

West Contra Costa Unified School District

Local Control Accountability Plan Progress Indicators Update #2

December 17, 2014

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 52060 and 52067, and for charter schools, Education Code section 7606.5 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			Annual Update Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		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	Continue to provide full complement of specified courses for students in grades 7-12.	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 10 th 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 10 th 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 achievement for all students	All Students	All High Schools	N/A: LCAP Year 1	# of Students	# of Students	# of Students	Pupil achievement, Course Access

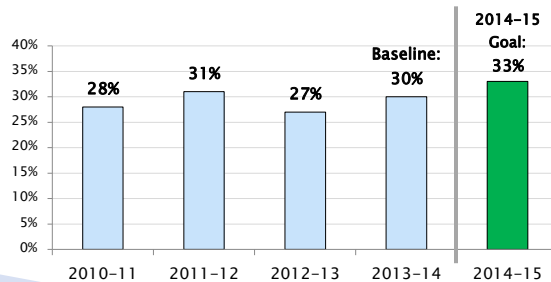
LCAP GOAL: 1.2 Accelerate student learning increases for ELL and low income students

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



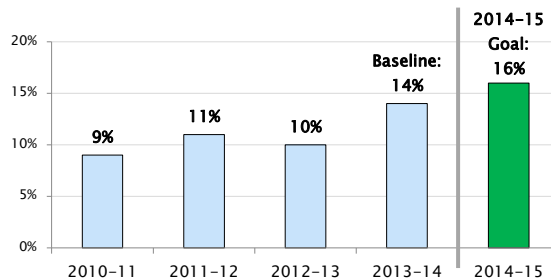
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LCAP GOAL: 1.2 Accelerate student learning increases for ELL and low income students

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



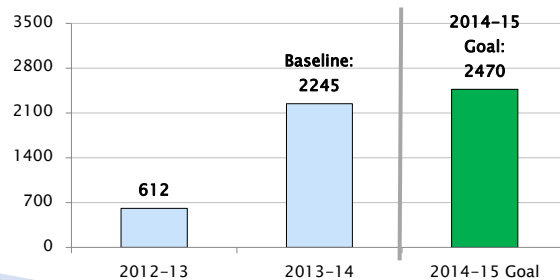
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LCAP GOAL: 3.1 Increase parent engagement, involvement, and satisfaction

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



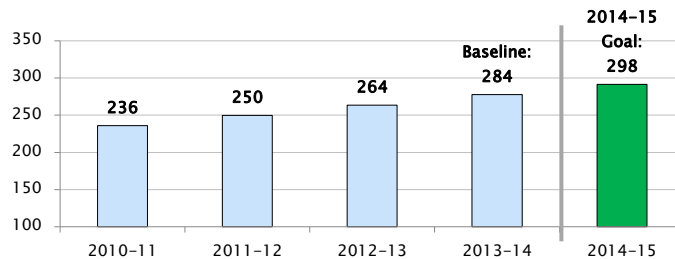
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LCAP GOAL: 4.2 Improve student engagement and climate outcomes

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 4th 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 4th 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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