



11th Annual

State of the Schools Breakfast

October 7th, 2016

Welcome and Introductions

Board of Trustees, WCCUSD:

- President Randy Enos
- Trustee Liz Block
- Trustee Todd Groves
- Trustee Madeline Kronenberg
- Trustee Val Cuevas

A NOTE FOR THE MORNING: In exchange for a delicious breakfast, we will ask you to talk to each other and write down some of your thoughts at various points of this event.

Presentation of Partner Awards

THANK YOU TO OUR WONDERFUL PARTNERS!

MOJDEH MEHDIZADEH

President

Contra Costa College

DEB MCKOY

Executive Director

Center for Cities and Schools

MILLIE BURNS

Center For Restorative Solutions

SUE HARTMAN

IT Director

City of Richmond

My Story

NYC-Growing up in the 1980s-public and private

- Teacher, Assistant Principal

OAKLAND-Leading Elmhurst and Elmhurst Community Prep in Deep East Oakland

MILPITAS-A new adventure with tons of learning



Boro
Hall

WET PAINT

Boro
Hall

WET PAINT

Boro
Hall

Leo and Caelin- “the boys”



California Family and a New York City legend



Core Values

Reflection

Community

Laughter



Thoughts about kids and school

Kids are:

- *Naturally Curious*
- *Naturally Creative*
- *Naturally Social*
- *Naturally Learners*

Our job is to work to evoke these natural tendencies at all times.

Share-What are your thoughts about the natural tendencies of kids and how does that come out at our schools?

THE NATURE OF SCHOOL

The gravitational pull of our system is toward batch processing, tracking, separation and exclusion.

The factory model is anti-community!

MY IDEAL SCHOOL

*The school is the antidote to the harshness
of the world*

When our students get loud, we need to get quiet. When they get hardened, we need to get soft. When they get mean, we need to get nice.

MY IDEAL SCHOOL

We are creatures of nature. We are meant to be outside.

- Outside the classroom
- Outside the school
- Outside the neighborhood

MY IDEAL SCHOOL

People who are full of joy, who appreciate the joy of children, the joy of life and the joy of the world are infectious.

I want our students to be around those people.

What does your ideal school look like?

HOW I PLAN TO LEAD?

- LEAD WITH THE “WHY?”
- Lead through my values
- Strive to give people purpose, mastery and autonomy (Drive)
- Those closest to the work know best
 - Leading with the why! <http://www.godtube.com/watch/?v=1B0CEFNU>

LEADING FOR SUCCESS

SOMETHING ALWAYS HAPPENS

and

SOMETHING ALWAYS GIVES US A
REASON FOR MEDIOCRE PERFORMANCE

LEADING OUR COMMUNITY

- Our community is predominantly Latino and African-American
- It is a privilege to serve this community
- We must understand the shared struggles and unique differences
- We have the ability to be transformative!

So what does the data say about our district?

SBAC

Attendance

Grad Rate

Teacher Retention

Programmatic Highlights

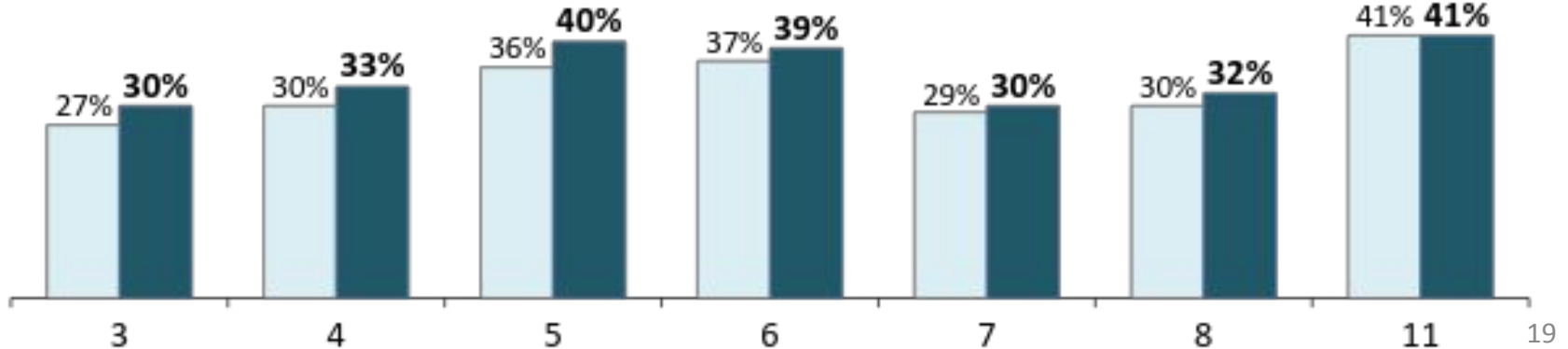
SBAC English Language Arts Results

WCCUSD: 35% Met/Exceeded Standards

State of CA: 49% Met/Exceeded Standards

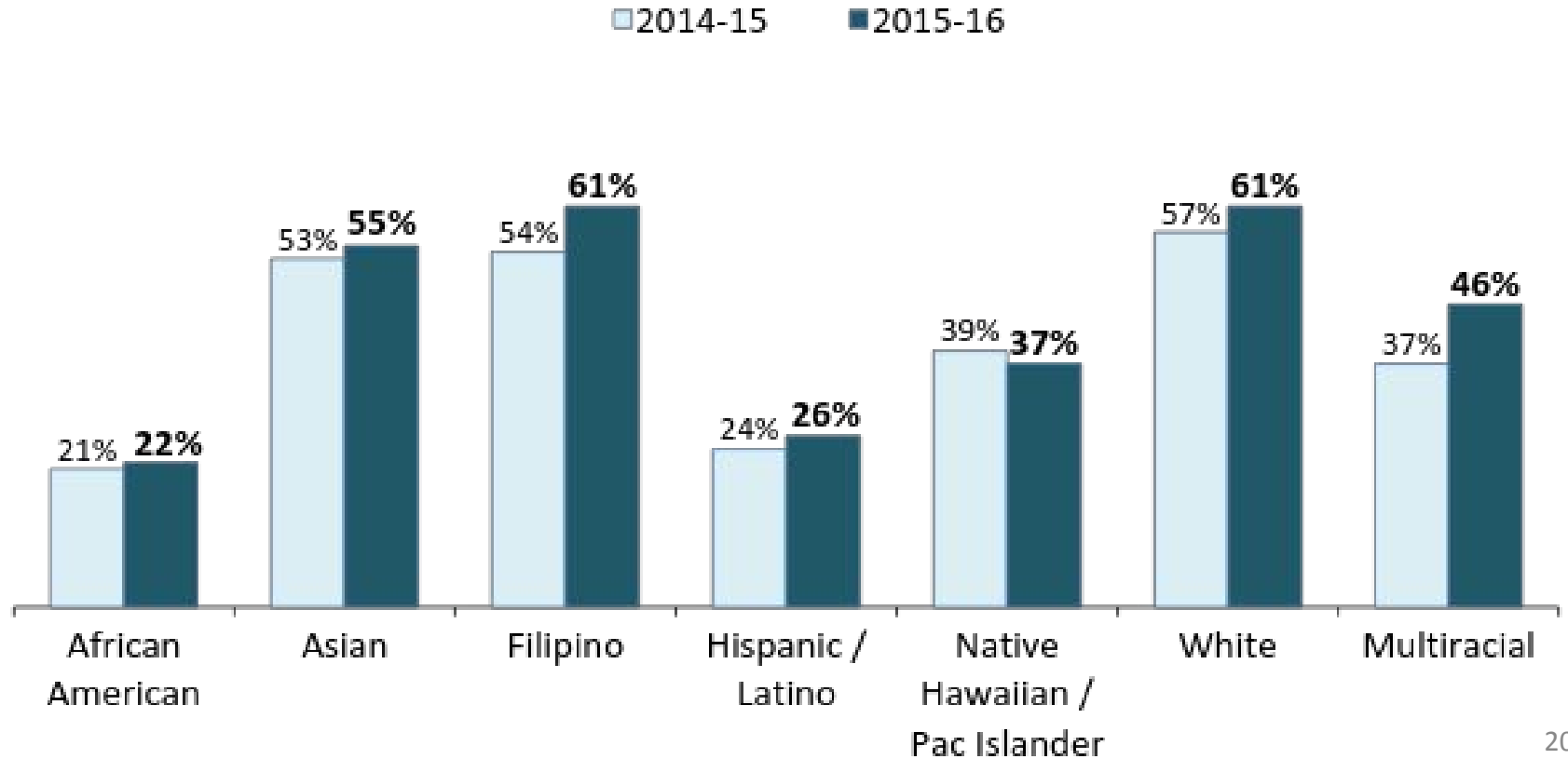
% Met/Exceeded ELA Standards by Grade and Year

2014-15 2015-16



SBAC English Language Arts Results

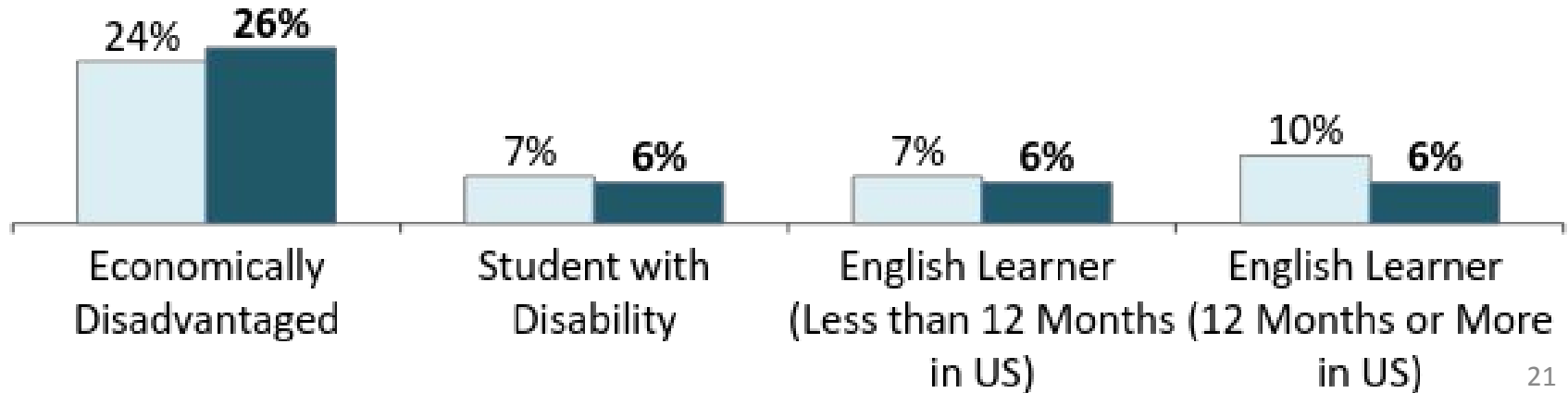
% Met/Exceeded ELA Standards by Ethnicity and Year



SBAC English Language Arts Results

% Met/Exceeded ELA Standards by Student Group and Year

□ 2014-15 ■ 2015-16

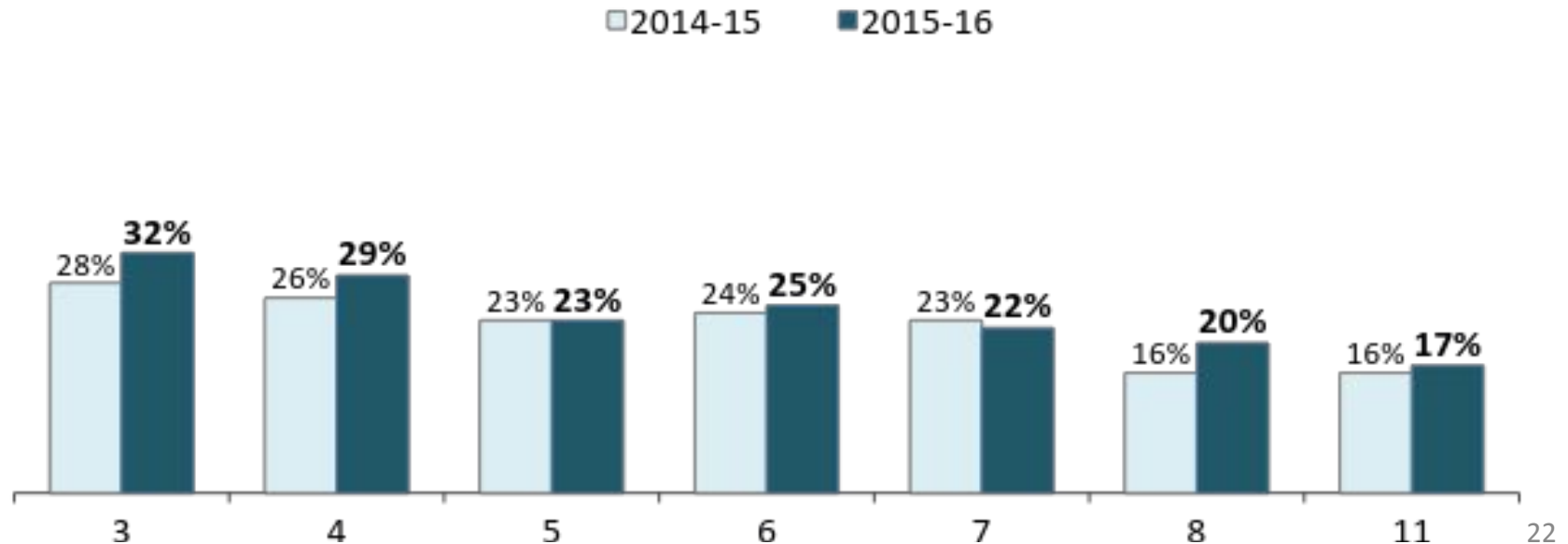


SBAC Math Results

WCCUSD: 24% Met/Exceeded ELA Standards

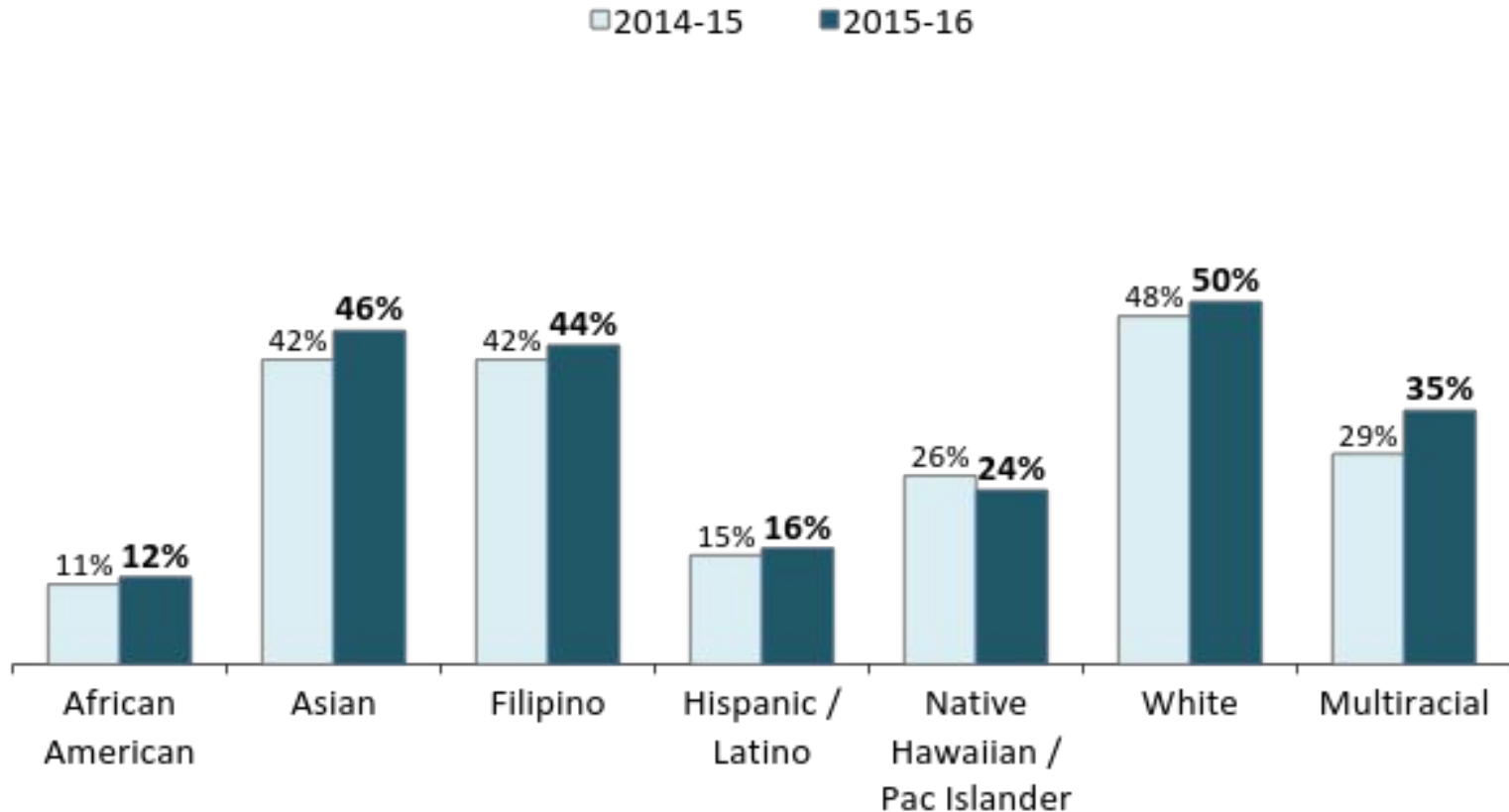
State of CA: 37% Met/Exceeded ELA Standards

% Met/Exceeded ELA Standards by Grade and Year



SBAC Math Results

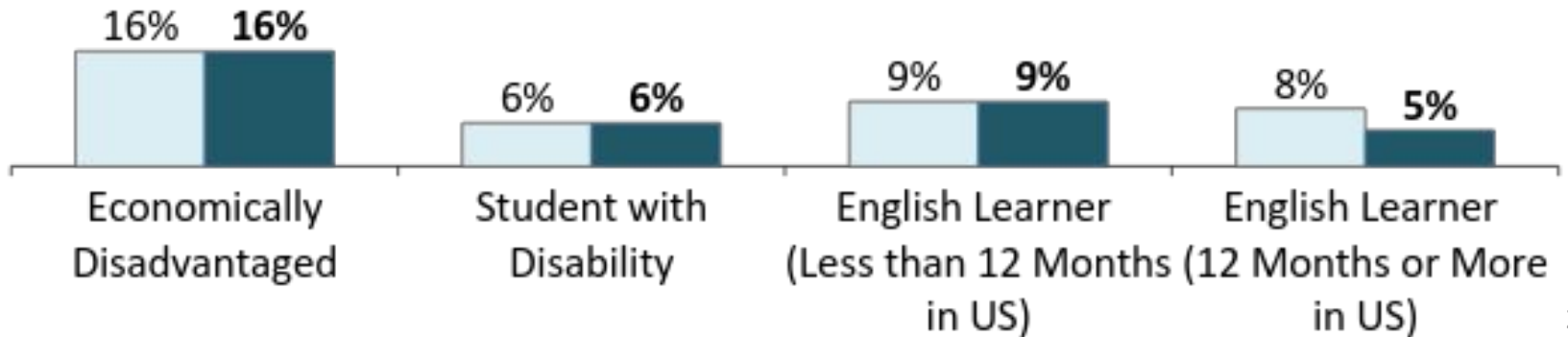
% Met/Exceeded ELA Standards by Ethnicity and Year



SBAC Math Results

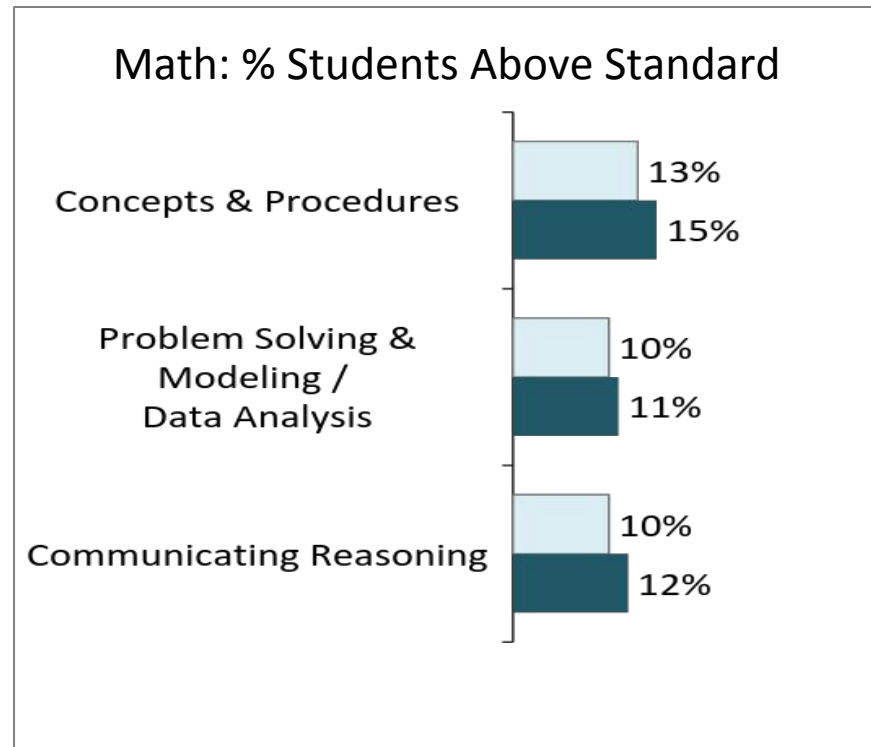
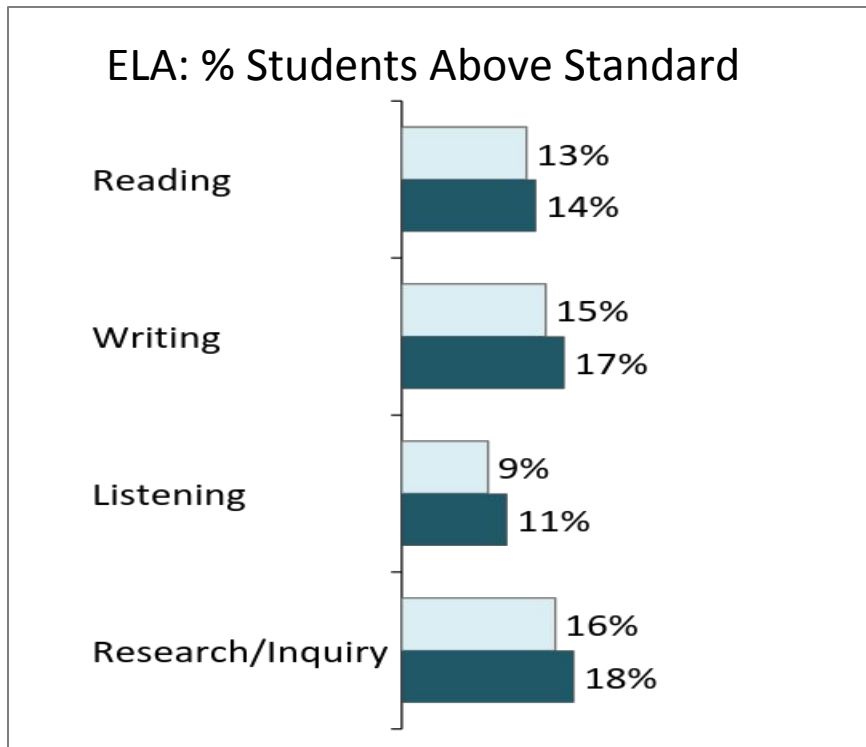
% Met/Exceeded ELA Standards by Student Group and Year

□ 2014-15 ■ 2015-16



SBAC Claim Areas

2014-15 2015-16



SBAC School Highlights

- Kensington had highest % of elementary students meet/exceed ELA (85%) and math (78%) standards
- Korematsu had highest % of middle school students meet/exceed ELA (47%) and math (36%) standards
- Middle College had highest % of high school students meet/exceed ELA (96%) and math (56%) standards

SBAC School Highlights

- Crespi ELA increased from 34% to 40%
- Washington ELA increased from 30% to 37%
- Hanna Ranch math increased from 53% to 64%
- Riverside ELA increased from 22% to 33% and math increased from 18% to 27%
- Shannon ELA increased from 24% to 45% and math increased from 19% to 37%
- Richmond HS ELA increased from 30% to 40%

SBAC Challenge Areas

Reviewing Change Over Time Results by Cohort

Grade 5

- % Math Standard Not Met increased from 40% to 49%

Grade 7

- % ELA Standard Not Met increased from 32% to 46%
- % Math Standard Not Met increased from 45% to 49%

Grade 8

- % Math Standard Not Met increased from 51% to 59%

ATTENDANCE

SCHOOL LEVEL	ATTENDANCE 2015-2016	ATTENDANCE 2014-2105
ELEMENTARY	94.60%	94.68%
SECONDARY	94.86%	95.32%
TOTAL	94.71%	94.94%

ENROLLMENT

SCHOOL LEVEL	ENROLLMENT 2015-2016	ENROLLMENT 2014-2105
ELEMENTARY	16,531	17,117
SECONDARY	12,103	12,148
TOTAL	28,634	29,265

GRADUATION RATE

Graduation Rates	A-G Completion
2012 – 75.7%	2012 – 36.5%
2013 – 79.9%	2013 – 39.6%
2014 – 77.7%	2014 – 42.1%
2015 – 84.6%	2015 – 41.8%

EARLY LITERACY DATA

Percentile Rank Data, STAR Reading Program, Grades 2-8

Below 25th Percentile	47.8%
25th to 49th Percentile	22.6%
50th to 74th Percentile	15.8%
75th and ABOVE	13.8%

TEACHER RECRUITMENT AND RETENTION

Number of Newly Hired Teachers - 2015	Number of Newly Hired Teachers - 2016
239	205

What do you see in all this data? Trends, patterns, etc?

OUR STRENGTHS

Our Students

Our Staff

Our Partners

Our Community support

Our Facilities

Our Pathways

What do you think?



OUR CHALLENGES

EXTERNAL

- Poverty and violence in some of our communities affecting our students and staff
- Competition that affects enrollment (charters, private schools)
- A negative perception of the district (finance, communication, trust)

OUR CHALLENGES

INTERNAL

- Slow academic improvement - Increased graduation and college attendance rates, but continued high rates of remedial courses in college, low SBAC scores.
- Lack of professional learning opportunities for staff
- Large class sizes in secondary schools
- Recruitment and retention of key staff
- Facilities inequity in certain areas

What do you think?

Addressing Our Challenges in the Immediate

- Expanding Full Service Community Schools model and School Community Outreach Worker model to align CBO support and address social and emotional issues in our schools
- Creation of Professional Learning Community structure to allow principals to drive professional learning for themselves and for educators at their schools
- Focus on long-term truancy through new county partnership
- Implementation Task Force to create greater transparency and trust around bond funds
- The creation of a Facilities Master Plan to create transparency about the bond funds remaining and how those will be allocated.

Next Steps-Long Term Thinking and Beyond

- Make sense of internal stakeholder feedback (technology, assessments, ELD) and determine appropriate action
- Make sense of external stakeholder feedback (communication, trust, confusion)
- Examine our high stakes systems (attendance, discipline, early literacy, reclassification of EL students, and hiring)
- Analyze the effectiveness of our current LCAP decisions
- Get out in front of planning for summer 2017 and the 2017-2018 school year
- Continue receiving revenue from the parcel tax that supports our students and teachers

A DRIVEN UNDERDOG

How does the underdog win?

- Scrap and hustle
- Playing perfectly as a team
- Creating and executing a great gameplan
- Belief, self-confidence and trust in one another

Identity transition from underdog to champion is not easy.

JOIN US THIS YEAR AS WE BEGIN THE TRANSFORMATION
TO A CHAMPION SCHOOL DISTRICT!

