West Contra Costa Unified School District

Local Control Accountability Plan
Progress Indicators Update #3

April 1, 2015

LCAP Progress Indicators (Section 2)

Progress Indicator Number

LCAP GOAL

Yearly Progress Indicator

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress toward the goals and describe any changes to the goals.

| # | Identified Need and Metric | Goals | | | | What will be different / improved for students? | | | Related State and Local Priorities |
		Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
1	Ensure students have access and enrollment in all required courses of study	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Continue to provide full complement of specified courses for students in grades 7-12	Continue to provide full complement of specified courses for students in grades 7-12	Continue to provide full complement of specified courses for students in grades 7-12	Pupil achievement; Course Access
2	Beginning in 2014-15, growth will be measured using CAASPP	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Establish CAASPP ELA and Math proficiency baselines	CAASPP targets to be determined using baseline data	CAASPP targets to be determined using baseline data	Pupil achievement; Course Access
3	Based on 2015-2016 API, set new goals	1.1 Improve student achievement for all students	All Students	All Schools	N/A: LCAP Year 1	Establish API baselines	API targets to be determined using baseline data	API targets to be determined using baseline data	Pupil achievement; Course Access
4	Increase % of 10th graders who pass the CAHSEE ELA: 73%	1.1 Improve student achievement for all students	All Students	All High Schools	N/A: LCAP Year 1	CAHSEE Pass Rate (350+) in English will increase by 2%	CAHSEE Pass Rate (350+) in English will increase by 2%	CAHSEE Pass Rate (350+) in English will increase by 2%	Pupil achievement; Course Access
5	Increase % of 10th graders who pass the CAHSEE Math: 72%	1.1 Improve student achievement for all students	All Students	All High Schools	N/A: LCAP Year 1	CAHSEE Pass Rate (350+) in Math will increase by 2%	CAHSEE Pass Rate (350+) in Math will increase by 2%	CAHSEE Pass Rate (350+) in Math will increase by 2%	Pupil achievement; Course Access
6	Increase the PSAT Selection Index score: 110	1.1 Improve student achievement for all students	All Students	All High Schools	N/A: LCAP Year 1	PSAT Selection Index will increase 3% (113)	PSAT Selection Index will increase 3% (116)	PSAT Selection Index will increase 3% (119)	Pupil achievement; Course Access
7	Increase % graduates completing UC/CSU course requirements: 37%	1.1 Improve student achievement for all students	All Students	All High Schools	N/A: LCAP Year 1	UC/CSU completion rate will increase 2% (39%)	UC/CSU completion rate will increase 2% (41%)	C/CSU completion rate will increase 2% (43%)	Pupil achievement; Course Access
8	Increase # of students completing CTE	1.1 Improve student	All	All High	N/A:	# of Students	# of Students	# of Students	Pupil

LCAP GOAL: 1.1 Improve student achievement for all students

Yearly Indicator 11: % students who are 'Ready for College/Conditional' in English will increase by 2%

The Early Assessment Program (EAP) is a project of the California State University (CSU) system designed to gauge college-readiness among high school students. In their junior year, high school students have the opportunity to take the EAP tests in math and language arts. High scores allow students to skip CSU placement testing. English scores are based on the 15 EAP multiple-choice questions, selected questions from the grade 11 CST test, and the EAP Essay.

**% Students "Ready for College/Conditional" in English by School Year**
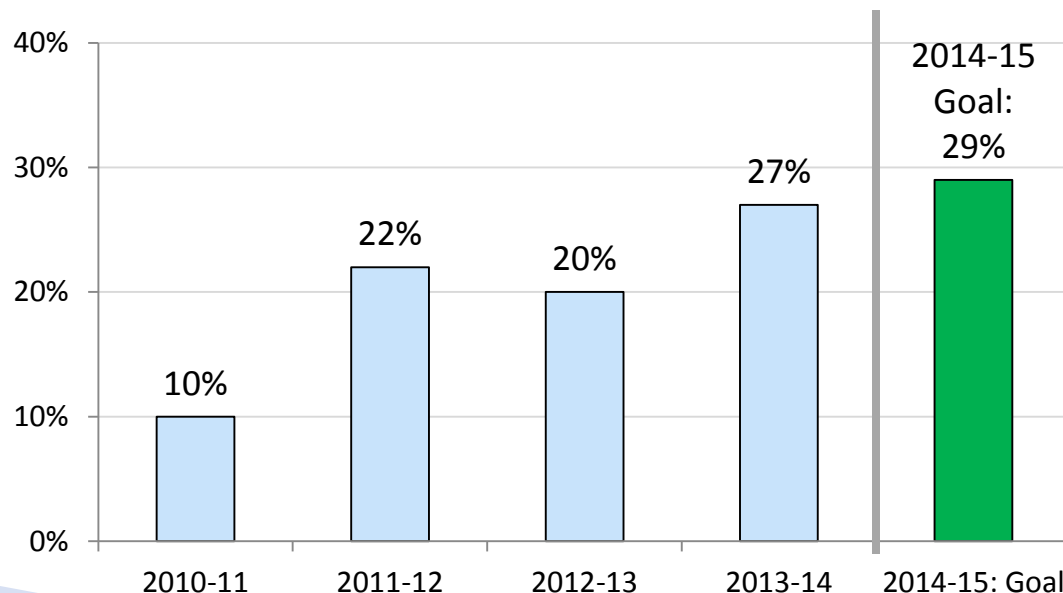
LCAP GOAL: 1.1 Improve student achievement for all students

Yearly Indicator 12: % students who are 'Ready for College/Conditional' in math will increase by 2%

The Early Assessment Program (EAP) is a project of the California State University (CSU) system designed to gauge college-readiness among high school students. In their junior year, high school students have the opportunity to take the EAP tests in math and language arts. High scores allow students to skip CSU placement testing. Math scores are based on the 15 EAP multiple-choice questions, plus selected questions from the Algebra 2 or Summative High School Math CST.

% Students "Ready for College/Conditional" in Math by School Year
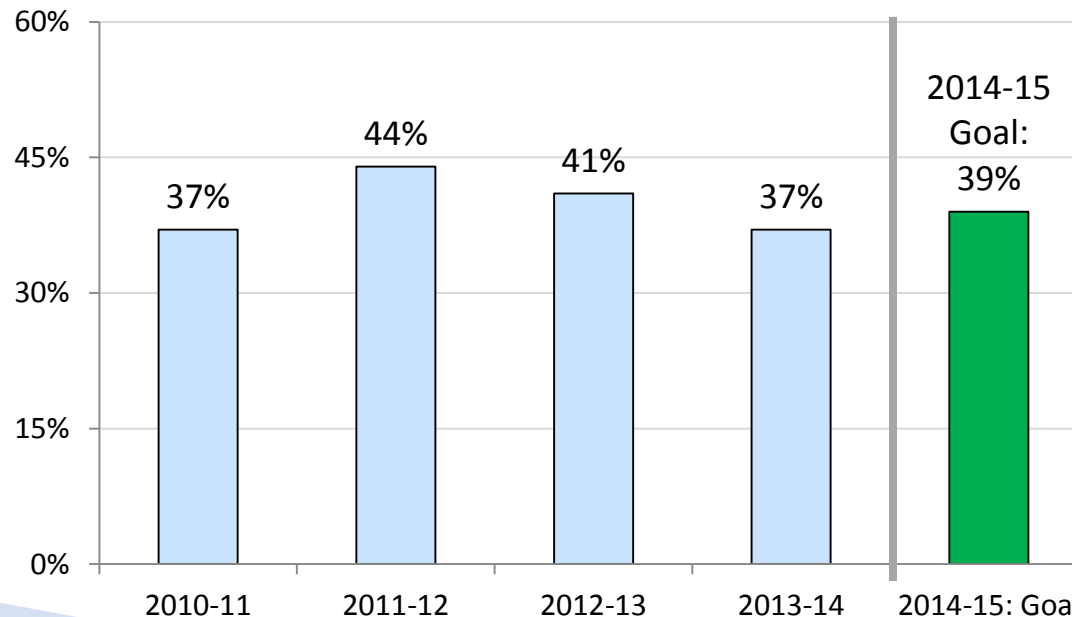
School Year	%
2010-11	37%
2011-12	44%
2012-13	41%
2013-14	37%
2014-15: Goal	39%

2014-15 Goal: 39%

LCAP GOAL: 4.2 Improve student engagement and climate outcomes

Yearly Indicator 29: School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate

The attendance rate is the total days attended divided by the total days of membership within student group categories using ADA rules.

School Attendance Rates by School Year - Elementary

School	2012-13	2013-14	2014-15 Goal	School	2012-13	2013-14	2014-15 Goal
Bayview	93.9%	94.1%	94.6%	Murphy	94.0%	94.5%	95.0%
Chavez	94.4%	94.6%	95.1%	Nystrom	92.3%	92.8%	93.3%
Collins	94.6%	94.8%	95.3%	Peres	94.6%	94.5%	95.0%
Coronado	94.3%	94.7%	95.2%	Shannon	93.3%	94.6%	95.1%
Downer	93.6%	94.0%	94.5%	Stege	93.1%	92.7%	93.2%
Grant	94.6%	94.0%	94.5%	Tara Hills	94.5%	94.5%	95.0%
King	92.7%	93.6%	94.1%	Verde	95.8%	93.4%	93.9%
Lincoln	94.6%	94.6%	95.1%	Washington	94.6%	94.7%	95.2%
Mira Vista	94.1%	94.8%	95.3%				

LCAP GOAL: 4.2 Improve student engagement and climate outcomes

Yearly Indicator 29: School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate

The attendance rate is the total days attended divided by the total days of membership within student group categories using ADA rules.

School Attendance Rates by School Year - Secondary

School	2012-13	2013-14	2014-15 Goal
Crespi	94.9%	94.4%	94.9%
Kennedy	87.6%	88.6%	89.1%
Richmond	93.7%	94.6%	95.1%
Gompers	69.8%	72.3%	72.8%
North Campus	76.9%	74.4%	74.9%

LCAP GOAL: 4.2 Improve student engagement and climate outcomes

Yearly Indicator 34: # of out-of-school suspensions will decrease by 3%

Out-of-school suspension means students are not allowed to go to campus during the period of suspension except for official meetings relating to their suspension.

 # Out-of-School Suspensions by School Year

School Year	# Suspensions
2011-12	7589
2012-13	6363
2013-14	3701
2014-15: Goal	2014-15 Goal: 3590
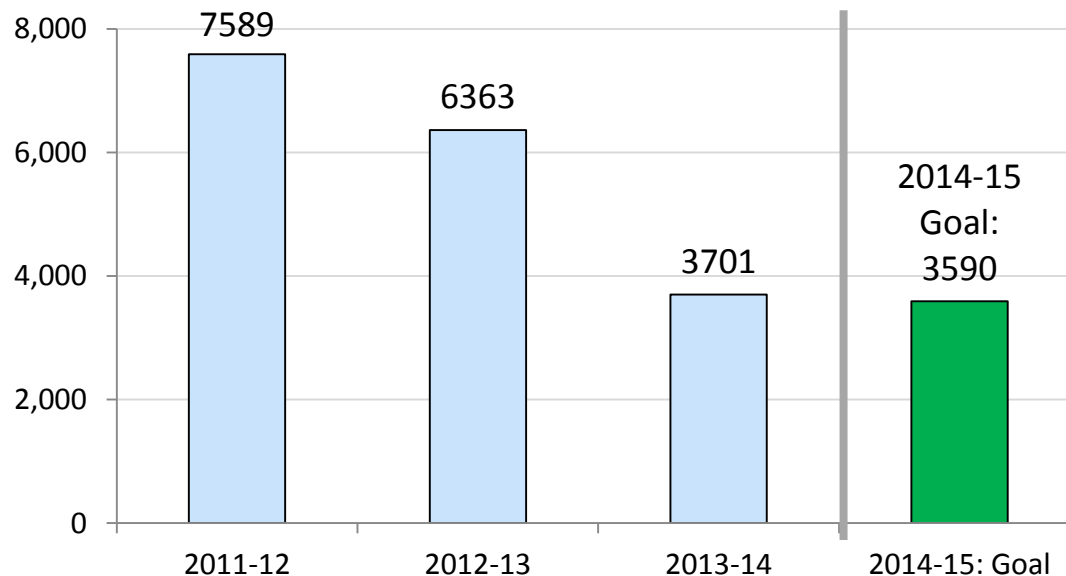
LCAP GOAL: 4.2 Improve student engagement and climate outcomes

Yearly Indicator 35: Maintain low level of expulsions

Expulsion is district's most serious discipline approach, requiring approval from the Board of Education. For up to two semesters, expelled students may not participate in any district- or school-sponsored activity, including regular classes, dances, athletics, and performing arts events. Instead, these students must attend a community day school or alternative education program.

 # Expulsions by School Year
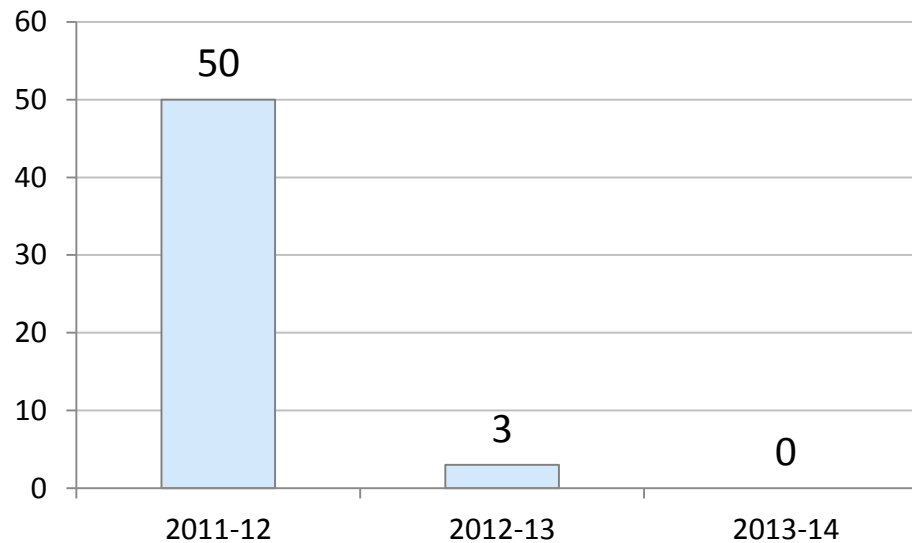
LCAP GOAL: 3.1 Increase parent engagement, involvement, and satisfaction

Yearly Indicator 22: Develop annual parent surveys which will measure engagement, involvement, and satisfaction.

The district seeks to measure how engaged and satisfied parents are with their schools. The California School Parent Survey (CSPS), a companion to the California Healthy Kids Survey (CHKS), is a district-wide survey parents take in February which asks questions about school climate, safety, and engagement. All parents in the district can take the survey.

% Parent Engagement/ Involvement by School Year

Survey Question This school:	2013-14 Rate (n = 2245)
Keeps me well-informed about my child's progress in school	81%
Encourages me to be an active partner with the school in educating my child	76%
Allows input and welcomes parent contributions	77%
Actively seeks the input of parents before making important decisions	61%

* Strongly Agree/Agree

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

Yearly Indicator 22: Develop annual parent surveys which will measure engagement, involvement, and satisfaction.

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% Parent Satisfaction by School Year

Survey Question This school:	2013-14 Rate (n = 2245)
Promotes academic success for all students	83%
Motivates students to learn	80%
Is a safe place for my child	77%
Has a supportive learning environment for my child	79%
Has adults that really care about students	78%

* Strongly Agree/Agree

LCAP GOAL: 7 Provide basic services to all students

Yearly Indicator 46: Ensure 0% misassignment rates

The district seeks to ensure there are no placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential.

% Teacher Misassignments by School Year

School Year	Rate
2010-11	0%
2011-12	0%
2012-13	0%
2013-14 Baseline	0%
2014-15 Goal	**0%**
2014-15 Actual	0%

LCAP GOAL: 7 Provide basic services to all students

Yearly Indicator 47: Ensure 0% misassignment rates of teachers of English Learners

The district seeks to ensure there are no placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential.

% Teacher Misassignments of ELs by School Year

School Year	Rate
2010-11	0%
2011-12	0%
2012-13	0%
2013-14 Baseline	0%
2014-15 Goal	**0%**
2014-15 Actual	0%