# Draft Community Engagement Plan: LCAP Spring 2015

## January

1/12    Youth Commission
1/15    DLCAP Meeting
1/21    BOARD MEETING
1/23    School Community Outreach Worker Staff Meeting
1/28    School Board Workshop
1/29-30 MDAC Meeting

## February

2/3    Principal's Meeting
2/3    WCCUSD Hosted Meeting with Community Partners
2/9    Youth Commission
2/11    BOARD MEETING
2/12    WCCUSD Hosted Community Townhall Meeting
2/24    FSCS Leadership Advisory Committee Meeting
2/25    School Board Workshop
2/28    WCCUSD Hosted Community Townhall Meeting

## March

3/4    BOARD MEETING
3/7    WCCUSD Hosted Community Townhall Meeting
3/9    Youth Commission
3/10    Academic Subcommittee Meeting
3/18    BOARD MEETING
3/19    Elementary School Open House (LCAP materials available)
3/21    WCCUSD Parent Leadership Symposium Conference
3/26    Middle School Open House (LCAP materials available)
3/27    School Community Outreach Worker Staff Meeting
3/30    Middle/High School Open House (LCAP materials available)
3/31    DLCAP Meeting (1st draft of new LCAP presented)

## April

4/1    BOARD MEETING
4/2    High School Open House (LCAP materials available)
4/8    WCCUSD Hosted Meeting with WCCUSD Hosted Meeting with Community Partners
4/13    Youth Commission
4/17-18 Youth Commission Events (Tentative)
4/21    West County FSCS Leadership Advisory Committee Meeting
4/22    BOARD MEETING
4/23    DLCAP Meeting
4/23-24 MDAC Meeting
4/24    School Community Outreach Worker Staff Meeting

## May

5/6    BOARD MEETING
5/6    Richmond Funders Meeting
5/5    DLCAP Meeting
5/11    Youth Commission
5/20    BOARD MEETING – LCAP Public Hearing

## June

6/10    BOARD MEETING
6/24    BOARD MEETING – LCAP Adoption

## Varies by Site/City

- Parent Meetings/SSC/Coffee Clubs- Mondays, Thursdays, & Fridays--schedule 1-2 visits per site
- Parent University (Session 3 of 7 focuses on LCFF/LCAP). Spring Sites Include: De Anza, Dover, Lake, Montalvin, Nystrom, Peres, Riverside, Verde, Wilson (may include Ford & Kennedy as well)
- City Council Meetings
- Richmond Neighborhood Coordinating Council

# DLCAP Meeting Attendance

The following table lists meeting attendance for 2014 DLCAP Meetings:

| Meeting Date | # Attendees | % Attendees |
|---|---|---|
| March 25, 2014 | 22 | 59% |
| April 16, 2014 | 33 | 89% |
| April 28, 2014 | 28 | 76% |
| May 8, 2014 | 24 | 65% |
| September 30, 2014 | 21 | 57% |
| November 13, 2014 | 10 | 27% |

Upcoming Meetings

Below are the next DLCAP Meetings:

| Date | Time | Location |
|---|---|---|
| Tuesday, March 31, 2015 | 6:30pm to 8:30pm | TBD |
| Thursday, April 23, 2015 | 6:30pm to 8:30pm | TBD |
| Tuesday, May 5, 2015 | 6:30pm to 8:30pm | TBD |

# West Contra Costa USD

# Local Control Accountability Plan
## Actions/Services Update #2

### December 10, 2014

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# LCAP Actions & Services (Section 3A)

‣ Implement K–3 Class Size Reduction = Page 10

‣ Provide Additional Calendar Days for Teacher PD = Page 12

‣ Districtwide Classified Staff Dev. = Page 12

‣ Basic Student Safety and Social Emotional Support – Psychologists, SROs, Campus Safety Officers, S3 program = Page 12

‣ Add Extracurricular Programs/Coordination of Support at Secondary Schools = Page 13

‣ Extend Workday for Elementary Clerk Typists and Extra Support for Targeted Secondary Schools for Data Collection and Entry = Page 13

## LCAP Actions & Services (Section 3B)

▸ Psychological Services for Highest Need Schools = Page 15

▸ Staffing at Middle and High schools to Improve Learning of Targeted Students at High Need Schools = Page 15

## Actions & Services (Section 3A):
### Implement K-3 Class Size Reduction

▸ *Goal 1.1 :* Improve Student Achievement for All Students

▸ *Related State and Local Priorities:* Pupil Achievement; course access

▸ *Current Status:* K-3 class size average is 24 to 1 = milestone met

# Actions & Services:
## Implement K-3 CSR

*Next Step:*

○ 1) Monthly monitoring to ensure compliance with average

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# Actions & Services (Section 3A):
# Provide Additional Calendar Days for Teacher PD

▸ *Goal 1.1:* Improve Instructional Practice through PD and Professional Learning Communities at Schools

▸ *Related State and Local Priorities:* Implementation of CCSS, Academic Content and Performance Standards

▸ *Current Status:* Teacher professional development days took place across WCCUSD August 14 and October 13 = milestone met

# Actions & Services (Section 3A): Districtwide Classified Staff Development

‣ *Goal 2.3:* Improve Instructional Practice through PD and Professional Learning Communities at Schools

‣ *Related State and Local Priorities:* Implementation of CCSS, Academic Content and Performance Standards

‣ *Current Status:* Oct. 13 staff professional development day took place = milestone met

# Actions & Services (Section 3A):
Basic Student Safety and Social Emotional Support – Psychologists, SROs, Campus Safety Officers, S3 program

‣ *Goal 4.2: Improve student engagement and climate*

‣ *Related State and Local Priorities: Pupil Engagement; School Climate; Other Pupil Outcomes*

‣ *Current Status:* Staff is hired and working at sites = milestone met

## Actions & Services:
**Basic Student Safety and Social Emotional Support – Psychologists, SROs, Campus Safety Officers, S3 program**

▸ *Next Steps:*

- ○ 1)Collect and analyze data
- ○ 2) Report analysis and conclusions regarding effectiveness
- ○ 3) Create 2015-16 allocation plan

## Actions & Services (Section 3A):
**Add Extracurricular Programs/Coordination of Support at Secondary Schools**

▸ *Goal 4.2:* Improve student engagement and climate outcomes

▸ *Related State and Local Priorities:* Pupil Engagement; School Climate; Other Pupil Outcomes

▸ *Current Status:* Additional staff and programs are in place = milestone met

## Actions & Services:
Add Extracurricular Programs/Coordination of Support at Secondary Schools

### *Next Steps:*

- 1) Review budget expenditures and allocations
- 2) Schools update website and create program/club brochures
- 3) Review course/program descriptions

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## Actions & Services (Section 3A):
Extend Workday for Elementary Clerk Typists and Extra Support for Targeted Secondary Schools for Data Collection and Entry

▸ *Goal 5.2: Improve data collection and management systems*

▸ *Related State and Local Priorities:* WCCUSD Strategic Plan

▸ *Current Status:* Negotiations were completed and workday was extended = milestone met

## Actions & Services (Section 3 B):
### Psychological Services for
### Highest Needs Schools

› *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students

› *Related State and Local Priorities:* Pupil Achievement; Course Access

› *Current Status:* Additional psychologists were hired and assigned to sites = milestone met

## Actions & Services:
### Psychological Services for
### Highest Needs Schools

## *Next Steps:*

○ 1)Collect and analyze data
○ 2) Report analysis and conclusions regarding effectiveness
○ 3) Create 2015–16 Allocation Plan

## Actions & Services (Section 3B):
### Staffing at Middle and High Schools to Improve Learning

▸ *Goal 1.2:* Accelerate student learning increases for ELL, low income, foster youth, redesignated EL students

▸ *Related State and Local Priorities:* Pupil achievement; course access

▸ *Current Status:* Staffing was added and positions were filled = milestone met

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# Future LCAP Report Dates

## LCAP Actions and Services Reports
▸ February 11, 2015
▸ May 6, 2015

## LCAP Progress Indicator/Data Reports
▸ December 17, 2014
▸ April 1, 2015
▸ June 10, 2015

# West Contra Costa Unified School District

## Local Control Accountability Plan
## Progress Indicators Update #2

### December 17, 2014

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# LCAP Progress Indicators (Section 2)

**Progress Indicator Number**

**LCAP GOAL**
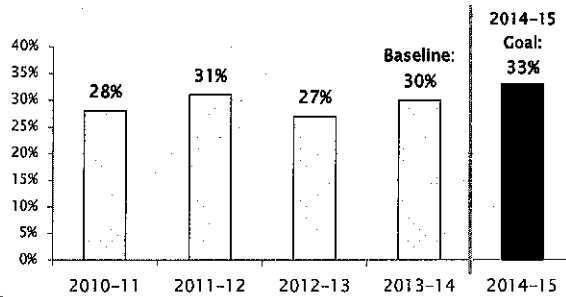
**Yearly Progress Indicator**

**LCAP GOAL: 1.2 Accelerate student learning increases for ELL and low income students**

Yearly Indicator 13: Increase % proficient on annual CELDT by 3% (State Requirement)

The California English Language Development Test (CELDT) identifies English Learners (ELs) and assesses their progress in English in four domains from year to year: listening, speaking, reading, and writing. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. A student achieves English proficient level on the CELDT if both of the following criteria are met:
- Overall performance level of Early Advanced or Advanced, and
- Domain performance level scores of Intermediate or above

**Annual CELDT Proficiency by School Year**



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**LCAP GOAL: 1.2 Accelerate student learning increases for ELL and low income students**

Yearly Indicator 14: EL reclassification rate will increase by 2% (State Requirement)

English learners must participate in the annual California English Language Development Test (CELDT) until they are reclassified as Redesignated Fluent English Proficient (RFEP) students. There are four criteria to reclassify: CELDT results, teacher evaluation, parent opinion, and student performance on an objective assessment of basic skills in English–language arts.

**EL Reclassification Rate by School Year**
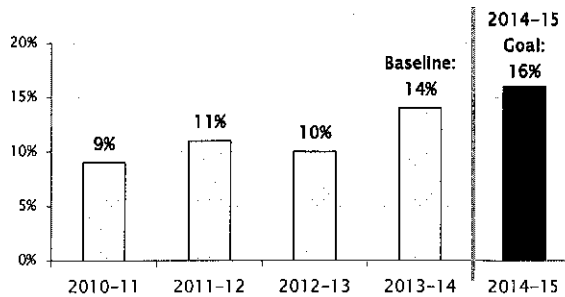


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**LCAP GOAL: 3.1 Increase parent engagement, involvement, and satisfaction**

Yearly Indicator 23: Healthy Kids Parent Survey response rate will increase by 10% (WCCUSD Requirement)

The California Healthy Kids Survey (CHKS) has three parts: a student, a staff, and a parent survey. In February, parents take the 41-question California School Parent Survey with questions about school communication, expectations, safety, and climate. The survey can be taken both online and on paper in English and Spanish. Paper surveys are available in 24 different languages.

**Healthy Kids Parent Survey Response Rate by School Year**
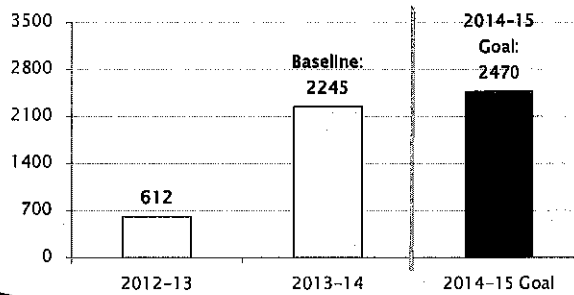


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**LCAP GOAL: 4.2 Improve student engagement and climate outcomes**

Yearly Indicator 36: Increase Healthy Kids Survey School Climate Index by 5% (WCCUSD Requirement)

The school climate index (SCI) measures school climate and safety needs based on select California Healthy Kids Survey (CHKS) and truancy data. Scores range from 100 to 500. Higher scores mean more positive school climates. The SCI is calculated by computing the weighted average of three domains: (1) Supports and Engagement (45%); (2) Violence, Victimization, and Substance Use at School (45%); and (3) Truancy Incidents (10%). All comprehensive high schools receive an index score.

**School Climate Index Scores by School Year**
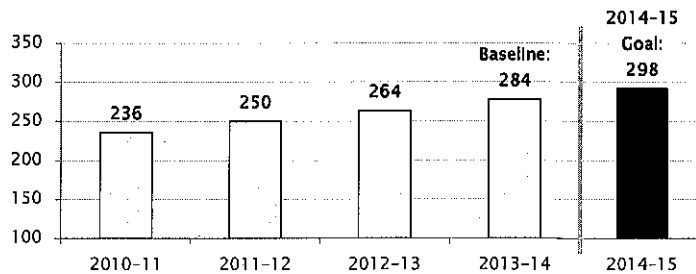


*2010-2012 does not include Pinole Valley HS

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**LCAP GOAL: 2.2 Recruit and train high quality teachers and principals**

Yearly Indicator 19: % of new teachers who stay into their $4^{th}$ year will increase by 3% (WCCUSD Requirement)

The district seeks to increase the percentage of new teachers who stay in the district for at least four years.

**New Teachers who Stay into their 4th Year by School Year**

| School Year | Rate |
|---|---|
| 2012-13 | 43% |
| 2013-14 Baseline | 48% |
| **2014-15 Goal** | **51%** |
| 2014-15 Actual | 63% |

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**LCAP GOAL: 2.2 Recruit and train high quality teachers and principals**

Yearly Indicator 20: % of principals who stay into their $4^{th}$ year will increase by 5% (WCCUSD Requirement)

The district seeks to increase the percentage of Principals who stay at the same school for at least four years.

**Principals who Stay into their 4th Year by School Year**

| School Year | Rate |
|---|---|
| 2012-13 | 35% |
| 2013-14 Baseline | 33% |
| **2014-15 Goal** | **38%** |
| 2014-15 Actual | 43% |

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**LCAP GOAL: 7 Provide basic services to all students**

Yearly Indicator 48: Ensure Williams certification finds that 100% students have access to standards aligned materials (State Requirement)

As a result of the *Williams* case, all schools are required to report the availability of textbooks or instructional materials, among other conditions, to ensure students have equal access to instructional materials. Each student must have a textbook or instructional materials to use in class and to take home to complete required homework assignments.

**Percentage of Students with Own Textbook by School Year**

| School Year | Rate |
|---|---|
| 2010-11 | 100% |
| 2011-12 | 100% |
| 2012-13 | 100% |
| 2013-14 Baseline | 100% |
| **2014-15 Goal** | **100%** |
| 2014-15 Actual | 100% |

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**LCAP GOAL: 7 Provide basic services to all students**

Yearly Indicator 49: Increase % facilities with Good / Exemplary rating by 3% (State Requirement)

Using the Facility Inspection Tool (FIT) data, schools provide an overall rating of their facilities (Poor, Fair, Good, Exemplary) based on the following:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

**Facilities with Good or Exemplary Rating by School Year**

| School Year | # Facilities Rated | % Good or Exemplary |
|---|---|---|
| 2010-11 | 29 | 28% |
| 2011-12 | 29 | 79% |
| 2012-13 | 29 | 55% |
| 2013-14 Baseline | 31 | 87% |
| **2014-15 Goal** | - | **90%** |
| 2014-15 Actual | 31 | 90% |

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