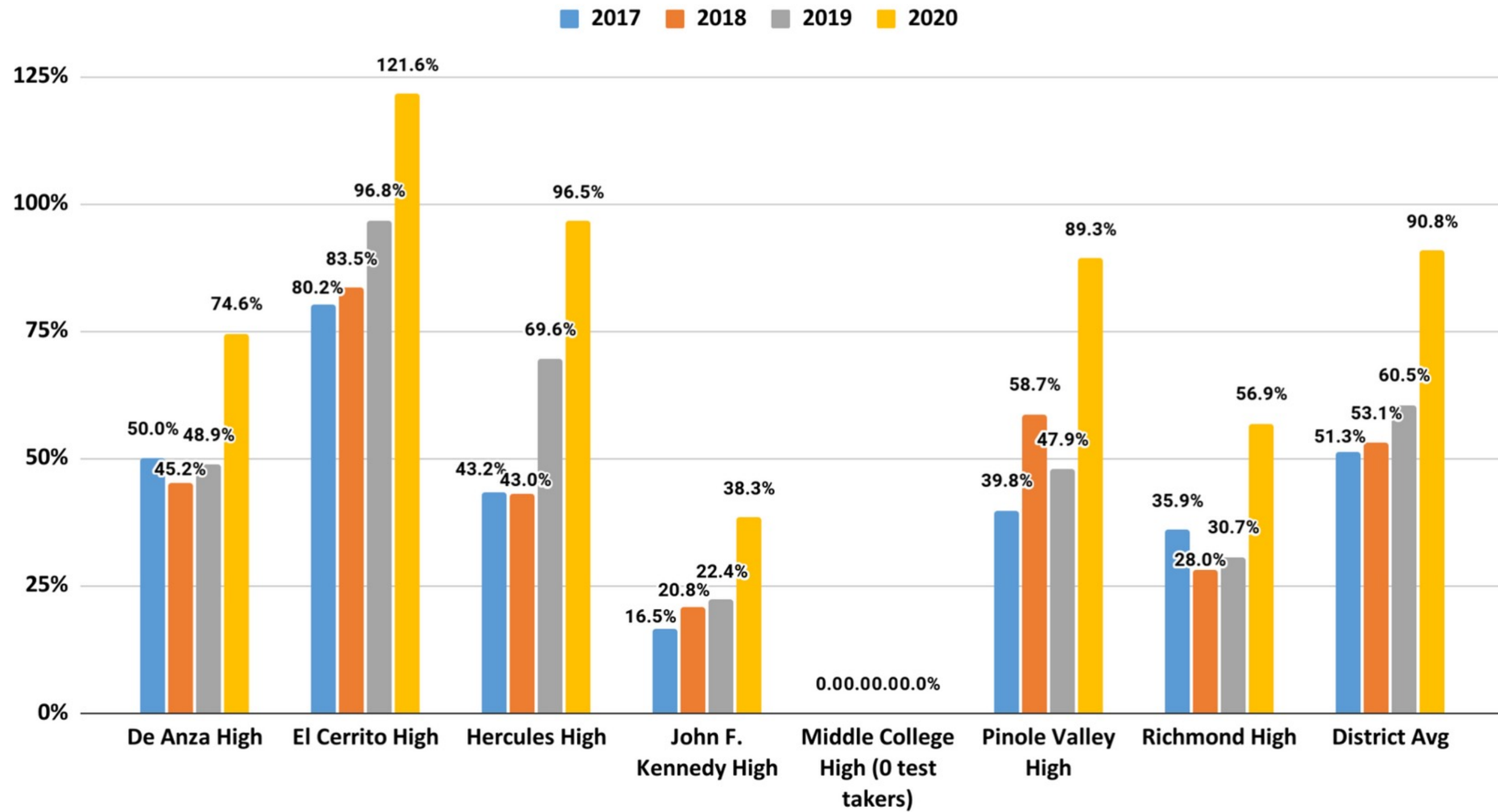
	Percent of Students in Precalculus/Calculus/AP-IB/College/Higher Level Math											
	All Students	**Male**	**Female**	**Native American**	**Asian**	**Black**	**Filipino**	**Latinx**	**Pacific Islander**	**White**	**Special Education**	**English Learner**
De Anza High School	13.2%	13.0%	13.4%	15.4%	22.9%	7.3%	24.2%	10.9%	13.3%	22.7%	0.9%	2.6%
El Cerrito High School	24.4%	22.7%	26.5%	37.5%	36.2%	11.0%	27.0%	13.3%	4.8%	36.2%	1.5%	0.0%
Hercules High School	25.0%	22.2%	28.2%	#N/A	42.3%	14.8%	29.4%	14.7%	37.5%	19.6%	1.3%	3.4%
John F Kennedy High School	4.7%	2.4%	7.5%	#N/A	6.1%	6.7%	#N/A	3.4%	16.7%	18.2%	0.0%	0.0%
Middle College High School	54.1%	59.6%	50.6%	100.0%	64.9%	43.8%	58.6%	50.7%	50.0%	37.5%	0.0%	0.0%
Pinole Valley High School	33.5%	32.4%	34.8%	37.5%	44.8%	28.7%	43.2%	30.4%	57.1%	32.6%	0.0%	2.2%
Richmond High School	8.7%	7.0%	10.5%	23.5%	18.0%	6.7%	17.6%	8.3%	20.0%	#N/A	#N/A	0.6%

	Grade Level of Students in Higher Level Math				
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**	**Total**
Betty Reid Soskin Middle School	0	0	0	0	0
De Anza High School	0	20	55	97	172
El Cerrito High School	2	0	181	191	374
Fred T. Korematsu Middle	0	0	0	0	0
Helms Middle School	0	0	0	0	0
Hercules High School	0	20	61	110	191
Hercules Middle School	0	0	0	0	0
John F Kennedy High School	0	0	12	27	39
Lovonya DeJean Middle School	0	0	0	0	0
Middle College High School	0	16	77	66	159
Pinole MIddle School	0	0	0	0	0
Pinole Valley High School	0	36	215	190	441
Richmond High School	0	0	25	106	131
Sylvester Greenwood Academy	0	0	0	0	0

Percent of 9th Grade in Algebra

	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
De Anza High School	90.9%	93.4%	87.7%	#N/A	97.6%	91.8%	91.7%	89.5%	100.0%	83.3%	58.3%	81.0%
El Cerrito High School	73.9%	70.5%	78.6%	#N/A	63.4%	84.1%	77.8%	79.8%	66.7%	68.9%	71.2%	79.6%
Hercules High School	74.5%	76.3%	71.8%	100.0%	57.5%	81.8%	67.4%	90.7%	50.0%	68.4%	72.2%	68.4%
John F Kennedy High School	94.5%	93.8%	95.7%	100.0%	88.9%	91.7%	100.0%	95.2%	100.0%	100.0%	77.4%	95.9%
Middle College High School	82.1%	75.0%	86.0%	#N/A	73.3%	92.9%	83.3%	88.2%	100.0%	57.1%	50.0%	100.0%
Pinole Valley High School	94.3%	92.4%	96.2%	100.0%	94.9%	94.1%	93.8%	95.1%	#N/A	92.9%	81.1%	92.1%
Richmond High School	81.7%	78.0%	85.5%	100.0%	88.9%	90.9%	66.7%	80.9%	100.0%	77.8%	69.6%	67.0%

Percent of 9th Grade in Geometry

	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
De Anza High School	1.0%	0.6%	1.5%	#N/A	2.4%	#N/A	#N/A	1.3%	#N/A	#N/A	#N/A	#N/A
El Cerrito High School	23.1%	23.2%	22.6%	#N/A	36.6%	10.1%	22.2%	14.0%	22.2%	31.1%	1.9%	7.4%
Hercules High School	22.4%	19.5%	26.9%	#N/A	40.0%	15.2%	32.6%	3.7%	#N/A	31.6%	#N/A	10.5%
John F Kennedy High School	0.9%	#N/A	2.2%	#N/A	11.1%	#N/A	#N/A	0.7%	#N/A	#N/A	#N/A	#N/A
Middle College High School	17.9%	25.0%	14.0%	#N/A	26.7%	7.1%	16.7%	11.8%	#N/A	42.9%	50.0%	#N/A
Pinole Valley High School	3.0%	2.9%	3.2%	#N/A	5.1%	2.0%	3.1%	3.1%	100.0%	#N/A	#N/A	#N/A
Richmond High School	14.0%	15.2%	12.9%	#N/A	11.1%	#N/A	33.3%	14.8%	#N/A	22.2%	#N/A	26.5%

	Percent of Students in Chemistry											
	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
De Anza High School	27.6%	26.6%	28.5%	38.5%	24.0%	27.5%	25.8%	27.9%	20.0%	31.8%	20.8%	26.1%
El Cerrito High School	20.2%	17.4%	23.3%	25.0%	21.0%	15.9%	29.7%	20.2%	14.3%	21.5%	10.6%	17.6%
Hercules High School	9.0%	9.9%	7.9%	#N/A	11.0%	10.3%	9.3%	7.9%	#N/A	2.0%	6.3%	6.8%
John F Kennedy High School	36.0%	37.9%	33.4%	25.0%	36.4%	29.4%	33.3%	38.5%	25.0%	27.3%	23.7%	40.9%
Middle College High School	10.5%	11.4%	10.0%	#N/A	14.3%	3.1%	17.2%	10.4%	#N/A	#N/A	33.3%	13.3%
Pinole Valley High School	31.2%	29.4%	33.1%	37.5%	28.2%	36.8%	37.6%	27.9%	42.9%	33.1%	20.2%	19.3%
Richmond High School	9.4%	11.2%	7.4%	17.6%	8.0%	7.8%	11.8%	9.1%	#N/A	8.3%	7.4%	13.8%
Sylvester Greenwood Academy	37.0%	35.0%	39.0%	#N/A	20.0%	44.4%	50.0%	31.5%	#N/A	100.0%	47.8%	23.8%

	Percent of Students in Physics											
	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
De Anza High School	25.2%	26.0%	24.3%	15.4%	18.3%	27.5%	21.2%	27.9%	26.7%	17.0%	15.1%	22.8%
El Cerrito High School	53.4%	54.3%	52.5%	50.0%	54.2%	51.5%	54.1%	50.7%	66.7%	55.9%	44.7%	48.4%
Hercules High School	24.8%	27.8%	21.7%	100.0%	23.9%	20.6%	22.5%	28.8%	12.5%	37.3%	16.3%	25.4%
John F Kennedy High School	10.8%	9.3%	12.7%	#N/A	18.2%	12.8%	#N/A	10.4%	#N/A	#N/A	4.4%	6.1%
Middle College High School	6.5%	9.6%	4.4%	#N/A	7.8%	3.1%	3.4%	7.5%	#N/A	6.3%	#N/A	6.7%
Pinole Valley High School	36.0%	36.0%	35.9%	37.5%	38.0%	32.7%	32.8%	37.6%	57.1%	33.7%	30.4%	46.5%
Richmond High School	28.3%	27.1%	29.4%	29.4%	30.0%	26.7%	17.6%	28.4%	40.0%	37.5%	31.8%	26.7%

	Grade Level of Students in Chemistry				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
Betty Reid Soskin Middle School	0	0	0	0	0
De Anza High School	0	302	33	25	360
El Cerrito High School	0	0	226	83	309
Fred T. Korematsu Middle	0	0	0	0	0
Helms Middle School	0	0	0	0	0
Hercules High School	0	0	49	20	69
Hercules Middle School	0	0	0	0	0
John F Kennedy High School	1	202	57	40	300
Lovonya DeJean Middle School	0	0	0	0	0
Middle College High School	0	0	26	5	31
Pinole MIddle School	0	0	0	0	0
Pinole Valley High School	0	305	69	36	410
Richmond High School	0	7	97	38	142
Sylvester Greenwood Academy	0	0	15	29	44

	Grade Level of Students in Physics				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
Betty Reid Soskin Middle School	0	0	0	0	0
De Anza High School	168	2	99	60	329
El Cerrito High School	373	316	8	120	817
Fred T. Korematsu Middle	0	0	0	0	0
Helms Middle School	0	0	0	0	0
Hercules High School	190	0	0	0	190
Hercules Middle School	0	0	0	0	0
John F Kennedy High School	0	0	76	14	90
Lovonya DeJean Middle School	0	0	0	0	0
Middle College High School	0	2	16	1	19
Pinole MIddle School	0	0	0	0	0
Pinole Valley High School	317	19	95	43	474
Richmond High School	319	4	52	53	428
Sylvester Greenwood Academy	0	0	0	0	0

	Percent of Students Enrolled in at Least One CTE Course											
	All Students	Male	Female	Native American	Asian	Black	Filipino	Latinx	Pacific Islander	White	Special Education	English Learner
De Anza High School	55.1%	50.7%	60.0%	61.5%	57.7%	53.5%	63.6%	53.3%	80.0%	55.7%	55.2%	44.3%
El Cerrito High School	15.7%	17.7%	13.3%	12.5%	19.2%	16.3%	27.0%	15.1%	4.8%	13.6%	17.1%	15.4%
Hercules High School	31.6%	35.0%	27.9%	50.0%	34.4%	32.3%	30.9%	29.9%	25.0%	27.5%	22.5%	27.1%
John F Kennedy High School	47.5%	53.0%	40.4%	25.0%	72.7%	53.3%	66.7%	44.1%	25.0%	81.8%	43.9%	42.7%
Pinole Valley High School	39.8%	39.2%	40.5%	25.0%	50.3%	35.4%	47.2%	37.1%	42.9%	40.7%	28.0%	24.6%
Richmond High School	69.8%	69.2%	70.4%	76.5%	78.0%	71.1%	70.6%	69.7%	60.0%	54.2%	66.5%	60.8%
Sylvester Greenwood Academy	47.9%	48.3%	47.5%	#N/A	60.0%	50.0%	#N/A	49.3%	#N/A	#N/A	47.8%	42.9%

Row Labels	2016-16	2017-17	2018-18	2019-19	Grand Total
De Anza High School	348	414	319	348	1429
El Cerrito High School	7				7
Hercules High School		0			0
Pinole Summer School		5			5
Richmond High School	368	395	333	213	1309
Richmond High Summer School		19			19
Grand Total	**723**	**833**	**652**	**561**	**2769**

Row Labels	2016-16	2017-17	2018-18	2019-19	Grand Total
American Indian or Alaska Nativ	3	5	5	11	24
Asian	64	93	65	45	267
Black or African American	77	133	90	86	386
Filipino	43	44	36	28	151
Hispanic or Latino	473	504	417	359	1753
Native Hawaiian or Pacific Islanc	12	4	7	6	29
Unknown	8	1			9
White	43	49	32	26	150
Grand Total	**723**	**833**	**652**	**561**	**2769**

Finding 2: The need to clearly define the "West Contra Costa Unified Way."
"Culture eats strategy for breakfast. You need to live your culture and set the example. It needs to be part of everything you do, and it should act as a set of rules to help guide and empower your people with decision making. (Peter Drucker)"

Recommendations:
- Clearly articulate what it means to be a part of the West Contra Costa Unified Team. (i.e., what do we value most? How will we act?)
- Provide a meaningful onboarding process for new staff, students and family members.
- Provide training to help staff shift to a customer service mindset.
- Collaborate with sites and union leaders to establish a set of systemwide instructional expectations. (Including no-opt outs on learning—heads down, on phones, etc.)
- Eliminate silos within the system. (This is a product of culture.)
- Audit adoptions to assess alignment to instructional expectations.

Finding 2: The need to clearly define the "West Contra Costa Unified Way."

Recommendations (cont.):
- Communicate honestly and proactively with union leaders.
- Capitalize the existing strengths within your communities and committees to build capacity and a sense of empowerment.
- Recognize that the history of schooling in WCCUSD is a living context that causes people to perceive the district's effectiveness through the lens of race and class.
- Focus on both the technical and relational aspects of the work at all times (i.e., above and below the green line.)
- Develop a strategic planning process that is derived from district assessment and current needs.
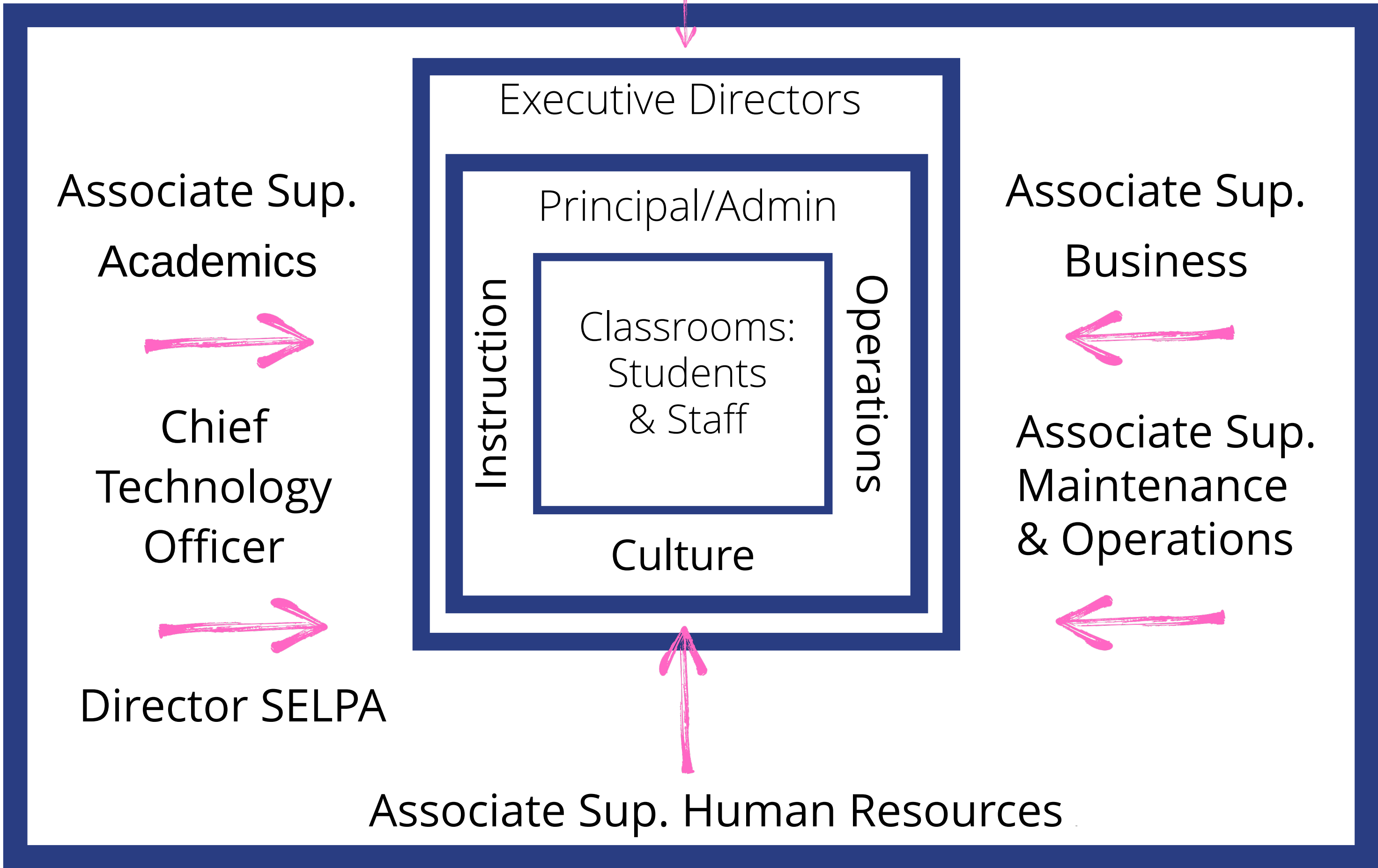
Finding 3: The need to develop, strengthen and support relationships across the system rooted in the context of student learning impacts.

Recommendations:
- Develop a relational leadership framework that will guide the management team in its work and reinforce this framework through ongoing professional learning.
- Provide management training on how to have courageous and difficult conversations; monitor and reflect upon progress.
- Require FRISK training for all managers.
- Publish an updated organizational chart with a clearly delineated chain of command, roles and contact information.
- Require that emails, calls and other communications are responded to within 24 hours. If a principal reaches out it is the top priority.
- Make hiring and promotion processes transparent.
- Provide ongoing opportunities for leadership development and/or promotional opportunities from within.
- Monitor progress through customer service feedback surveys. Inspect what you expect.

Finding 4: The need to transform policies into actionable procedures.

Recommendations:
- Clearly establish priority goals for each academic year.
- Create a BOE Governance Handbook.
- Establish opportunities for integrated staff to translate policies into procedures (implementation steps and language); Begin with procedures that most closely support the implementation of the strategic plan. Align procedures to the district mission, vision and core values.
- Ensure new procedures are vetted with appropriate site/district management and union leadership prior to board adoption.
- Ensure Executive Directors develop professional learning opportunities to assist principals in the implementation of these new policies/procedures.
- Designate one employee to manage the ongoing revisions, approvals and communication processes.

Board of Education Policies

Translate Ed Code policies into actionable/clear procedures aligned to mission/vision

Create board governance procedures

Create ongoing process for proactive updating of policies, processes and procedures

Graduation

Governance Handbook
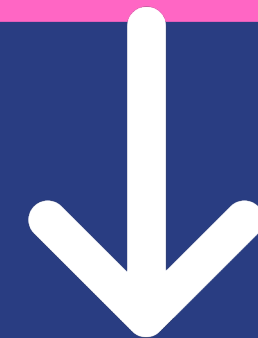
Policy & Procedure Timeline and Process

Carlsbad
Unified School District
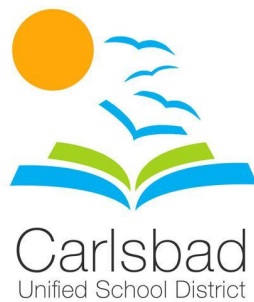
Governance Team Handbook

Adopted
February 17, 2021

1

Continuous improvement at CUSD

1. LCAP becomes part of the conversation during Superintendent evaluation — **July**
2. Superintendent presents annual progress, including State testing results — **September (2 mtg)**
3. Board subcommittee updates LCAP goals and metrics — **October**
4. Board approves updated LCAP goals and LCAP process — **November**
5. Staff presents mid-year LCAP progress — **January**
6. In Friday report before workshop/board mtg, Cabinet provides LCAP survey results — **February**
7. Board reviews/revises LCAP — **March**
8. Staff identifies costs associated with new LCAP goals — **March/April**
9. LCAP released to public and public input received — **May**
10. Staff develops Budget to reflect resources needed to achieve LCAP — **May**
11. School site councils use LCAP to develop their Site Plans — **June**
12. LCAP public hearing: Board approves plan for final adoption — **June (1 mtg)**
13. Board adopts LCAP and Budget — **June (2 mtg)**
14. Principals/Cabinet summarize success in implementing LCAP goals and actions — **June (2 mtg)**

Legend:
- **Board activities**
- **Superintendent/Staff activities**
- **Principal/Site activities**
- **Stakeholder engagement**

Finding 5: The need to develop and monitor accurate and timely data sets that are aligned with desired student learning outcomes.

Recommendations:
- Clearly define what academic outcomes must be measured and when they should be measured.
- Create slides and reporting images that clearly establish what is being measured by student group.
- Pre-build academic outcome reports into the data system.
- Align BOE reports to data reporting timelines. Each BOE meeting should lift instructional, operational and student metrics on the timeline.
- Align tools (e.g. STAR and universal screeners) to purposeful and supportive data use.
- Provide student group data to all stakeholder groups following BOE presentations to focus on a continuous cycle of improvement.
- Create walk through checklists to ensure that operational equity is part of the data reporting.
- Align Executive Director site visit schedules and running records to the outcomes on the BOE reporting timelines.

Universal Screeners and Assessments

STAR   STAR   STAR   STAR

Diagnostic   Diagnostic   Diagnostic

Timed   Timed   Timed   Timed
Writing   Writing   Writing   Writing

Ongoing Formative Assessment

Balanced Literacy

Read Aloud	Word Study
Guided Reading	Guided Writing
💗 Shared Reading	Shared Writing 💗
Independent Reading	Independent Writing

Student Example:
Student is reading at a 5th grade level in 9th grade

- He or she remains in tier I core content class with subject-credentialed teacher and adequate supports

- Shared reading and writing in classroom (teacher decodes while student comprehends)

- Homework (if any) given at 5-6th level text to accurately measure comprehension not decoding

- Prevention is key but intervention must be engaging and appropriate

Any questions?

Finding 6: The need to create systems that move from planning to execution.

Recommendations:
- Build systems that move key elements of the strategic plan from ideas to actions.
- Align the strategic plan to LCAP, SPSAs and professional learning processes.
- Build a public culture of accountability through Board meetings and calendar development.
- Ensure the work of Secondary and Elementary Executive Directors aligns with the cluster efforts of principals.
- Consider the identification of cluster leads and quarterly cluster meetings.
- Plan vertically (cluster) and horizontally (level). Use the strategic planning process to begin efforts.

Roadmap 2.0: Core Beliefs

1. Engage, empower, and challenge our students while letting them know they can and will succeed.

THEN..

We will see **ACHIEVING STUDENTS** growing throughout the district.

IF WE...

2. Ensure competitive compensation and supportive conditions for staff

THEN..

We will recruit, support, and retain **THRIVING EMPLOYEES** in WCCUSD.

3. Ensure safety and positive school cultures built on trust, inclusion and a set of clear common expectations.

THEN..

We will develop **CARING SCHOOLS** for all students.

Learning Every Day: What we are tracking in 2019-20

Achieving Students

- 80% of Third Grader Reading at grade level
- 80% of English Language Learners reclassify within 5 years
- 80% of African American 6th graders proficient in math
- 80% of graduates are college & career/industry ready

2019-2020

→ LOCAL INDICATOR:
   - Implementation of new ELA adopted materials

→ LOCAL INDICATOR:
   - STAR Reading and IAB Benchmark Data with a focus on ELs and African American students

→ LOCAL INDICATOR:
   - % of students receiving a D grade or lower in secondary classes with a focus on ELs and African American students

→ STATE DASHBOARD:
   - SBAC scores with a focus on annual school growth and EL and African American student achievement

Learning Every Day: What we are tracking in 2019-20

Caring Schools

- 80% of families and students report feeling safe, welcome and included

2019-2020

➜ LOCAL INDICATOR:
  - Monthly Student Attendance
  - Chronic Absenteeism
  - School Enrollment (annual)

➜ LOCAL INDICATOR:
  - Tiered Fidelity Inventory (PBIS)
  - School Climate survey (2x if possible)

➜ LOCAL INDICATOR:
  - Office Discipline Referrals (some schools)

➜ STATE DASHBOARD INDICATOR:
  - Monthly Suspensions (Focus on African American disproportionality)

2019-20 LCAP Goals and Top Investments

Achieving Students $26,744,467 48% of LCAP Investments	**Thriving Employees** $16,872,582 30% of LCAP Investments	**Caring Schools** $13,077,663 22% of LCAP Investments
Highlights: **College & Career** $5,285,227 College & Career offers targeted supports to high-needs students to prepare for the next step after high school. **Special Education** $5,285,227 Special Education funding from Supplemental and Concentration grants is used to provide low income students with additional teaching staff and learning centers. 77% of Students with Disabilities are Low Income.	**Highlights:** **Teacher Salary Increases** $13,209,440 Attract the most qualified and effective teachers - especially in the Kennedy family of schools where students are most impacted by poverty and violence, and face the highest levels of teacher turnover. **New Teacher Support** 900,000 Support new teachers to succeed with trauma-informed practices, mentoring, and the tools they need to support positive school climates.	**Highlights:** **Direct Funding to Schools** $6,578,963 Schools & parents determine which supports are best for their students. Funding is allocated based on the number of students at each school who are low income, English Learners, or foster youth students. **School Community Outreach Workers (SCOWS)** $2,562,107 Support family engagement at high-needs schools.

2019-2020 Local Control Accountability Plan
West Contra Costa Unified School District
Submitted to Contra Costa County Office of Education June 27, 2019

| Achieving Students | Thriving Employees | Caring Schools |

Evaluating Investments

2019-20 LCAP Goals & Programs

Program	WCCUSD Department	Budget
Goal 1: Achieving Students		**$26,744,467**
1.1 Proven Leaders: Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program.		
Vice Principals and Assistant Principals at High Needs Schools	Educational Services	$2,405,767
1.2 Effective Teachers: Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.		
CCSS and ELL Standards Implementation (2310)		$0
Professional Development (PD) for teachers and staff to support foster and homeless youth (4271)	Community Engagement	$160,320
1.3 Impactful Student Programs: Provide opportunities in and beyond the core classroom that inspire and motivate students to reach their full potential.		
Special Education (4260, 6250)	Special Education	$5,565,938
Expand College and Career, Career Pathways and Academies	College & Career	$5,285,227
English Learner Master Plan (4170) and English Language Learner (ELL) Assessment & Reclassification (1270)	Multilingual & Multicultural Services	$3,183,723
Secondary Class Size Reduction (1251)	Human Resources	$3,252,948
Full-Day Kindergarten (1250)	Human Resources	$3,445,117
Visual and Performing Arts (VAPA) (4230)	Educational Services	$1,129,344
Practices for African American Student Support and Success	Educational Services	$777,009.00
Summer Out of School Time (1290)	Educational Services	$500,000
Fabrication (FAB) Lab (1160)	Educational Services	$281,604
Dual immersion (1102)	Educational Services	$300,120
Read 180/System 44 School Licenses (1261)	Educational Services	$57,350
Grad Tutor Program (1280)	Human Resources	$400,000
Goal 2: Thriving Employees		**$16,872,582**
2.1 Competitive Compensation: Offer competitive compensation to attract and retain quality educators.		
Teacher Salary Increases (2312)	Human Resources	$13,209,440
Teacher Recruitment and Retention, New teacher support	Human Resources	$900,000
2.2 Supportive Conditions: Develop school environments where all basic needs are met.		
Typist Clerk Support for Attendance and Community	Human Resources	$867,169
Technology Coaches to Support Teachers (4150)	Educational Services	$450,000
Evaluations and Program Support (5260)	Business Services	$336,694
Assessment Tools (Renaissance Learning) (1150)	Educational Services	$243,620
2.3 Increased Capacity: Support staff in their growth and development through quality professional learning		
Professional Development and Teacher Support (TSAP) (6110)	Educational Services	$865,659
Goal Three: Caring Schools		**$12,290,217**
3.1 Safe & Welcoming Schools: Provide school environments where students, families, and staff feel safe		
School Community Outreach Workers (SCOWs) (3110)	Community	$2,562,107
Parent University and Volunteer Support (3120)	Community	$270,000
3.2 Positive School Climates: Strengthen school culture through a tiered system of positive and restorative		
Direct Funding to Schools (9670)	Educational Services	$6,578,963
3.3 Socio-Emotional Services: Support the whole child through effective social and emotional supports as		
School Climate and Social Work Services (4220, 4272)	Community	$1,764,796
Full Service Community Schools (4240)	Community	$1,114,351

How is the graduate profile achieved/measured?

WCCUSD Students Are.... | **Which Means They....**

WCCUSD Students Are....	Which Means They....
Content Masters	● Consistently produce high-quality academic and professional products and performances that model reflection and revision, persistence and accountability.
Effective Collaborators	● Works in teams to share ideas and responsibilities, solve problems, and achieve shared goals.
Skilled Communicators	● Listens, comprehends, critiques, and communicates effectively by adapting to audience, task, purpose, and discipline. ● Refines and applies core content knowledge through speaking and writing
Self-Directed Learners	● Independently seeks and uses resources, including teachers, peers, print and digital references to engage in new learning toward academic, professional, and personal goals.
Responsible World Citizens	● Exercises the rights and obligations of citizenship, engages in the local and global community through application of content knowledge

Vision To lead and thrive in the 21st Century, we need to equip WCCUSD students to be:

Content Master:
Consistently produces high-quality academic and professional products and performances that model reflection and revision, persistence and accountability.

Self-Directed Learner:
Independently seeks and uses resources, including teachers, peers, print and digital references to engage in new learning toward academic, professional, and personal goals.

Effective Collaborator:
Works in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

Responsible World Citizen:
Exercises the rights and obligations of citizenship, engages in the local and global community through application of content knowledge and cultural awareness. Seeks to understand other perspectives.

Skilled Communicator:
Listens, comprehends, critiques, & communicates effectively by adapting to audience, task, purpose, & discipline. Refines & applies core content knowledge through speaking and writing.

Innovative Thinker:
Thinks critically & creatively by making claims, assessing evidence & solutions & draws on multiple perspectives when approaching complex issues and adapting to challenges.

WCCUSD Graduate

Strategic Plan

Strategic Planning Process

Mission/Vision

Stakeholders

Plan for Execution

Data

LCAP

SPSA

Professional Learning

Classroom Visits
Direct Teaching
Peer Learning

From Planning to Execution

Measurable Outcomes
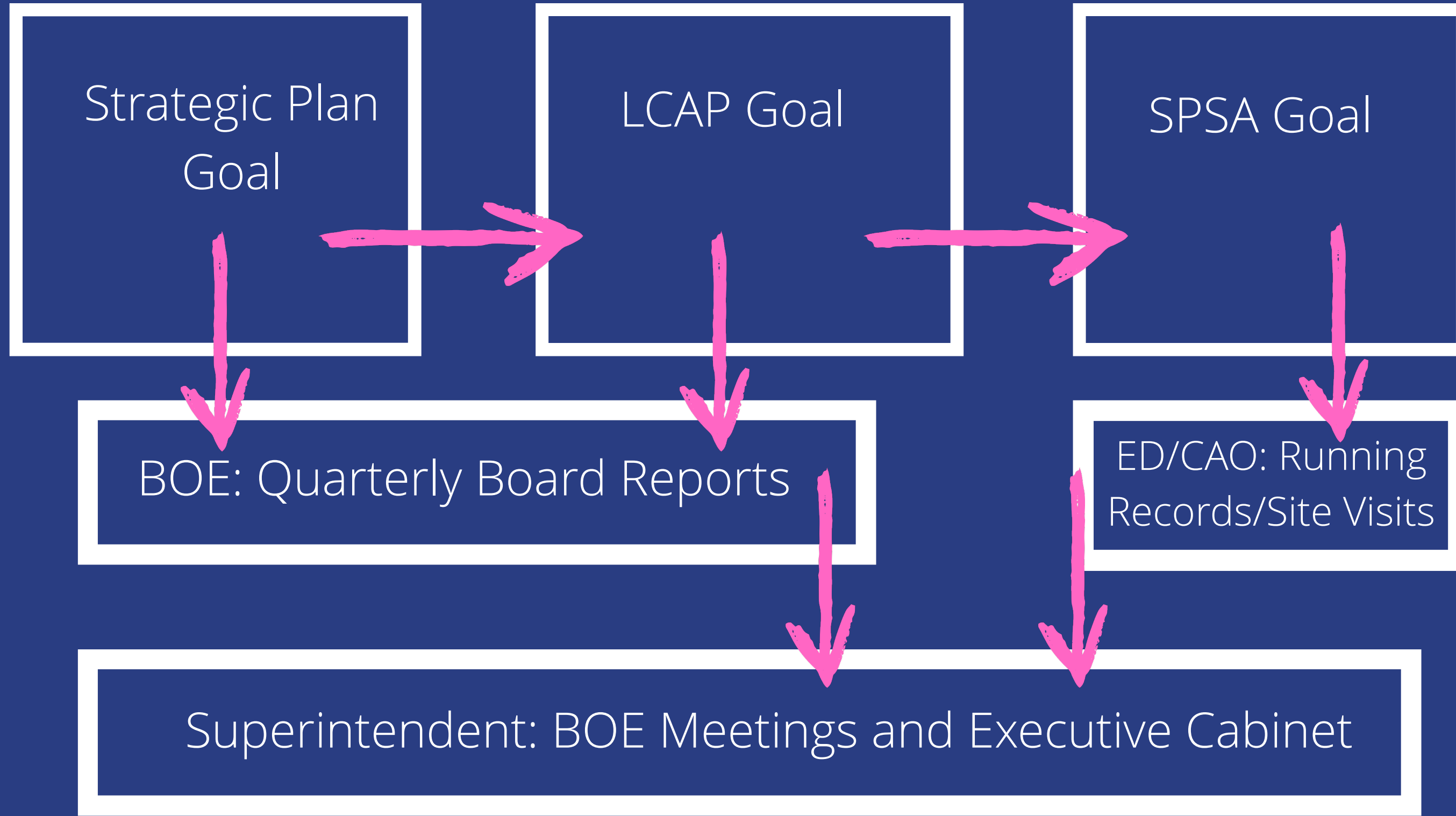
Actions/Strategies

Goal

Identified Need

Analysis

Resource Inequities

Stakeholder Engagement
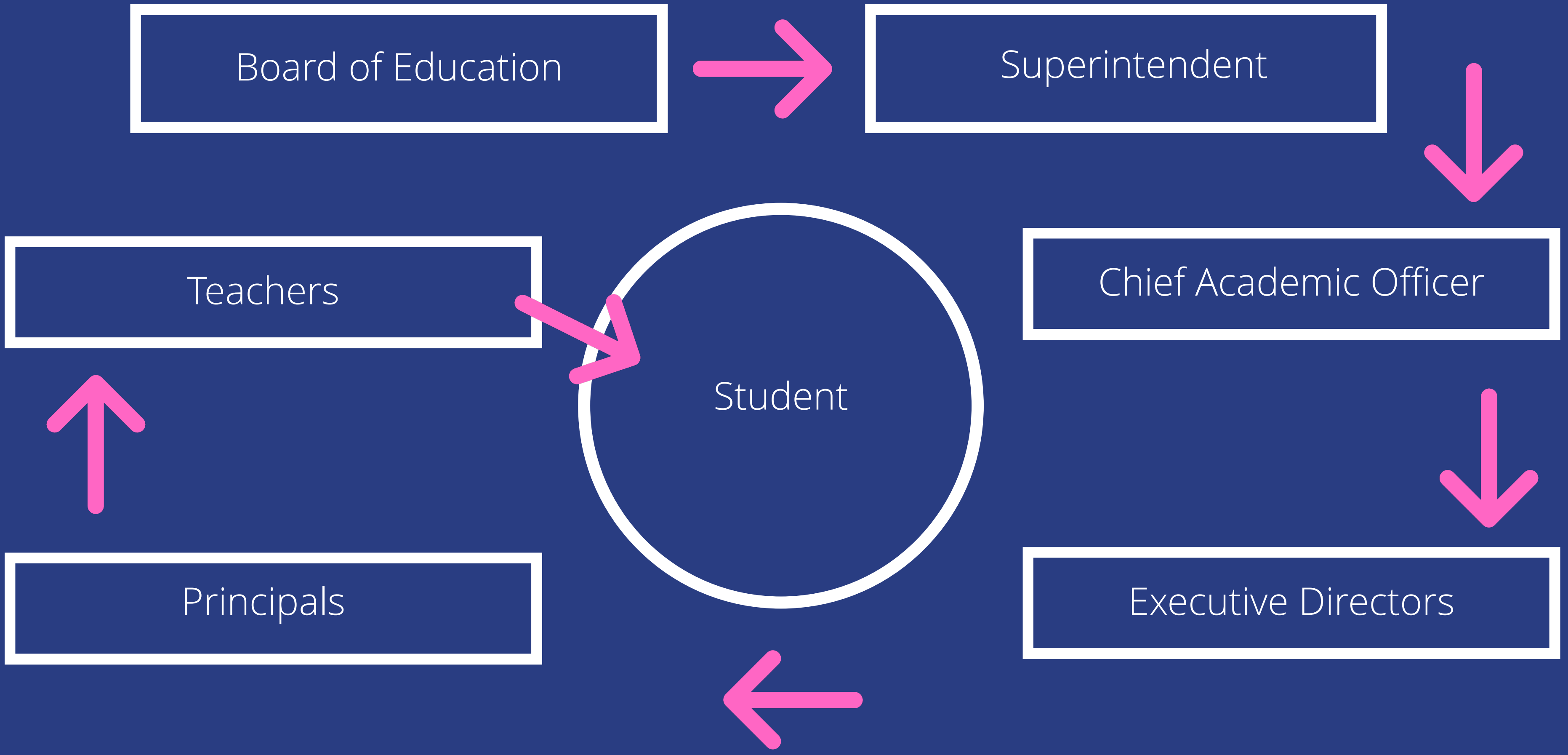
Alignment of LCAP and SPSA Processes

From Planning to Execution

Alignment of Human and Fiscal Resources

Reliable, Timely and Actionable Data

Strategic Plan Goal

LCAP Goal

SPSA Goal

BOE: Quarterly Board Reports

ED/CAO: Running Records/Site Visits

Superintendent: BOE Meetings and Executive Cabinet

Established Timelines for Monitoring

Board of Education → Superintendent

Teachers → Student ← Chief Academic Officer

Principals → Executive Directors

Building a Cadence of Accountability

Executive Directors:
Elementary and Secondary

Leadership Development:

Principals

Site Admin
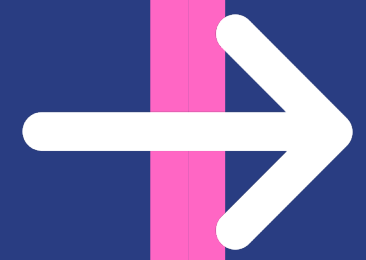
Instruction

Operations

Culture

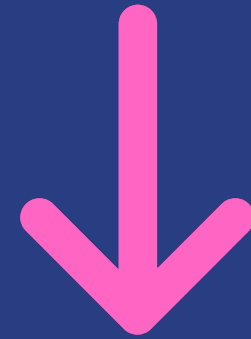Family & Community Engagement

Cluster Alignment
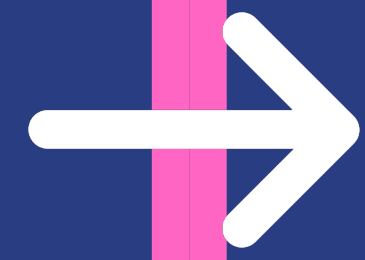
Achievement Monitoring:
Classroom Visits, PD, Running Records

Running Records

Principal Executive Director CAO, CBO, CPO Superintendent

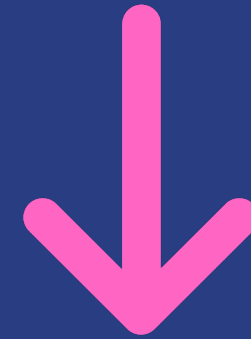Google Doc

Bi-Weekly Visits & Follow Up

Driving Professional Learning & Partnerships to Support

Formative and Summative Data, Master Schedules, SPSA

Visible Learning™ 250+ Influences on Student Achievement

STUDENT — ES

Prior knowledge and background
Influence	Rating	ES
Field independence	●	0.94
Non-standard dialect use	●	-0.29
Piagetian programs	●	1.28
Prior ability	●	0.98
Prior achievement	●	0.59
Relating creativity to achievement	●	0.35
Relating high school to university achievement	●	0.60
Relating high school achievement to career performance	●	0.38
Self-reported grades	●	1.33
Working memory strength	●	0.66

Beliefs, attitudes and dispositions
Influence	Rating	ES
Attitude to content domains	●	0.46
Concentration/persistence/ engagement	●	0.54
Grit/incremental vs. entity thinking	●	0.25
Mindfulness	●	0.28
Morning vs. evening	●	0.12
Perceived task value	●	0.46
Positive ethnic self-identity	●	0.12
Positive self-concept	●	0.47
Self-efficacy	●	0.71
Stereotype threat	●	-0.33
Student personality	●	0.30

Motivational approach, orientation
Influence	Rating	ES
Achieving motivation and approach	●	0.42
Boredom	●	-0.47
Deep motivation and approach	●	0.57
Depression	●	-0.26
Lack of stress	●	0.17
Mastery goals	●	0.06
Motivation	●	0.38
Performance goals	●	-0.01
Anxiety	●	-0.44
Surface motivation and approach	●	-0.14

Physical influences
Influence	Rating	ES
ADHD	●	-0.90
ADHD – treatment with drugs	●	0.32
Breastfeeding	●	0.04
Deafness	●	-0.61
Exercise/relaxation	●	0.21
Gender on achievement	●	0.08
Illness	●	-0.44
Lack of sleep	●	-0.05
Full compared to pre-term/low birth weight	●	0.57
Relative age within a class	●	0.45
Bullying	●	-0.20

CURRICULA — ES

Reading, writing and the arts
Influence	Rating	ES
Comprehensive instructional programs for teachers	●	0.72
Comprehension programs	●	0.55
Drama/arts programs	●	0.42
Exposure to reading	●	0.43
Music programs	●	0.30
Phonics instruction	●	0.60
Repeated reading programs	●	0.75
Reading Recovery	●	0.53
Sentence combining programs	●	0.15
Spelling programs	●	0.58
Visual-perception programs	●	0.55
Vocabulary programs	●	0.63
Whole language approach	●	0.06
Writing programs	●	0.46

Math and sciences
Influence	Rating	ES
Manipulative materials on math	●	0.30
Mathematics programs	●	0.59
Science programs	●	0.56
Use of calculators	●	0.27

Other curricula programs
Influence	Rating	ES
Bilingual programs	●	0.36
Career interventions	●	0.38
Chess instruction	●	0.34
Conceptual change programs	●	0.99
Creativity programs	●	0.64
Diversity courses	●	0.09
Extra-curricula programs	●	0.20
Integrated curricula programs	●	0.47
Juvenile delinquent programs	●	0.12
Motivation/character programs	●	0.35
Outdoor/adventure programs	●	0.43
Perceptual-motor programs	●	0.08
Play programs	●	0.50
Social skills programs	●	0.37
Tactile stimulation programs	●	0.58

HOME — ES

Family structure
Influence	Rating	ES
Adopted vs non-adopted care	●	0.25
Engaged vs disengaged fathers	●	0.21
Intact (two-parent) families	●	0.22
Other family structure	●	0.16

Home environment
Influence	Rating	ES
Corporal punishment in the home	●	-0.33
Early years' interventions	●	0.44
Home visiting	●	0.29
Moving between schools	●	-0.30
Parental autonomy support	●	0.12
Parental involvement	●	0.45
Parental military deployment	●	-0.16
Positive family/home dynamics	●	0.52
Television	●	-0.18

Family resources
Influence	Rating	ES
Family on welfare/state aid	●	-0.12
Non-immigrant background	●	0.01
Parental employment	●	0.03
Socio-economic status	●	0.52

SCHOOL — ES

Leadership
Influence	Rating	ES
Collective teacher efficacy	●	1.39
Principals/school leaders	●	0.37
School climate	●	0.43

School resourcing
Influence	Rating	ES
External accountability systems	●	0.20
Finances	●	0.21

Types of school
Influence	Rating	ES
Charter schools	●	0.04
Religious schools	●	0.24
Single-sex schools	●	0.08
Summer school	●	0.19
Summer vacation effect	●	0.02

School compositional effects
Influence	Rating	ES
College halls of residence	●	0.05
Desegregation	●	0.28
Diverse student body	●	0.10
Middle school internventions	●	0.18
Out-of-school curricula experiences	●	0.07
School choice programs	●	0.12
School size (600-900 students at secondary)	●	0.43

Other school factors
Influence	Rating	ES
Counseling effects	●	0.35
Modifying school calendars/ timetables	●	0.09
Pre-school programs	●	0.28
Suspension/expelling students	●	-0.20

The Visible Learning™ research synthesises findings from **1,600+** meta-analyses of **95,000+** studies involving **300** million students, into what works best in education.

Key for rating

- ● Potential to considerably accelerate student achievement
- ● Potential to accelerate student achievement
- ● Likely to have positive impact on student achievement
- ● Likely to have small positive impact on student achievement
- ● Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*

CORWIN Visible Learning plus

Visible Learning™ 250+ Influences on Student Achievement

CLASSROOM — ES

Classroom composition effects
Detracking	🟡	0.09
Mainstreaming/inclusion	🟢	0.25
Multi-grade/age classes	🟡	0.04
Open vs. traditional classrooms	🟡	0.01
Reducing class size	🟡	0.15
Retention (holding students back)	🔴	-0.32
Small group learning	🔵	0.47
Tracking/streaming	🟡	0.12
Within class grouping	🟡	0.18

School curricula for gifted students
Ability grouping for gifted students	🟢	0.30
Acceleration programs	🔵	0.68
Enrichment programs	🔵	0.48

Classroom influences
Background music	🟡	0.10
Behavioral intervention programs	🔵	0.62
Classroom management	🟢	0.35
Cognitive behavioral programs	🔵	0.29
Decreasing disruptive behavior	🟢	0.34
Mentoring	🟡	0.12
Positive peer influences	🔵	0.53
Strong classroom cohesion	🔵	0.53
Students feeling disliked	🔴	-0.19

TEACHER — ES

Teacher attributes
Average teacher effects	🟢	0.32
Teacher clarity	🔵	0.75
Teacher credibility	🔵	1.09
Teacher estimates of achievement	🔵	1.29
Teacher expectations	🔵	0.43
Teacher personality attributes	🟢	0.24
Teacher performance pay	🟡	0.05
Teacher verbal ability	🟢	0.22

Teacher-student interactions
Student rating of quality of teaching	🔵	0.45
Teachers not labeling students	🔵	0.44
Teacher-student relationships	🔵	0.48

Teacher education
Initial teacher training programs	🟡	0.10
Micro-teaching/video review of lessons	🔵	0.88
Professional development programs	🟢	0.37
Teacher subject matter knowledge	🟢	0.23

STUDENT LEARNING STRATEGIES — ES

Strategies emphasizing student meta-cognitive/ self-regulated learning
Elaboration and organization	🔵	0.75
Elaborative interrogation	🔵	0.56
Evaluation and reflection	🔵	0.75
Meta-cognitive strategies	🔵	0.55
Help seeking	🔵	0.72
Self-regulation strategies	🔵	0.52
Self-verbalization and self-questioning	🔵	0.59
Strategy monitoring	🔵	0.58
Transfer strategies	🔵	0.86

Student-focused interventions
Aptitude/treatment interactions	🟡	0.11
Individualized instruction	🟢	0.23
Matching style of learning	🔵	0.32
Student-centered teaching	🔵	0.36
Student control over learning	🔵	0.02

Strategies emphasizing student perspectives in learning
Peer tutoring	🔵	0.51
Volunteer tutors	🔵	0.51

Learning strategies
Deliberate practice	🔵	0.79
Effort	🔵	0.77
Imagery	🔵	0.51
Interleaved practice	🔵	0.47
Mnemonics	🔵	0.80
Note taking	🔵	0.51
Outlining and transforming	🔵	0.66
Practice testing	🔵	0.46
Record keeping	🔵	0.52
Rehearsal and memorization	🔵	0.73
Spaced vs. mass practice	🔵	0.65
Strategy to integrate with prior knowledge	🔵	0.93
Study skills	🔵	0.45
Summarization	🔵	0.74
Teaching test taking and coaching	🟢	0.30
Time on task	🔵	0.44
Underlining and highlighting	🔵	0.44

TEACHING STRATEGIES — ES

Strategies emphasizing learning intentions
Appropriately challenging goals	🔵	0.59
Behavioral organizers	🔵	0.42
Clear goal intentions	🔵	0.51
Cognitive task analysis	🔵	1.29
Concept mapping	🔵	0.64
Goal commitment	🔵	0.40
Learning goals vs. no goals	🔵	0.51
Learning hierarchies-based approach	🟡	0.19
Planning and prediction	🔵	0.76
Setting standards for self-judgement	🔵	0.75

Strategies emphasizing success criteria
Mastery learning	🔵	0.61
Worked examples	🟢	0.37

Strategies emphasizing feedback
Classroom discussion	🔵	0.82
Different types of testing	🟡	0.12
Feedback	🔵	0.66
Formative evaluation	🟢	0.34
Questioning	🔵	0.48
Response to intervention	🔵	1.09

Teaching/instructional strategies
Adjunct aids	🟢	0.35
Collaborative learning	🟢	0.34
Competitive vs. individualistic learning	🟢	0.24
Cooperative learning	🔵	0.40
Cooperative vs. competitive learning	🔵	0.53
Cooperative vs. individualistic learning	🔵	0.55
Direct instruction	🔵	0.59
Discovery-based teaching	🟢	0.21
Explicit teaching strategies	🔵	0.57
Humor	🟡	0.04
Inductive teaching	🔵	0.44
Inquiry-based teaching	🔵	0.46
Jigsaw method	🔵	1.20
Philosophy in schools	🔵	0.43
Problem-based learning	🟢	0.35
Problem-solving teaching	🔵	0.67
Reciprocal teaching	🔵	0.74
Scaffolding	🔵	0.58
Teaching communication skills and strategies	🔵	0.43

TECHNOLOGY, SCHOOL, & OUT-OF-SCHOOL STRATEGIES — ES

Implementations using technologies
Clickers	🟢	0.22
Gaming/simulations	🟢	0.34
Information communications technology (ICT)	🟢	0.48
Intelligent tutoring systems	🔵	0.51
Interactive video methods	🔵	0.54
Mobile phones	🔵	0.43
One-on-one laptops	🟡	0.16
Online and digital tools	🔵	0.26
Programmed instruction	🟢	0.23
Technology in distance education	🟡	0.01
Technology in mathematics	🟢	0.33
Technology in other subjects	🟢	0.55
Technology in reading/literacy	🟢	0.29
Technology in science	🟢	0.23
Technology in small groups	🟢	0.21
Technology in writing	🟢	0.42
Technology with college students	🟢	0.42
Technology with elementary students	🟢	0.44
Technology with high school students	🟢	0.30
Technology with learning needs students	🔵	0.57
Use of PowerPoint	🟢	0.26
Visual/audio-visual methods	🟢	0.22
Web-based learning	🟢	0.33

Implementations using out-of-school learning
After-school programs	🔵	0.40
Distance education	🟡	0.14
Home-school programs	🟡	0.16
Homework	🟢	0.29
Service learning	🔵	0.58

Implementations that emphasize school-wide teaching strategies
Co- or team teaching	🟡	0.19
Interventions for students with learning needs	🔵	0.77
Student support programs – college	🟢	0.21
Teaching creative thinking	🟢	0.37
Whole-school improvement programs	🟢	0.28

Key for rating

🔵 (dark)	Potential to considerably accelerate student achievement
🔵 (light)	Potential to accelerate student achievement
🟢	Likely to have positive impact on student achievement
🟡	Likely to have small positive impact on student achievement
🔴	Likely to have a negative impact on student achievement

ES — Effect size calculated using Cohen's *d*

The Visible Learning™ research synthesises findings from **1,600+** meta-analyses of **95,000+** studies involving **300** million students, into what works best in education.

Universal Systems, Structure and Alignment

Inadequate Attention to Equity, Access and Achievement

Communication

Overall Assessment Themes

Assessment Findings 1-6

1: There is a need to address achievement and access gaps between student groups.

2: The need to clearly define the "West Contra Costa Unified Way."

3: The need to develop, strengthen and support relationships across the system rooted in the context of student learning impacts.

4: The need to transform policies into actionable procedures.

5: The need to develop and monitor accurate and timely data sets that are aligned with desired student learning outcomes.

6: The need to create systems that move from planning to execution.

Finding 7: The need for master schedule oversight.

Recommendations:
- Complete a course of study review.
- Develop a committee to make recommendations to the BOE about courses that need to be eliminated, revised and/or added.
- Revise the graduation procedures outlined in the 2018-19 principals' handbook to clearly reflect a course progression aligned to equity efforts.
- Provide base staffing projections/allocations.
- Supplement base allocations as defined by student learning needs.
- Use data to create master schedule expectations.
- Measure master schedule expectations as part of board reporting.
- Make master schedule review a part of position control processes.
- Evaluate master schedule class size at the beginning of the year to balance accordingly.
- Manage a balance between compliance and academic/fiscal outcomes.

Data
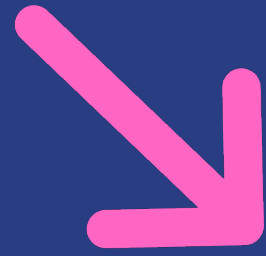
Master Schedule Expectations
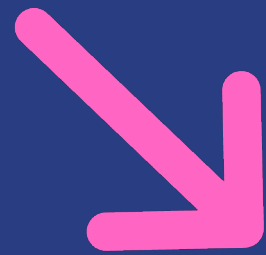
Professional Learning

Accountability

School:_____ Principal:_____ Area Superintendent's Initials:_____

Master Schedule Expectations-HS: *Student-Centered & Equity-Driven*
2019 & Beyond

A-G Access
☐ All students are scheduled into A-G courses needed for graduation and college ready requirements.

Maximizing Instructional Time
☐ The bell schedule is leveraged to support the instructional program by providing time for monitoring student learning. Alternative bell schedules such as a 4X4 block or a 7th period day provide students the opportunity to accelerate coursework, recover credits and engage in intervention supports within the school day. Schedules that include strong advisory and/or AVID programs, provide opportunities for student goal setting, monitoring and mentoring, and the reinforcement and alignment of college/career readiness skills.

AP, IB and College Coursework
☐ School staff are acutely aware of the diversity gap in Advanced Placement or International Baccalaureate courses offered on site, and the master schedule team has established goals and targeted scheduling strategies to increase the diversity of students accessing AP/IB courses offered.
☐ College coursework opportunities are strategically built into the master schedule to expand offerings each year

Assessment & Intervention Support
☐ Student performance and diagnostic data is reviewed and used to determine which students need interventions within the school day to build the prerequisite skills to access the core curriculum.
☐ School-wide diagnostic assessments for student reading comprehension levels and algebra readiness levels are used to identify all student needs beyond student labels such as ELL and IEP's.

Common Planning Time within the School Day

☐ Preparation periods are strategically assigned to provide opportunities for teachers to collaborate during the school day. Common prep periods may be assigned by departments or grade level interdisciplinary teams.

Eliminate Tracking & Limit the Stratification of Courses

☐ Master Schedule Teams, in partnership with the ILT, have approved a sequencing of courses that eliminates the possibility of tracking students, and limits the number of stratifying courses within the same subject area, in an effort to maintain overall school demographic heterogeneities within each course offering.

English Learners and Students with IEP's

☐ Diploma-bound priority consideration of course offerings is given to ensure on-time graduation requirements are met.

☐ Students are grouped strategically and placed with expert teachers and BCLAD (for ELs) credentials to ensure curricular access through language supports.

Least Number of Teacher Preps as Possible

☐ Taking into consideration that strong instruction begins with thorough lesson planning and preparation, limiting the number of preps for teachers facilitates better planning and instruction.

Maximizing Enrollment in Elective and Physical Education Courses

☐ Scheduling ensures the adequate number of elective and physical education course offerings based on student enrollment and class size.

☐ Student choice and the variety within elective offerings does not supersede a student's academic needs, and Student Course Offerings and Requests

☐ The Master Schedule Team in partnership with the Instructional Leadership has a clear vision of which courses will be offered to all students prior to course requests being collected.

Master Schedule Expectations

Middle School Course Completions

☐ Student scheduling in 9th grade utilizes the course completions in 8th grade (e.g. world language, math, music, STEM courses, AVID, etc…) to properly schedule incoming students

Strategic Science Sequencing

☐ Sequencing of science courses in grades 9-11 include biology, chemistry and physics (Health pathways may use PBS in 9th.) Science coursework is not selected to track based on mathematics performance.

Strategic Sequencing of CCTE/VAPA Courses

☐ CCTE and VAPA courses are an integral part of the instructional program and the students enrolled in these courses are interested in pursuing a multiple year sequence which includes foundational, intermediate and advanced courses.

Recovering Credits

☐ A thoughtful and strategic credit recovery plan which offers students a variety of methods for making up courses is developed and implemented. This plan includes viable and rigorous offerings within the school day, during extended day, online opportunities and summer school offerings.

Strategic Staffing

☐ The placement of teachers within the master schedule ensures that the neediest students have access to the most effective teachers.

Physical Classroom Assignments

☐ Classroom assignments should support the site's instructional program, structure and teacher collaboration. A multi-year plan should be developed and implemented to ensure that classroom assignments are purposeful.

Master Schedule Expectations

	Number of Sections below 10 Students
Betty Reid Soskin Middle School	18
De Anza High School	32
El Cerrito High School	83
Fred T. Korematsu Middle	23
Helms Middle School	13
Hercules High School	23
Hercules Middle School	22
John F Kennedy High School	40
Lovonya DeJean Middle School	12
Middle College High School	35
Pinole MIddle School	18
Pinole Valley High School	25
Richmond High School	45
Sylvester Greenwood Academy	31

*Some sections are stacked

Finding 8: The need for the Educational Services Division to integrate instructional efforts across sites and centrally.

Recommendations:
- Align the efforts of special education, English learner and general education programs.
- Prioritize Tier I access through push in rather than push out supports.
- Consider a co-teaching model with appropriate professional learning for special education and general education teaching teams.
- Create English learner course sequences that are aligned to UC a-g outcomes. Ensure each pathway provides students/guardians with clear sequencing options.
- Utilize summer as a means for providing acceleration for students who are behind as measured by grade level expectations. (In addition to remediation of courses failed.)
- Monitor the academic outcomes of students in special education and ELL support sections as well as general education interventions (beyond grades).
- Monitor the number of students transitioning to alternative schools, charter schools, or changing status to non-diploma bound in grades 11 and 12.
- Consider conducting a "Leaky Pipeline" review of data.

Finding 9: The need to provide strategic and aggressive instructional options to respond to declining enrollment and staffing gaps.

Recommendations:
- Clearly define alternative means to in person learning.
- Identify a UC a-g, standards-based K-12 online curriculum.
- Consider the designation of an online/virtual school rather than an online program.
- Develop a communications strategy to retain current students and capture lost students.
- Adjust site allocations to match declining enrollment.
- Examine current facility sharing agreements and upcoming facility efforts (Pinole Middle.)
- Align school cluster programs (languages, CTE, IB, etc.)
- Collaborate with unions to examine the impacts of certain agreements on staffing schools; Develop MOUs (as appropriate) to ease contractual restraints.

Finding 10: The need to provide professional learning in response to ongoing student learning data points.

Recommendations:
- Use classroom walkthrough data to inform professional learning experiences.
- Co-create professional learning opportunities with staff.
- Adjust professional development to meet the unique needs of school clusters if necessary.
- Collaborate with staff and union/teacher leaders to create district-wide diagnostic course assessments.
- Provide professional learning on the use of universal screeners, diagnostic assessments, and formative/summative data to inform daily instructional shifts.
- Make the teaching of balanced literacy a priority at the secondary level.
- Monitor and discuss the effectiveness of push out vs. pull out services at sites.
- Encourage principals to meet monthly at each level to align best practices.
- Provide opportunities for central office staff new to West Contra Costa Unified to shadow an experienced principal for at least two weeks as part of his/her onboarding.
- Create an aspiring administrators' program to build the capacity of future leaders.

Finding 11: The need to expand weighted and UC a-g equivalent options for students.

- Expand college dual enrollment opportunities with local colleges.
- Expand CTE articulated options with local colleges.
- Establish an alternative means policy that allows graduation credit for courses that are aligned.
- Monitor the enrollment (overall and by subgroup), test taking and test passing rates of students in AP and IB programs as part of the BOE reporting cycle.
- Examine the delta between the district's stance on equity and access, opportunity and outcomes in all weighted course options.
- Add a course like AVID to support students who may be taking a weighted option for the first time.
- Study and implement the many ways that the UC system accepts credit for language in the admissions process.
- Create LOTE (language other than English) options for students in as many home languages as possible.
- Administer the LOTE in grade 7 to identify students for acceleration and/or graduation credit options.

Finding 12: The need to study the student learning impacts of positive outliers.

Recommendations:
- Determine positive outliers through data reviews.
- Examine the alignment with the district's mission, vision and core values.
- Consider the technical and relational implications of the change management process.

Finding 13: The need to establish a balance between site autonomy and central office oversight.

Recommendations:
- Clearly define site autonomy through district procedures. (e.g. loose-tight leadership model)
- Utilize the Executive Directors as the primary oversight of principals.
- Conduct weekly instructional and operational joint meetings to review site requests, conditions, and needs and align all operational efforts to instructional efforts.
- Encourage principals to meet by level to discuss and align materials and methods.
- Support the purchasing of materials and adoptions across the system to ensure equity.
- Consider a tiered professional development system for site leaders that is a mixture of role-alike triads, 1-on-1 visits with the ED and quarterly all leader opportunities.

Finding 14: The need for authentic and transparent communication practices and systems.

Recommendations:
- Clearly define what excellent customer service looks like and sounds like within the district.
- Expect meaningful communication with stakeholders to occur within 24 hours.
- Identify silos that are creating roadblocks and/or barriers to efficient response times to sites.
- Provide translation services in each home language.
- Provide professional development to translators to translate both words/language and educational concepts/ideas.
- Create a one stop communication location for site administrators.
- Streamline and integrate technology processes.

Finding 14: The needs for authentic and transparent communication practices and systems.

Recommendations (cont.):
- Hire a communications staff member who is responsible for updating and monitoring district and site websites and enhancing WCCUSD's social media presence in the community.
- Send a weekly or bi-monthly communication (including short video messages) to students/families that can also be accessed on the district website.
- Create and implement timelines for the LCAP process and other stakeholder engagement.
- Regularly acknowledge the work of staff, students and families who go the extra mile.
- Design and implement a quarterly meeting with external partnerships focused on collective impact work.

Any questions?